**Domain A/SLO I**

**Template for Essay Type Item**

**Subject: History**

**Domain: Knowledge and Understanding of Events, People and Changes in Past**

**Grade: Viii**

**Unit: 1**

**Type of Assessment: Summative**

SLO: [SLO: H-08-A-01] Demonstrate the extended understanding of main events, people, and changes, covered in the selected study periods through written and verbal responses.

Type of Task: Subjective Question

Topic :Colonial Economics Policy in India

Level of SLO: Comprehension

Task: Describe the salient features of the Colonial Economic Policy in India and also discuss its impact on Indians?

Marks:10

Level of Item: Comprehension

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| --- | --- | --- | --- |
| Blur/brief concept of Economic Policy | Concept of Economic Policy with 1 or 2 features. | Cover all features of Economic Planning. | Write the features of Economic Policy in great manner and also discuss their impact. |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Class Activity**

**Subject: History**

**Domain ;  Comprehension**

**Grade: Viii**

**Unit: 5**

**Type of Assessment: Formative**

SLO: [SLO: H-08-A-01] Demonstrate the extended understanding of main events, people, and changes, covered in the selected study periods through written and verbal responses.

Type of Task: Completion of Flow chart

Task: Complete a flow chart of Pakistan foreign policy during different eras and enlist salient features of each era. Divide class in 3 groups and each group should enlist at least three features on the board.

Maximum Marks (05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| Flow chart tasks  are not in the  appropriate  order with  connectors  missing. | Flow chart tasks  are sequentially accurate but 2-3 connectors missing | Flow chart tasks  are sequentially accurate but 1-2 connectors missing | Flow chart tasks  are sequentially accurate showing all connectors |
|  |  |  |  |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain B/SLO II**

**Template for Essay Type Item**

**Subject: History**

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

**Grade: viii**

**Unit: 3**

**Type of Assessment: Summative**

SLO: [SLO: H-08-B-01]  Explore multiple reasons for the main events and changes, reasons for peoples’ behaviors in the past.

Type of Task: Subjective Question

Level of SLO: Comprehension

Task: Discuss about the main causes of World War l and how it was ended?

Maximum Marks: 10

Level of Item: Comprehention

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| --- | --- | --- | --- |
| Only the blur /brief concept of World War l | Concept of World War l with 1 or 2 causes. | Cover all causes and write about end of war. | Write the causes of War in great manner and end of war was discussed properly. |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewe**

**Template for Multiple Choice Item**

**Subject:History**

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

**Grade:Viii**

**Unit: 3**

**Type of Assessment: Formatiive**

SLO: : [SLO: H-08-B-01]  Explore multiple reasons for the main events and changes, reasons for peoples’ behaviors in the past.

Type of Task: Group Activity

Level of SLO: Coprehension

Task; Group Activity:

Class will be divided into groups. Members of groups will be arranged by the teacher according to the strength of the class. Assign them to search the causes of World War i. Each group should share minimum one cause.

Maximum Marks (05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| Students are disinterested in working in a group. Will not cooperate or collaborate. Students works against group goals and are "off-task." | Students do not respond to group goals. Remain "off-task" even though seemed committed to group goals earlier. | Students are committed to group work and goals, but carry out only their own role willingly. | Students are keen about group work and make an effort for group success. |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain B/SLO III**

**Template for Essay Type Item**

**Subject: History**

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

**Grade: VIII**

**Unit: 3**

**Type of Assessment: Summative**

SLO: SLO# H-08-B-02 Link historical knowledge, and understanding, to critically analyze their own behavior, and present circumstances to make informed choices to bring positive change in personal and community future.

Type of Task: Subjective question

Level of SLO: Application

Level of Item: Application

Task: Keeping in view the reasons of Afghan War, how this conflict is still affecting Pakistan?

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| Limited knowledge of Afghan War | Brief idea of Afghan War and reasons behind it. 2 - 3 reasons | Reasons behind Afghan War and 2-3 points on its impact on Pakistan | \*Historical reasons of Afghan War.  \*Historical Impacts on Pakistan  \*Discussion about its current impacts  \*Linkage with War on terrorism |
|  |  |  |  |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: History**

**Domain:**

**Grade: VIII**

**Unit: 3**

**Type of Assessment: Formative**

SLO: SLO# H-08-B-02

Type of Task: Subjective question

Level of SLO: Application

Level of Item: Application

Type of Task: Group Tasks

Task: Class debate on merits of British education system during colonial times vs. merits of current education system in Pakistan

Marks: 5

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| Information had some major inaccuracies OR was usually not clear | Some information was accurate, but there were some minor inaccuracies | Most information presented in the debate was clear and accurate, but was not usually thorough | All information presented in this debate was clear, accurate and thorough |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain B/SLO IV**

**Template for Essay Type Item**

**Subject: History**

**Domain: Linking Historical Knowledge to Develop Citizenship**

**Grade: Viii**

**Unit: III**

**Type of Assessment: Summative**

SLO: [SLO: H-08-B-03]

Type of Task: Subjective Question

Level of SLO: Application

Task: Why should nations obey UN resolutions and commitments? Enlist consequences of not obeying these global laws.

Marks:10

Level of Item: Comprehension

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| --- | --- | --- | --- |
| Brief description of UN | Concept of UN resolutions and commitments | Adequate knowledge of UN and its laws. 2-3 consequences | Full knowledge of UN, resolutions, commitments,  Elaborated consequences logically and in a sequence |
|  |  |  |  |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Class Activity**

**Subject: History**

**Domain ;  Analysis**

**Grade: Viii**

**Unit: 2**

**Type of Assessment: Formative**

SLO: [SLO: H-08-B-03]

Type of Task: Class Activity

Task: Paste pictures of leaders of reformist movements in Indian Subcontinent on a Chart and ask students to write their contributions.

Maximum Marks (05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| All points were not supported | Some points were supported well, others were not | Every major point was supported with facts, and/or examples, but the relevance of some was questionable | Every major point was well supported with several relevant facts, and/or examples |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain B/SLO V**

**Template for Essay Type Item**

**Subject:History**

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

**Grade: VIII**

**Unit: 6**

**Type of Assessment: Summative**

SLO: [SLO: H-08-B-04]  Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice, and tolerance.)

Type of Task: Subjective

Level of SLO: Application

Task: Describe the structure and function of the Parliament of Pakistan (National Assembly and Senate)

Maximum Marks (10)

Level of Item: Application

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| --- | --- | --- | --- |
| Any point about the structure or the function of  Parliament. | 3 or 4 points about the structure or the function of Parliament. | Cover 70 to 80 % points of National Assembly and Senate. | Write the structure and functions of National Assembly and Senate separately. |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject:History**

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

**Grade:Viii**

**Unit: 6**

**Type of Assessment: Formative**

SLO: [SLO: H-08-B-04]  Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice, and tolerance.)

Type of Task: Roll play

Level of SLO: Application

Task: Conduct a roll play in which students will wear the uniform of Pakistani Armed forces (Army, Navy and Air force).

Defending efforts of armed forces should be shown by the performance of students.

Ask the students to provide information about the other responsibilities of Armed Forces.

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| Limited communication of character’s feelings, situation and motives | Adequate communication of character’s feelings, situation and motives | Competent communication of character’s feelings, situations and motives. | Convincing communication of character’s feelings, situation and motives |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain A/SLO VI**

**Template for Essay Type Item**

**Subject: History**

**Domain: C**

**Grade: Viii**

**Unit: IV**

**Type of Assessment: Summative**

SLO: [SLO: H-08-B-C-01]

Type of Task: Subjective Question

Level of SLO: Application

Task: In your opinion, how did Jinnah’s 14 points shape Muslim movement for separate homeland?

Marks:10

**Scoring Rubrics**

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

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Class Activity**

**Subject: History**

**Domain: C**

**Grade: Viii**

**Unit: 4**

**Type of Assessment: Formative**

SLO: [SLO: H-08-B-C-01]

Type of Task: Class Activity

Task: Students will be divided in two groups and one group has to discuss objectives of formation of Muslim League and the other objectives of formation of Congress.

Maximum Marks (05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| Students are disinterested in working in a group. Will not cooperate or collaborate. Students works against group goals and are "off-task." | Students do not respond to group goals. Remain "off-task" even though seemed committed to group goals earlier. | Students are committed to group work and goals, but carry out only their own role willingly. | Students are keen about group work and make an effort for group success. |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain C/SLO VII**

**Template for Essay Type Item**

**Subject: History**

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

**Grade: Viii**

**Unit: 5**

**Type of Assessment: Summative**

SLO: [SLO: H-08-C-02] Explore the links of conflicts and issues of past events as the cause of new events, within, and across. study periods to construct reason and opinion.

Type of Task: Subjective question

Level of SLO: Knowledge and compression

Level of Item: Application

Task: How Kashmir issue is a bone of contention between Pakistan and India? Is Kashmir issue a cause of war between Pakistan amd India?

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| Any idea of Kashmir issue. | Brief idea of Kashmir issue. 2 - 3 historical points. | Kashmir issue with historical background and Indian injustice | \*Historical background.  \*Indian injustice.  \*Discussion about War. |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: History**

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

**Grade: Viii**

**Unit: 5**

**Type of Assessment: Formative**

SLO: [SLO: H-08-C-02] Explore the links of conflicts and issues of past events as the cause of new events, within, and across. study periods to construct reason and opinion.

Type of Task: Group activity

Level of SLO: Knowledge and compression

Task: \*Divide class into three groups. Each group assign one constitution, (1956,1962and1973). \*Participants of group cram the salient features of their assigned constitution.

\*Each participant write one feature on a chat paper and present it in front of class.

Maximum Marks : (05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| All points were not supported | Some points were supported well, others were not | Every major point was supported with facts, and/or examples, but the relevance of some was questionable | Every major point was well supported with several relevant facts, and/or examples |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain D/SLO VIII**

**Template for Essay Type Item**

**Subject: History**

**Domain: Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 5**

**Type of Assessment: Summative**

**Topic : War 1971**

SLO: [SLO: H-08-D-01]  Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)

Type of Task: Subjective question

Level of SLO: Comprehension

Level of Item: Analysis

Task: Analyze the political and military situation which resulted in separation of East Pakistan?

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| Blur/brief concept of East Pakistan. | Concept of war1971 | Minimum 3 points war and 3 about elections. | 4 points about war  4 points about election  2 points about consequences |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: History**

**Domain: Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 5**

**Type of formative Assessment: War of 1971 and its consequences.**

SLO: [SLO: H-08-D-01]  Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)

Type of Task: Socratic Seminar

Level of SLO: Comprehension

Task: Conduct Socratic Seminar in class.

\*Assign a topic"1971 War and its on consequences "to students and ask them to search and collect information about the topic..

\*Conduct a Seminar next day.

\*Seating arrangement should be in circle.

\*Ask questions about the topic.

\*Allow students to ask questions

with each other.

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| All points were not supported | Some points were supported well, others were not | Every major point was supported with facts, and/or examples, but the relevance of some was questionable | Every major point was well supported with several relevant facts, and/or examples |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain A/SLO IX**

**Template for Essay Type Item**

**Subject: History**

**Domain: D**

**Grade: Viii**

**Unit: V**

**Type of Assessment: Summative**

SLO: [SLO: H-08-D-02]

Type of Task: Subjective Question

Level of SLO: Application & Analysis

Task: What should be the basis of Pakistan’s foreign policy? What steps should we take to improve Pakistan’s global status?

Marks:10

**Scoring Rubrics**

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

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Class Activity**

**Subject: History**

**Domain: D**

**Grade: Viii**

**Unit: 6**

**Type of Assessment: Formative**

SLO: [SLO: H-08-D-02]

Type of Task: Class Project

Task: Make a project on the priorities for making Pakistan strong and peaceful. Students need to use different sources other than textbooks to support their claims

Maximum Marks (05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4- 5 Marks** |
| --- | --- | --- | --- |
| Shows little creativity, originality and/or effort in understanding the topic | A few original touches enhance the project to show some understanding of the topic | Thoughtfully and uniquely presented; clever at times in showing understanding of the topic | Exceptionally clever and unique in showing deep understanding |
|  |  |  |  |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain D/SLO X**

**Template for Essay Type Item**

**Subject: History**

**Domain: Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 2**

**Topic: Syed Ameer Ali 7**

**Type of Assessment: Summative**

SLO: [SLO: H-08-D-03]  Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations.

Type of Task: Subjective questions

Level of SLO: Comprehension

Level of Item: Analysis

Task: Analyze the impacts of the educational efforts of Syed Ameer Ali on the uplift of Muslim society?

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| Amy information about Syed Ameer Ali | Basic information with any point about literary or political contribution. | Basic information with some points of literary and political contribution but detail and impact is missing. | All information with detail analysis and impact is discussed |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: History**

**Domain: Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 2**

**Type of Assessment: Formativr**

SLO: [SLO: H-08-D-03]  Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations.

Type of Task: Group based assignment.

Level of SLO: Coprehension

Task: Divide the class into 6 groups. Assign each group the task to search information regarding the contribution of one of the following personality :

1.Sheikh Ahmed Sarhindi

2.Shah Wali Ullah

3.Syed Ahmed Shaheed

4.Haji Shariat Ullah

5.Sir Syed Ahmed Khan

6.Syed Ameer Ali Maximum marks:(05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| Provided information was not supported by historical facts | Some points were supported well, others were not | Every major point was supported with facts, and/or examples, but the relevance of some was questionable | Every major point was well supported with several relevant facts, and/or examples |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Domain D/SLO XI**

**Template for Essay Type Item**

**Subject: History**

**Domain ;  Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 3**

**Type of Assessment: Formative**

SLO: [SLO: H-08-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and to draw conclusions of the cause and effects.

Type of Task: Timeline

Level of SLO: Knowledge and Comprehensions

Task: Complete the timeline enlisting major events of WW1 at global level and in Indian Subcontinent

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
| --- | --- | --- | --- |
| Many major events are excluded, and too many trivial events are included. | Some events included are trivial, and major events are missing | Most of the included events are important or interesting. One or two major events may be missing | Included events are important and interesting. No major details are excluded. |
|  |  |  |  |
|  |  |  |  |

**Amal Mehboob**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: History**

**Domain ;  Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 1**

**Type of Assessment: Formative**

SLO: [SLO: H-08-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and to draw conclusions of the cause and effects.

Type of Task: Timeline

Level of SLO: Knowledge and Comprehensions

Task: Complete the following Time Line.

Event Year

Battle of Plassey \_\_\_\_\_\_\_

Battle of Panipat \_\_\_\_\_\_\_

Tipu Sultan as ruler \_\_\_\_\_\_\_

of Mysore

Tipu Sultan was martyred \_\_\_\_\_\_

* War of Independence \_\_\_\_\_\_\_\_

Maximum Marks (05)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **4-5 Marks** |
| --- | --- | --- | --- |
| Many major events are excluded, and too many trivial events are included. | Some events included are trivial, and major events are missing | Most of the included events are important or interesting. One or two major events may be missing | Included events are important and interesting. No major details are excluded. |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewe**

**Domain D/SLO XII**

**Template for Essay Type Item**

**Subject:History**

**Domain: Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 5**

**Type of Assessment: Summative**

SLO: [SLO: H-08-D-05] Sophisticated use of chronological terms, and historical conventions, in written and verbal responses to identify, and indicate time.

Type of Task: Subjective Question

Level of SLO: Compression

Level of Item: Analysis

Task: Compare salient features of Democratic Government between 1988 and 1999?

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory  **0-1 Marks** | Need Improvement  **2-4 Marks** | Good  **5-7 Marks** | Excellent  **8-10 Marks** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: History**

**Domain: Historical Enquiry and Interpretation**

**Grade: Viii**

**Unit: 4**

**Type of Assessment: Formative**

SLO: [SLO: H-08-D-05] Sophisticated use of chronological terms, and historical conventions, in written and verbal responses to identify, and indicate time.

Type of Task: Time line (1885\_ 1947)

Level of SLO: Comprehension

Task: Complete following time line by adding year.

Indian National Congress \_\_\_\_\_\_\_\_

Simla Deputation \_\_\_\_\_\_\_\_

All India Muslim League \_\_\_\_\_\_\_\_

Lucknow Pact \_\_\_\_\_\_\_\_\_\_\_

Nehru Report\_\_\_\_\_\_\_\_\_\_\_

Allahabad Address\_\_\_\_\_\_\_\_\_

The Congress Ministries\_\_\_\_\_\_

The Lahore Resolution\_\_\_\_\_\_

The 3rd June Plan\_\_\_\_\_\_

The Indian Independence Act\_\_\_\_\_\_

Maximum Marks (10)

**Scoring Rubrics**

| Unsatisfactory  **0-1 Marks** | Need Improvement  **2 Marks** | Good  **3 Marks** | Excellent  **Marks** |
| --- | --- | --- | --- |
| Many major events are excluded, and too many trivial events are included. | Some events included are trivial, and major events are missing | Most of the included events are important or interesting. One or two major events may be missing | Included events are important and interesting. No major details are excluded. |
|  |  |  |  |
|  |  |  |  |

**Hina Gul**

**Name and Signature of Developer**

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

**Name and Signature of Reviewer**