**Geography Grade –VII**

**Item development team**

* **Mrs. Asifa Faisal**
* **Mrs. Rashme**

**Subject Geography**

**Domain: -I (Physical Geography)**

**Unit – I (Plains & Rivers)**

**Type of Assessment: Formative**

SLO:[SLO: G-07-A-01] Inquire about earth’s process and pattern and how landscape has changed over time.

Type of Task: Group Activity.

Level of SLO: Analysis

Task: Draw Map of Pakistan according to land forms of Pakistan. Point out which areas are mostly affected by floods and earth quakes.

Level of Item: Analysis

**Scoring Rubrics** Maximum Marks: 10

| **0-2 Marks****(un-satisfactory)** | **3-4 Marks****(Need Improvement)** | **5-7 Marks****(Good)** | **8-10 Marks (Excellent)** |
| --- | --- | --- | --- |
| No map drawnBlur outline of Pakistan | **Provincial boundaries shown****Some landforms identified** | All land forms marked/ named landformsBlur identification of flood and earthquake affectees | **Identified areas****Key given****Correct symbols used****Labelled**  |

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

**Name and Signature of Reviewer**

SUMMATIVE ASSESSMENT

**Item development team**

* **Mrs. Asifa Faisal**
* **Mrs. Rashme**

**Subject Geography**

**Domain: I (Physical Geography)**

**Grade: VII**

**Unit: I**

**Type of Assessment: Summative**

SLO:[SLO: G-07-A-01] Inquire about earth’s process and pattern and how land scape has changed over time.

Type of Task: Essay type

Level of SLO:  Application

Task:   Differentiate between the Weathering and Erosion and give examples.

Level of Item: Application

Rubrics Maximum Marks -10

| **0-1 Marks****(un-satisfactory)** | **2-4 Marks****(Need Improvement)** | **5-7 Marks****(Good)** | **8-10 Marks (Excellent)** |
| --- | --- | --- | --- |
| No relevant point**Blur definition of 1 term** | Blur meaning of both termsOne difference pointed out | Covered few differences**Named examples** | **Example on weathering and erosion explained** |

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

**Name and Signature of Reviewer**

**FORMATIVE ASSESSMENT**

**Item development team**

* **Mrs. Asifa Faisal**
* **Mrs. Rashme**

**Subject Geography**

**Domain: Physical Geography**

**Unit – I (Plains & Rivers)**

**Type of Assessment: Formative**

SLO:[SLO: G-07-A-02] use map conventions to understand time zones and date lines.

Type of Task: Hands on activity.

Level of SLO: Application

Task: Develop longitude and use UK atlas to detect the 2 areas on that longitude.

Level of Item: Application

**Scoring Rubrics Maximum marks: 10**

| **0-4 Marks****(un-satisfactory)** | **5-6 Marks****(Need Improvement)** | **7-10 Marks****(Good)** |
| --- | --- | --- |
| Draws longitude with reference or Prime Meridian | Deduction of any two cities. | Some will be repeated with more cities. |

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Item development team**

* **Mrs. Asifa Faisal**
* **Mrs. Rashme Adil**

**Subject Geography**

**Domain: Physical Geography**

**Grade: VII**

**Unit: I**

**Type of Assessment: Summative**

SLO:[SLO: G-07-A-02] use map conventions to understand time zones and date lines.

Type of Task: Essay type

Level of SLO:  Application

Task: Calculate the longitude from time zones for the given following:

 Islamabad, New York

Level of Item: Application

Rubrics Marks: /10

| **0-2 Marks****(un-satisfactory)** | **3-4 Marks****(Need Improvement)** | **5-6 Marks****(Good)** | **7-10 Marks (Excellent)** |
| --- | --- | --- | --- |
| PresentationIslamabad, New York   | Collection to Islamabad and New York by Prime Meridian | Use of Formula  | Calculations |

 Maximum Marks (10)

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

**Name and Signature of Reviewer**

**Item development team**

* **Mrs. Asifa Faisal**
* **Mrs. Rashme Adil**

**Subject Geography**

**Domain: Physical Geography**

**Unit – 3 (Settlements and Land use**

**Type of Assessment: Summative**

SLO:[SLO: G-07-A-03] Gather information using maps, globes, photographs, aerial photographs, satellite images and graphs to inquire about geographical changes of a selected regions or a landform.

Type of Task: Hands on activity

Level of SLO: Analysis

Task: Students will draw diagrams of the pattern of settlement with name and examples on a paper.

**Scoring Rubrics Marks: /9**

| **0-3 Marks** | **4-6 Marks** | **7-9 Marks** |
| --- | --- | --- |
| Incorrect patterns1 mark for each pattern | Names of the patterns of settlements | 3 Examples of the pattern of settlements |

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

**Name and Signature of Reviewer**

**Item development team**

* **Mrs. Asifa Faisal**
* **Mrs. Rashme Adil**

**Subject Geography**

**Domain: Physical Geography**

**Grade: VII**

**Unit: I**

**Type of Assessment: Summative**

SLO:[SLO: G-07-A-03] Gather information using maps, globs, photographs, aerial photographs, satellite images and graphs to inquire about geographical changes of a selected regions or a landform.

Type of Task: Essay type

Level of SLO:  Analysis

Task:   By using various resources (interviewing grandparents, Google Maps, photographs describe the geographical changes that have taken place in your area.

Level of Item: Comprehension

RUBRICS Marks: /10

| **0-1 Marks****(un-satisfactory)** | **2-4 Marks****(Need Improvement)** | **5-6 Marks****(Good)** | **7-10 Marks (Excellent)** |
| --- | --- | --- | --- |
| * Student description does not consist of any example
* No link of the changes that has taken place
 | * Occasionally gives comparison of
* Geographical changes
* Student displays few photographs and compares findings.
 | Student will give comparison on* Folklore
* Numerical data
* Basic comparison of few points
 | * Student gives detailed Folklore
* Pictures,
* Numerical Data,
* Comparison,
* Geographical differences with explanation,
 |

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

**Name and Signature of Reviewer**

**Item development team**

* **Mrs. Asifa Faisal**
* **Mrs. Rashme Adil**

**Subject Geography**

**Domain: Physical Geography**

**Unit – 2 (Water resources and Management)**

**Type of Assessment: Summative**

SLO:[SLO: G-07-A-04] Investigate how and why our climate is changing (excessive Agriculture) .

Type of Task:  Essay Type

Level of SLO: Analysis

Task: Individual activity.

Hypothesize the situation of drinking water in next year in Pakistan. How will this future situation impact the sewage waste condition?

Scoring Rubrics Maximum Marks- 10

| **0-3 Marks****(un-satisfactory)** | **4-7 Marks****(Need Improvement)** | **8-10 Marks****(Good)** |  |
| --- | --- | --- | --- |
| Not doneBlur proposal to increase water reserves | More than one mentionedPresentation of proposal briefly | Presentation of proposal in detailTime managementPresentation of work |  |

REVIEWER COMMENTS

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

**Subject: Geography**

**Domain: B**

**Unit:**

**Type of Assessment:**

**SLO: [SLO: G-07-B-01] Describe economic activities related to natural, capital and human resources.**

**Type of Task:**

**Level of SLO: Comprehension**

**TASK:**

**Rubrics Marks:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Need Improvement** | **Good** | **Excellent** |
|  |  |   |  |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

 SUMMATIVE ASSESSMENT

**Subject: Geography**

**Domain: B**

**Unit:**

**Type of Assessment: Summative**

**SLO: [SLO: G-07-B-01] Describe economic activities related to natural, capital and human resources.**

**Type of Task:**

**Level of SLO: Comprehension**

**TASK:**

**Rubrics Marks:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Need Improvement** | **Good** | **Excellent** |
|  |  |  |  |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

**Subject: Geography**

**Domain: B**

**Unit: Minerals and Power**

**Type of Assessment: Formative**

**SLO: [SLO: G-07-B-02] Suggest ways to utilize resources and conserve them**

**Type of Task: Individual activity**

**Level of SLO: Analysis**

**TASK: Map of Mineral of Pakistan will be provided to student pin point the areas which are rich minerals named below.**

**Give information according to Performa**

 **Marks:**

**Name of Minerals Location (Any 1) Uses**

-Rock salt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

-Limestone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

-Chromite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

-Gold \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

-Coal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

**Subject: Geography**

**Domain: B**

**Unit: Water Resources and Management**

**Type of Assessment: Summative**

**SLO: [SLO: G-07-B-02] Suggest ways to utilize resources and conserve them**

**Type of Task: Individual Activity**

**Level of SLO: Synthesis**

**TASK: Pakistan is facing energy crisis, access the possibilities and limitations of developing alternate energy resources to overcome energy shortage.**

**Scoring Rubrics Maximum Marks: 10**

|  Not a single fact listed * Named a renewable and non-renewable energy resources
 | * Some description of renewable resource.
* Few advantages explained (any of the type  of energy)
 | * Point out two alternate energy resources and 3-4 line illustration.
* Advantages discussed.
* Few disadvantages explain.
 | * Full description of two alternate energy resources.
* Advantages and difficulties explained.
* Named of potential areas.
* Two Examples from local and global environment.
 |
| --- | --- | --- | --- |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

**Subject: Geography**

**Domain: B**

**Unit: Climate changes**

**Type of Assessment: Summative**

**SLO: [SLO: G-07-B-03] Inquire why landforms are changing due to human activity.**

**Type of Task: Research work**

**Level of SLO: Analysis**

**TASK: From the developed graphs, design a logbook to point out the changes in temperature and rainfall, mentioning the possible human reasons for changes in that specific period.**

**Students can use multiple resources to assist him/her in report development.**

**Rubrics Marks: 15**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory****0-3 marks** | **Need Improvement****4-7 marks** | **Good****8-11marks** | **Excellent****12 to 15 marks** |
| \*work not done\*designing a vague log book\*max temp\*highest rainfall | \*some discussion on temp changes\*some discussion on rainfall pattern\*state a human factor | \*factors named\*factors discussed in detailDetails on temp change with max/ min temp with causeRainfall highest and lowest and its cause | \*time periods compared\*changes related with human activities explained\*comparison between human activities acc to time period\*neat maintained log book  |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

**Name and Signature of reviewer**

**Subject: Geography**

**Domain: B**

**Unit: Climate changes**

**Type of Assessment: Formative**

**SLO: [SLO: G-07-B-03] Inquire why landforms are changing due to human activity.**

**Type of Task: Research work**

**Level of SLO: Analysis**

**TASK: Teacher will provide data from Met Portal from 1961-1970, 1971-1980 and 1981-1990 of Islamabad.**

**Develop graph of average decade for temperature and rainfall form the given data.**

**Rubrics Marks: 10**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory****0-2 marks** | **Need Improvement****3-5 marks** | **Good****6-8 marks** | **Excellent****9-10 marks** |
| \*not done\*copied data | \*formation of graph with correct x and y axis\*graph development of x axis\*graph development of y axis | \* some data compiled for temp/ rainfall  | Correct interpretation of values for temp and rainfall |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

**Subject: Geography**

**Domain: B**

**Unit: Settlements and Land use**

**Type of Assessment: Summative**

**SLO: [SLO: G-07-B-04] Understand and describe the effects of excess land use**

**Type of Task: worksheet**

**Level of SLO: Comprehension**

**TASK: Choose the correct answer. Marks: /5**

1. **Which of the following resulted from the agricultural revolution?**
2. **People were able to move off the f arms and into cities**
3. **People locked to arms which now needed new works.**
4. **Food production decreased**
5. **Population decreased**
6. **Which of the following resulted when forest were cleared to make room for farms?**
7. **Wild life habitat was improved**
8. **Biodiversity decreased**
9. **Carbon dioxide was removed from atmosphere**
10. **Biodiversity increased**
11. **Overgrazing results in;**
12. **Fertile soil**
13. **Soil erosion**
14. **Increasing oxygen level**
15. **Scenic beauty**
16. **Crop rotation is done to**
	1. **Improve food**
	2. **Increase crops**
	3. **Help soil regain fertility**
	4. **Make farming cheaper**

**5. Deforestation cause**

**a) scenic beauty**

**b). increased surface runoff**

**c) saving tree**

**d) fertile soil**

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

 **FORMATIVE ASSESSMENT**

**Subject: Geography**

**Domain: B**

**Unit: Settlements and Land use**

**Type of Assessment: Formative**

**SLO: [SLO: G-07-B-04] Understand and describe effects of land use**

**Type of Task: Worksheet**

**Level of SLO: Comprehension**

**TASK: Identify the correct option**

 **Marks: 5**

1. **A settlement with only one or a few houses is called a/an;**
2. **Village**
3. **Town**
4. **Isolated dwelling**
5. **City**
6. **Faisalabad in Pakistan is a;**
7. **Town**
8. **Metropolis**
9. **Hamlet**
10. **Village**
11. **Tokyo, the capital city of Japan is located near the coast of;**
12. **Indian Ocean**
13. **Atlantic Ocean**
14. **Arctic Ocean**
15. **Pacific Ocean**
16. **Shanghai, a capital city in China is famous for its;**
17. **Scared places**
18. **Gardens**
19. **Transport facilities**
20. **Busiest sea port**
21. **New York is a;**
22. **Town**
23. **City**
24. **Megalopolis**
25. **Conurbation**

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

**Subject: Geography**

**Domain: B**

**Unit: Settlements and Land use**

**Type of Assessment: Formative**

**SLO: [SLO: G-07-B-05] Study reasons for selecting a place to develop settlements**

**Type of Task: Research work**

**Level of SLO: Comprehension**

**TASK:**

Students will wear different cultural dresses of Pakistan and through carrying post cards describe their connection in history. Teacher will leave a sticky note on every student’s desk with a comment about what they would like to know more about.

**Checklist or the teacher: (2 marks for each representation)**

Representation of the Province through

* + Cultural dresses
	+ Regional Language
	+ Music / Folklore
	+ Food
	+ Economic Activities

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

**Subject: Geography**

**Domain: B**

**Unit: Settlements and Land use**

**Type of Assessment: Summative**

**SLO: [SLO: G-07-B-05] Study reasons for selecting a place to develop settlements**

**Type of Task: Individual Activity**

**Level of SLO: Comprehension**

**TASK:**

**Q1- Compare and contrast any two urban settlements in Pakistan because of functions performed there.**

**Rubrics Marks: 10**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory****0 to 2 marks** | **Need Improvement****3-5marks** | **Good****6-8 marks** | **Excellent****8-10 marks** |
|  \*named one settlement\*named second urban settlement. | \*similarity stated\*vague detail of function written for both | \* comparison done \*functions of both settlements explained\*similarities explained | \* functions compared\*purpose mentioned\*importance according to function discussed. |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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**SUMMATIVE ASSESSMENT**

**Subject: Geography**

**Domain: B**

**Unit: Settlements and Land use**

**Type of Assessment: Summative**

**SLO: [SLO: G-07-B-06] Compare urban and rural infrastructure to understand adaption according to human needs.**

**Type of Task: Essay**

**Level of SLO: Application**

**TASK:** Rasoolpur is a small village of Hyderabad. Ahmed migrated from his village Rasoolpur to Islamabad. Predict challenges and problems he might face in Islamabad.

| **0-1 Marks****(Un-satisfactory)** | **2-4 Marks****(Need improvement)** | **5-7 Marks****(Good)** | **8-10 Marks (Excellent)** |
| --- | --- | --- | --- |
| Not a single fact listed Vague fact listed  | A major problem identified some development of the problem.  | Two problem listed Explanation of the problem identified  | 3-4 problems mentioned, discussed the problem with examples properly |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

* **Subject Geography**
* **Domain: Human Geography**
* **Unit – 3 (Settlement and land use)**
* **Type of Assessment: Formative .**
* SLO:G-07-B-06] **Compare urban and rural infrastructure to understand adaption according to human needs**
* Type of Task: worksheet
* Level of SLO: Application

**Type of settlement Identify one location from Pakistan Point out one characteristic**

**Megalopolis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Conurbation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Town \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Village \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Hamlet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Farmstead \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**One Mark for each correct point Total Marks: 14**

**Name and Signature of Developer**

**Mrs. Asifa Faisal**

 **Mrs Rashme Adil**

**REVIEWER COMMENTS**

**­­­­­­­­­­­­---\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject: Geography**

**Domain: B**

**Unit: Plains and Rivers**

**Type of Assessment: Formative**

**SLO: [SLO: G-07-B-07] Use o multiple sources and conventional maps, google maps, satellite images, photographs, diagrams, GPS, to derive information of physical human and environment geography o Pakistan.**

**Type of Task: Hands on Activity**

**Level of SLO: Application**

**TASK: Map of Pakistan will be provided to students with a blue thread.**

**Students are requested to;**

* 1. **Past the thread on the map, showing the journey o River Indus.**
	2. **Note that the names off provinces where the river are passing**
	3. **Write down name o provinces from where provinces do not pass.**

**Rubrics Marks: 15**

|  |  |  |  |
| --- | --- | --- | --- |
| **0 to1** | **Need Improvement****2-4 marks** | **Good****5 to7 Marks** | **Excellent****8 to 10 marks** |
| Not doneThread pasted. |  incomplete information | Named areas through Indus passMap should have a source  | Correct and complete Answer. |

**Name and Signature of Developer**

**Asifa Faisal**

**Rashme Adil**

**Reviewer Comments**:

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

**Subject: Geography**

**Domain: B**

**Unit: Water Resources**

**Type of Assessment: Summative**

**SLO: [SLO: G-07-B-08] Analyze how scarcity of resources compel people to wisely use and modify resources.**

**Type of Task: Hands on Activity**

**Level of SLO: Analysis**

**TASK: Discover o sources of water you use at home. Prepare a one page report suggesting how can water be made drinkable.**

**Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory****0-1 Marks** | **Need Improvement****2-3 Marks** | **Good****4-5 Marks** | **Excellent****6-7 Marks** |
| Only the blur /brief knowledge of topic. | Short idea and incomplete information | Answer is correct but in complete  | Correct and complete Answer. |

**Subject: Geography**

**Domain: B**

**Unit: Water Resources**

**Type of Assessment: Formative**

**SLO: [SLO: G-07-B-08] Analyze how scarcity of resources compel people to wisely use and modify resources.**

**Type of Task: Hands on Activity**

**Level of SLO: Application**

**TASK: Oral discussion of water purification techniques**

**Prepare a diagram of filtration plant that you can install in your garden with low to no cost material.**

**Rubrics Marks: /10**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory****0-1 marks** | **Need Improvement****2-4 marks** | **Good****5 to 7 marks** | **Excellent****8 to 10 marks** |
| Vague/ blur name | Developed diagramBlur mention of material | Answer is correct but in complete  | Selection of materialLabelled diagram |

REVIEWER COMMENTS

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

**Item development team**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** Agriculture

**Type of Assessment:** Summative

**SLO:** [SLO: G-07-B-09] Understand the basic role of global economic systems and inter dependence within the global economy.

**Type of Task:** explanatory answers

**Level of SLO:** Comprehension

**Task:**  Q1. Discuss the different methods of agriculture in Pakistan.

 Give examples of modern tools used in Pakistan

**Name and Signature of Developer**

 **Mrs. Asifa Faisal**

**Mrs. Rashme**

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

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**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** 06-

**Type of Assessment:** Formative

**SLO:** [SLO: G-07-B-09] Understand the basic role of global economic systems and inter dependence within the global economy.

**Type of Task:** worksheet

**Level of SLO:** comprehension

**Task:**  Match the column

**Column A**

Column A **Column B**

Subsistence agriculture Sell in distant markets

Plantation farming A modern method of forming

Truck farming A small farm area

Mixed farming A very vast area of land

Commercial agriculture Raising of line stock and cultivation of crops

 **Marks: /5**

 **Name of developer,**

 **Asifa FAISAL**

 **RASHME ADIL**

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

**Name and Signature of Review**

**Formative Type Assessment**

**Item development team**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** 06- Settlement and Land Use

**Type of Assessment:** Formative

**SLO:** [SLO: G-07-B-10].Study reasons for selecting a place to develop settlement

**Type of Task:** Group Work

**Level of SLO: Analysis**

**Task:**  The teacher will show 4-5 photographs of different mountain area, plain, river, desert etc,

The students will study the photographs and decide where they want to develop settlement choose landform and explain choice

Select one location for ideal settlement

 **Marks:06**

|  |  |  |
| --- | --- | --- |
| 0-1 | 2-4 | 5-6 |
| Choice of landform  | Reasons  | Reasons of choice  |

**Name and Signature of Developer**

**Mrs. Asifa Faisal**

**Mrs. Rashme Adil**

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

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**Summative Type Assessment**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** 06- Settlement and Land Use

**Type of Assessment:** Formative

**SLO:** [SLO: G-07-B-10].Study reasons for selecting a place to develop settlement

**Type of Task:** Easy Type

**Level of SLO: Analysis**

**Task:**

Difference between the area you chose for settlement and any one that you rejected.

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |
| --- | --- | --- |
| **0-2** | **3-6** | **7-10** |
| Blank workNamed settlement | Choice of areasPositive points can be written | Comparison of the AreasPoint why rejected |

**Name and Signature of Developer**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

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

**Name and Signature of Review**

**Formative Type Assessment**

**Item development team**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** 06- Settlement

**Type of Assessment:** Formative

**SLO:** [SLO: G-07-B-11].Develop a sense of respect for diversity and empathy to tolerate difference in , near and far settlements

**Type of Task:** Role play / observation

**Level of SLO: Application**

**Task:**  Arrange the part for the supporting staff of your school role play (exchange of word

Level of Item: **Comprehension**

Role play (exchange of word and greetings is different languages students will keep record of words and communicate in the specific formative words until each other.

**Rubrics:** Marks; /15

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **English** | **Urdu** | **Panjabi** | **Pashto** | **Other Language** |
| Used: Come, Thank you, coe here, mother, father, teacher, water, food, Though, Nose, |  |  |  |  |

One word other than native mother , long will get 1-more.

**Name and Signature of Developer**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

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

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**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** 06- Settlement

**Type of Assessment:** Formative

**SLO:** [SLO: G-07-B-11].Develop a sense of respect for diversity and empathy to tolerate difference in , near and far settlements

**Type of Task:** Produce a list of salient features of your local culture. Analyze how it is different from other regions (of your own choice.

RUBRICS

                                                                       **Maximum Marks: 10**

|  |  |  |
| --- | --- | --- |
| **0 TO 2** | **3 to 5** | **6 to 8 marks** |
| IncorrectSome list  | Detailed list of different culturesComparison done | Reasons for differences discussed in detail |
|  |  |  |

**Name and Signature of Developer**

**Mrs. Asifa Faisal**

**Mrs. Rashme Adil**

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

**Name and Signature of Review**

**Formative Type Assessment**

**Item development team**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** 06- Minerals and Power

**Type of Assessment:** Formative

**SLO:** [SLO: G-07-B-12].Understand that the economic progress of a region relies upon the specialization of resources thousand education, scientific  research  and technology

**Type of Task:** Role play / observation

**Level of SLO: Application**

**Task:**  Astride will be provided to students about missing inducting of passion.

Level of Item: **Comprehension**

Formative: List the tool identified in the article used in missing in Pakistan (any 10)

**Rubrics:**

**Marks:10**

One item 1 more marks according to identified items.

Rubrics:

One word other than native mother, long will get 1-more.

**Name and Signature of Developer**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

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

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**Name and Signature of Reviewer**

**Subject**: Geography

**Domain:** B.

**Grade:** 07

**Unit:** 06- Minerals and Power

**Type of Assessment:** Formative

**SLO:** [SLO: G-07-B-12].Understand that the economic progress of a region relies upon the specialization of resources thousand education, scientific research and technology

**Type of Task:** hands on activity

**Level of SLO : comprehension**

**Task:** An article on mining industry in Pakistan will be provided to students.

List any 10 tools mentioned in the article a miner can use.

|  |  |  |
| --- | --- | --- |
|  |  |  |

1 mark is equal to the main parents

**Name and Signature of Developer**

**Mrs. Asifa Faisal**

**Mrs. Rashme**

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

**Name and Signature of Review**

**Formative Type Assessment**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Rivers and Plains

**Type of Assessment:** Formative

**SLO:** -G-07-C-01.

**Type of Task:** Group Activity

**Level of SLO:** Comprehension

**Task:** Care Study of Yangtze river after development of Dam. (Three Gorges Dam)

**Level of Item:** Comprehension

Formative: Develop a diagram of three Gorges dam and point out the area to be affected most in near future.

**Rubrics Max marks : / 5**

|  |  |  |
| --- | --- | --- |
| 0 to 2 marks  |  3 to 5 Marks  |  |
| * No diagram
* Diagram of the dam
* Some labeling
 | * Labeling of the features (3 to 5)
* Affected area pointed out
 |  |

 **Name of Developer**

 **ASIFA FAISAL**

 **RASHME ADIL**

**Reviewer Comments:**

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

**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject**: Geography

**Domain C:**

**Grade:** 06

**Unit:** Rivers and Plains

**Type of Assessment:** Summative

**SLO:** -G-07-C-01.

**Type of Task:** Group Activity

**Level of SLO:** comprehension

**Task:** Case Study of Yangtze river after development of Dam. (Three Gorgon Dam)

**Level of Item:** Comprehension

Detect the similarities between Three Gorges Dam and Tarbela Dam and explain the similarities of the two dams and summarize how the life around the rivers have changed.

**Rubrics Maximum marks: 16**

|  |
| --- |
| **Identification of landform** |

**Reviewer Comments**:

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

**Formative Type Assessment**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Climate Change

**Type of Assessment:** Formative

**SLO:** -G-07-C-02: Inquire why landforms are changing due to human activity (cause and effects of pollution).

**Type of Task:** Gallery Walk

**Level of SLO:** Analysis

**Level of Item: Analysis**

**Task:** The teacher will place 3 chart papers, each with one factor written :

 1) DEFORESTATION 2) EXCESSIVE AGRICULTURE 3) INDUSTRIAL SETUPS

2- Students will be given 3 colored sticky notes to fill in the cause /effect of the 3 factors.

3- Sticky notes to be placed on charts.

4-Gallery walk by students.

Q. Design on ideal settlement to live in.

**Rubrics:**

|  |  |  |  |
| --- | --- | --- | --- |
| 0-2marks | 3-5 marks | 6-8 | 9-10 |
| * Simple layout
* One feature discussed
 | * Should include basic amenities
* Extracurricular activities
* Any basis 2-3 fetchers
 | Should include about  health economic activity Commercial areas  | Settlement should includeEducationEnvironment Low/Order |

 **Name and Signature of Developer**

 **ASIFA FAISAL**

 **RASHME ADIL**

**Reviewer Comments:**

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

**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Minerals and Powers

**Type of Assessment:** Formative

**SLO:** -G-07-C-02: Inquire why landforms are changing due to human activity (cause and effects pollution).

**Type of Task:**

**Level of SLO:** Analysis

**Level of Item:** Comprehension

Defect the simulates between three Goren Dam and tables, Dam the concoction of DAM the life and around the river changed.

**Maximum Marks: 10**

**Scoring Rubrics**

 **5-12 13-16**

|  |  |  |
| --- | --- | --- |
| **Identification of landform** | **Brief discussion on change** | **Diagram** |
| 0-4 max 4 changes  | 1 Change 2 points | 1 marks for 1 diagram  |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken.**

 **Dr. Faiza Ambreen Zahid.**

**Reviewer Comments**:

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

**Name and Signature of Review**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Climate change

**Type of Assessment:** Formative

**SLO:** -G-07-C-03: Find ways to improve quality of global environment

**Type of Task:** project

**Level of SLO:** Application

**Task: Tree plantation and litter picking will be carried out in school.**

 **Name and Signature of Developer**

 **Asifa Faisal**

 **Rashme Adil**

**Reviewer comments**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Climate change

**Type of Assessment:** Summative

**SLO:** -G-07-C-03: Find ways to improve quality of global environment

**Type of Task:** poster making

**Level of SLO:** Application

**Task: The students will design a poster to emphasize the importance of forest cover in a country.**

 **Name and Signature of Developer**

 **Asifa Faisal**

 **Rashme Adil**

**Reviewer comments**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Minerals

**Type of Assessment:** Formative

**SLO:** -G-07-C-04: understand that high revenue can be generated by exporting finished goods

**Type of Task:** hands on activity

**Level of SLO:** comprehension

**Task: discussion and worksheet will be provided to students to write 5 important points that they have learnt.**

 **Name and Signature of Developer**

 **Asifa Faisal**

 **Rashme Adil**

**Reviewer comments**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Minerals

**Type of Assessment:** Summative

**SLO:** -G-07-C-04: understand that high revenue can be generated by exporting finished goods

**Type of Task:** essay type

**Level of SLO:** comprehension

Task: Explain how high revenue can be generated by exporting finished goods?

**Rubrics 10marks**

|  |  |  |
| --- | --- | --- |
| **0-2 marks** | **3-6** | **7 t0 10** |
| No Point writtenMeaning of export Named any exports | Importance of exportsNames/describing of finished export products | Relation of exports and their role in economy discussed with current examples |

**Rashme ADIL**

**ASIFA FAISAL**

**Reviewer Comments**:

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**Formative Type Assessment**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Agriculture

**Type of Assessment:** Formative

**SLO:** -G-07-C-05: Beginning to understand the basic role of global economic institutions (World Bank + IMF)

**Type of Task:**

**Level of SLO:** Analysis

**Task:** Ask the students to display a designated hand signed to indicate their understanding of world bank and IMF and explain through thumbs up for understanding and thumbs down for not understanding their role.

**Level of Item:** Comprehension

 **Name and Signature of Developer**

 **Asifa Faisal**

 **Rashme Adil**

**Reviewer Comments:**

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

**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject**: Geography

**Domain C:**

**Grade:** 07

**Unit:** Agriculture

**Type of Assessment:** Formative

**SLO:** -G-07-C-05: Beginning to understand the basic role of global economic institutions (World Bank + IMF)

**Type of Task:** Individual Activity

**Level of SLO:**

**Task:** Discuss role of global economic institutions in financial support to developing countries**.**

**Level of Item:** Comprehension

**Maximum Marks: 08**

**Scoring Rubrics**

|  |  |  |
| --- | --- | --- |
| **0-2** | **3-5** | **6-8** |
| No Point written Named IMF/World Bank Named | Purpose of IMFRole of IMF in Pakistan | World Bank role in developing PakistanExamples givenNegative points discussed. |

**Name and Signature of Developer**

**Rashme ADIL**

**ASIFA FAISAL**

**Reviewer Comments**:

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

**Name and Signature of Review**