**English**

**Subject: English**

**Domain: A- Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-A1, 01: ) Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening**

.**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Work in a group, Role play the story “ Friends can change life” some children can play the part of the characters some children can narrate the story. | Discuss & compare the languages, dresses and food of any two counties of your own choice. |  |

**Name and Signature**

i. Zakia Khurshid Kayani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-A1-A DD] Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.**

.**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Role Play topic: Ordering and eating food at a restaurant. In this role play scenario students would use their knowledge of food vocabulary and common question to order food in English at restaurant. | Discuss in group the importance of water and what will happened if water in the lakes and rivers is polluted? |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-A1-03] Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning**

.**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Imagine that you are in cricket stadium and watching match between England and Pakistan. Write brief account of about 150 words of what you see. | Discuss difference mode of the transportation. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-A2, 02) Demonstrate ‘attentive listening’ skills towards other sand be sensitive to the rules of turn-taking and discourse.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read Poem “ Far Away Village” page 93, write the Summary of the poem. | Read “ Did you know” on page 41 and make presentation using chart papers or power point about these facts (page 41) and present it in class. This activities may be performed in groups. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-A2, 03) Ask and answer questions of personal relevance, information and variety of communicative purposes**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: group activity  Role play: Student play roles as interview are and interviewer & interviewee now practice their responses to common Job Interview question | Discuss and write to (ten) most commonly asked interview question for admission in grade 8. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-A2-04]**

**Develop the ability to pose rhetorical questions for a range of audiences.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read Story “ The Happy Prince” with a group member make up a list of question which you would like to ask the characters in the story and the sort of answer which they would make. Act out the interview in role. | Work in group and prepare preventative using chart paper or power point on use of robotics. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-A2-05]**

**Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.**

**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read the Story on page 134 “The Girl who asked why ?. In groups, role plays the story. Some children can play the part of characters and some can narrate the story. | Discuss in a group and written a story using guidelines on page 11. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-A3, 01) Speak confidently and fluently in a wide range of contexts to fulfil different purposes.**

**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  See the pictures on page 148. Discuss in the group about these pictures and prepare a presentation on power point or chart paper. | Will robots even replace human “ Discuss in a group and present the features of robots. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-A3, 02) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)withdiversepartnersongrade-leveltopics,texts,andissues, building on others’ ideas and expressing their own clearly:**

1. **follow rules for discussions, set specific goal sand deadlines, and define individual roles as needed come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflecton ideas under discussion.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
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| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Make a chart of characters of a story “ The Happy Prince” and display it in class room. | Discuss in group the attributes of character “ Happy Prince. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-A4, 01) Engage in extended discussions and debates taking into account other speakers’ view points and presenting one's own with clarity and coherence.**

**Type of Task:**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Write two stanzas on “ Books” and recite in the class. | What is the main of the poem “ A time to task”? make a presentation on it and present in the class. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: A-1: Oral Communication (Listening & Speaking)**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-A4, 02) Explore complex idea sand issues in drama, establishing roles and applying dramatic approaches with confidence**

**Type of Task:**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Think and share in the group any adventurous moment of your life.. | Read the elements of the story writing on page 118. Develop a story in your own words. Present the moral of the story in the class. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: [SLO: E-08-B1-01]**

**Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read passage # 2 titled “part II” on page 87 and underline multisyllabic words. | Ask the students to read the story “The Happy Prince” find out 10 multisyllabic words and write sentences of theses words. | 10 marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[ E-08-B1-02]**

**Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.**

**Express preferences and opinions openly**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read the page 80 and discuss the different tunnel with your class mates. | Read the below story with proper pronunciation and underline difficult words.  We Are All Born Free and Equal  David lives in a small town with his family. The town is pretty ordinary. Everyone goes to school, everyone goes to work at the town's factory, and no one asks any strange questions.  But David is different. He does not want to go to school. He wants to work and help his family. He does not want to work at the town's factory, though. He wants to open his own store. And he always asks these strange questions about "why do you do this?" and "why don't you do that?"  Everyone laughs at him and no one really takes him seriously. No one except his friend Orlando. Orlando looks at David as a person with his own thoughts and ideas. He treats him respectfully. Orlando likes David, even though they disagree.  Time goes by and David grows his business. His hard work and sharp mind pay off, and he now has a chain of stores. He is a wealthy man.  He rarely comes to visit his hometown. But when he does, there is one thing he always remembers. He always remembers his good friend Orlando, and their respectful friendship. And now that he can, he always helps him in times of need. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B1-03]**

**Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words**

**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read the text at page-73  Under line the words write silent letters. | Activity:  Read the text at page-73  Q. Mark words having the following silent letters:  i. B  ii. E  iii. P  iv. N  v. T |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B1-04]**

**Use common punctuation cues to aid**

**comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses ).Recognise and rectify faulty punctuation in given passages and own work and correct others’ work.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text “life on Mars” at page 149-150.  Encircle the punctuation marks used in the text. | Put the proper punctuation marks.  1.the man bought the newspaper he was an avid reader of the sun  2. jill ran up the hill with jack they needed to fetch a pail of water  3. the must-see film of the year is the new spiderman movie it stars tobey mcguire  4. on wednesday and thursday I am travelling to russia on the orient express  5. will young won the first ever pop idol competition pete waterman was a judge. | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B1-05]**

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

**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the page 62-63 “ Travel and Tourism” in your text book and  answer the following question,  How many forms of Tourism are discussed in the lesson. | Read the story “ The Happy Prince”  Design the question starting with  i. What  ii. Why  iii. How.  iv. Who.  v. Where | One Mark of each Question  i. Use of “WH” words 0.5  ii. Sentences structure 0.5 |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B2-01]**

**Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the Story “The Farmar and the well” on page 103  Find out Meanings of the below words and write in the notebook.   1. Emperor 2. Immediately 3. Apologies 4. Happened | Read “The Fist Voyage of Sinbad” (page-120) find out the meanings of the below words:   1. turmoil 2. accomplished 3. strangers 4. awakened 5. vanished   1. Look for the meaning of words in dictionary  2. Read the text  3. Compare they dictionary meaning of the words write their contextual meaning. | One Mark for each words.   |  |  | | --- | --- | | 1.  Checking Dictionary meaning | 0.5 | | 2. Comparing with contextual meaning | 0.5 | | Total | 1 | |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B2-02]**

**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**

**Type of Task:**

**Level of SLO: Evaluate**

**Task: Test Item development**

**Level of Item: Evaluate**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Discuss in the class about figurative language and explain what is the purpose of figurative language?** | Write 5 common types of figurative language with examples. | 5 marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B2-03]**

**Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning**

**Type of Task:**

**Level of SLO: comprehension**

**Task: Test Item development**

**Level of Item: comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Discuss in the class about literal and contextual meanings of the words and write down the differences between literal and contextual meaning.** | Q. Replace the underlined word with its synonym.  The **sumptuous** rooms have exposed stone walls. | 1 mark |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B2-04]**

**Discuss their own and others’ reading, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts**

**Type of Task:**

**Level of SLO: comprehension**

**Task: Test Item development**

**Level of Item: comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Venue: In Library   * The Student will be asked to choose the book of their interest. * Teacher will facilitate and note their interest. | Q. What type of book do you like to read and why?  Give a reason of liking by comparing all type of books. |  |

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B2-05]**

**Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text.**

**B2-05.02 Recognise features of an effective topic sentence using specific words and vivid verbs.**

**B2-05.03 Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through**

**• evidence,**

**• cause and effect, and/or**

**comparison and contrast. Analyse organisational patterns in a text:**

**a. list/ sequence of ideas/ events comparison-contra st**

**b. cause-effect**

**c. problem-solution**

**reasons/ assumptions-conclusion**

**Type of Task:**

**Level of SLO: comprehension /Analysis**

**Task: Test Item development**

**Level of Item: comprehension/ Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**   * Make a chart of features of an effective topic sentence | Read page 47 and write the abstract of the text. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B2-06]**

**Apply strategies to comprehend questions by marking keywords, verbs**

**and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference and personal response.**

**Type of Task:**

**Level of SLO: comprehension /Analysis**

**Task: Test Item development**

**Level of Item: comprehension/ Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the page 73 of your text book   * Mark the key words and encircle the verbs. | What are the open-ended questions. Make 5 open ended questions. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**[SLO: E-08-B3-01]**

**Determine the meaning of words and phrases as they are used in a text, including figurative connotative meanings;**

**B3-01.01 analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

**Type of Task:**

**Level of SLO: comprehension /Analysis**

**Task: Test Item development**

**Level of Item: comprehension/ Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**   * Read the poem “A Time to Talk” and underline rhyming words. | Write a short poem using below rhyming words.  Ask- Mask – Flask – Task – Bask. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-02]**

**Determine a theme or central idea of a text and**

**B3-02.01 analyse its development over the course of the text; provide an objective summary of the text**

**Type of Task:**

**Level of SLO: comprehension /Analysis**

**Task: Test Item development**

**Level of Item: comprehension/ Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**   * What is the central idea of a text. Discuss and write central idea of poem “ A Time to Talk” | Write the main/central idea of below passage:  “Costs were low that year and the output high. There was a good person for each job  and the market remained firm. There were no losses from fire. All in all it was the best years  in the history of the company” |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-03]**

**Read and use inference and deduction to recognize implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.**

**Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge.**

**Choose words and phrases for effect. Comment on implied meaning, e.g., writer’s viewpoint, relationships between characters etc.**

**Explain whether predictions about the content of a text are acceptable or should be modified and why**

**Type of Task:**

**Level of SLO: comprehension /Analysis**

**Task: Test Item development**

**Level of Item: comprehension/ Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**   * Read page number 144 and make a chart of sequence of events in the story and display it in the class room. | Expend the meaning of the following words using sematic webbing.   1. Invention 2. Robots |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-04]**

**Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts**

**Type of Task:**

**Level of SLO: comprehension /Analysis**

**Task: Test Item development**

**Level of Item: comprehension/ Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**   * Discuss in group the difference between cause and effect with 5 examples. | Read each sentence. Write what you think might be an effect on the line below.  Example  Cause: It was a very hot day.  Effect The horses were thirsty  1) Carla worked really hard on her project.  Effect:  2) The cat was scared.  Effect:  3) The dog barked.  Effect:  4) Gina's car wouldn't start.  Effect: |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-05]**

**Skim and scan relevant information and main points in texts to identify the writer’s purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary**

**Type of Task:**

**Level of SLO: comprehension /Analysis**

**Task: Test Item development**

**Level of Item: comprehension/ Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**   * Read lesson on page 73-74 and write main points of the lesson and write the purpose of the text. | Use the T-Chart below to write as many facts & opinions  you can think of.   |  |  | | --- | --- | | Fact | Opinion | |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-06]**

**Analyse how an author develops and contrasts the points of view of different characters or narrators in a text.**

**Criticise the plot development with respect to different aspects of the story**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Draw and file plot development of the story “The Happy Prince” on chart paper and display it in the class room.** | Read the story “ Farmer and the Well” and make the plot of the story. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-07]**

**Analyse how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems.**

**Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Discuss and write the stages of plot development in a fiction text. This activity will be performed in groups.** | What kind of imagery used in the below stanza. Select from the given options:  I wandered lonely as a cloud  That floats on high o’er vales and hills,  When all at once I saw a crowd,  A host of golden daffodils;  Beside the lake, beneath the trees,  Fluttering and dancing in the breeze  Options:   1. Visual imagery 2. Auditory imagery 3. Gustatory imagery |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-08]**

**Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Use summary skills to:**

**1. extract salient points and develop a mind map to summarize a variety of informational texts.**

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

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**   * Develop a time line of life Mother Teresa with the help of teachers. | **Activity:**  Read the text “The Gold-Legged Frog”, Page 98-99 ,   * Write down the summary of the text. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-09]**

**Give an informed personal response to a text and provide some textual reference in support.**

**B3-09.01 Reading to structure and analyse descriptive/argumentat ive/persuasive essays. Reading to identify, analyse and structure an application/letter/report/summary/biography/a autobiography..**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the text.   1. Page 36- Pollution 2. Page 41- save our planet,reuse and recycle 3. Categorize the text into fiction and non-fiction. 4. Tell the purpose of each type of text. | **Activity:**  Read the Text Pakistan’s Most Wild & Beautiful Places”, Page 73-74.  Q. The Text belongs to \_\_\_\_\_ type of text. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-09]**

**SLO: E-08-B3-10]**

**Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Carefully watch /observe the pictures at page 82.  Give title / caption to each picture. | **Activity:**  Look at the picture at page 88.  Develop a story write title and moral at the end. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-11]**

**Identify different points of view (e.g., first-person,**

**third-person narrative) Determine an author’s point of view or purpose in a text and B3-11.01 analyse how the author distinguishes his or her position from that of others.**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the story “The First Voyage of Sinbad” at page 120.  Q. Who is the story Teller?  Clue:  First Person  Third Person | **Activity:**  Where are the songs of Spring? Ay, where are they?  Think not of them, thou hast thy music too,  While barred clouds bloom the soft-dying day,  And touch the stubble-plains with rosy hue;  Then in a wailful choir the small gnats mourn  Among the river sallows, borne aloft  Q. Who is the speaker in the stanza  i. First Person  ii. 2nd Person  iii. 3rd Person  iv. 2nd and 3rd person. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-12]**

**Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g.,**

**a. contextual information**

**b. writer’s viewpoint**

**implied information**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the stanza:  I wandered lonely as a cloud  That floats on high o’er vales and hills,  When all at once I saw a crowd,  A host of golden daffodils;  Beside the lake, beneath the trees,  Fluttering and dancing in the breeze.;  Q. Paraphrase the stanza | **Activity:**  Read the story “The Girl who Asked Why?” at page 134-136.  Q. Write down the moral of the story. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-13]**

**Demonstrate an understanding of Interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams)**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Closely observe the picture at page 82:  Interpret the information. Write a statement about each part of the picture. | **Activity:**  Closely observe the pictures at pages 148:  Interpret the information. Write a statement about each picture.  Place the statements in the sequence.  Finally develop the story.  Q. Write down the moral of the story. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-14]**

**Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed**

**Understand explicit meanings, through literal and vocabulary questions Understand implicit meanings and nuances of language, through inferential questions and questions on writer’s craft**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the lesson “life on Mars”  Make 5 open ended question about the text. | **Activity:**  Read chapter “Our Prophet- An Embodiment of Justice” on page 11-12. Underline 10 difficult words and write their contextual meaning. |  |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

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

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: E-08-B3-15]**

**Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources:**

**a. Poetry (e.g., rhymes, cinquains, haiku)**

**b .Personal recounts (e.g., diary entries, biographies)**

**c. Narratives (e.g., fables, historical fiction, science fiction, legends)**

**d. Procedures (e.g., recipes, directions, instruction manuals)**

**e. Information reports (e.g., project reports, fact sheets, brochures**

**f. Interpersonal texts (e.g., informal and formal letter, notices, to email)**

**Factual recounts (e.g., eye-witness accounts, news bulletins)**

**h.Drama (play scripts)**

**i.Explanations (e.g., how something works)**

**Expositions (e.g., reviews, arguments)**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:**  Read the below newspaper article: | **Activity:**  Read the below poem and write the main idea.  Nature's first green is gold,  Her hardest hue to hold.  Her early leaf's a flower;  But only so an hour.  Then leaf subsides to leaf.  So Eden sank to grief,  So dawn goes down to day.  Nothing gold can stay. |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-C1-01]

Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. Use dictionary / Thesaurus to

* Locate guide words.
* Locate entry word. Look for the etymology of the word.
* choose appropriate word definition according to the context.
* identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs.
* identify syllable division and stress patterns.
* identify the part of speech of a word

through abbreviation used.

 use thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing.

* identify phrases through keywords.

use abbreviations and acronyms correctly.

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Read the passage “ Pollution” on page 36. Underline any 7 (seven) different words find out their meaning and explain division of syllable of the underline words. | Find out below words the text on page 103  1. Source 2. Refused  3. Emperor 4. Realizing  5. Distraught  Write the meaning of these words according the content and write at least two synonyms and antonyms of these words. |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-C1, 02) Take dictation of paragraph/text of grade level. Keep a record of words (e.g.,word wall, word bank,word journal).**

**Type of Task:**

**Level of SLO: Knowledge**

**Task: Test Item development**

**Level of Item: Knowledge**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Rearrange the below jumbled up words white their meaning and their parts of speech.  1. Ptuuomsus 2. Oiltrum  3. gegtast 4. Nticagig  5.koorb | Read the text -2 “ The First voyage of Sinbad- The sailor” on page 120, find out 30 difficult words and make world clouds on chart paper. Display it in the class room. ( This activity will be performed in groups) |  |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: ( E-08-C1, 03)** Use knowledge of syllable patterns, roots (e.g.,

bio, funct), and prefixes and suffixes (e.g., semi-, quad,-ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress.

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  Use Following Prefixes and Suffixes to create words.   1. semi 2. quad 3. mid 4. over 5. ologist 6. ician 7. ness 8. ily 9. ible 10. ness | Read each word and divide it by putting a (/) between each syllable and tell how many syllables are in each word.   1. Common 2. Important 3. Environment 4. Management 5. Mountain 6. Galaxy 7. Entertainment 8. Conscious 9. Enthusiasm 10. Improvement | 5 Marks |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**  E-08-C1-04)

Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech. Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks. Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth. Use homographs in writing.

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Make small cards with chart paper and write different meanings of below words on each side of the card. Display theses cards in the class room.   1. Attribute 2. Contract 3. Desert 4. Frequent 5. produce | 1. Write the meanings of below capitonym words:   1. Hamlet/hamlet 2. May/may 3. Cancer/cancer 4. Arabic/arabic 5. Pole/pole   2. Identifying Adjective Phrases. Underline each adjective phrase in the sentences below and circle the word it modifies.  a. I ordered a pancake with apple syrup.  b. A book without any illustration may be  very interesting.  c. This is the new road to the central park.  d. The sound of the rain on the roof is very  loud.  e. The winter coat in the closet no longer  fits.  .  3. Identifying Adverb Phrases. Underline each adverb phrase and circle the word it modifies.  a. The heavy snow stopped in the late morning.  b. The teacher was disturbed at Ali’s attitude.  c. Without their help we could never have finished the work.  d. The entire trial was completed in two weeks.  e. In a year a new bridge was built. | 1. 2.5 Marks 2. 2.5 Marks 3. 2.5 Marks |

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**  E-08-C1-05)

Distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Use A4 size paper and make three(03) columns named positive connotation, negative commutation and denotation. For each pair of words and a phrase below, list the one that is positive in the “Positive Connotation” (P)  category, the one that is negative in the “Negative Connotation”(N) category, and the phrase that is a  more neutral definition for both words in the "Denotation" (D) column and display it in the class room on activity wall.  1. gaze , look steadily, stare  2. fragrance, odor, a smell sensed by the olfactory nerve  3. brainwash, persuade, influence one way or another  4. delayed, not on time, tardy  5. somewhat interested, nosy, curious | Choose the most appropriate word(s) that can be inserted in the blank.  1. Everyone in the office  respects Ayesha because of her kind but \_\_\_\_\_\_\_\_\_\_ attitude.  A. Assertive  B. Bossy  C. Demanding  2. "Here's a scholarship  that you might qualify for," said Nauman’s teacher. "It's for people who are \_\_\_\_\_\_\_\_\_\_ ."  A. underprivileged  B. Poor  C. Poverty-stricken  3. Daniyal's doctor said,  "I recommend a low-fat, low-carbohydrate diet because you are becoming \_\_\_\_\_\_\_\_\_\_ ."  A. Fat  B. Large  C. Overweight | 3 Marks |

**Name and Signature**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: (**  E-08-C1-06)

Understand and utilize similes, metaphors, personification, imagery, scheme, alliteration

[SLO:E-08-C1-ADD]

hyperbole, oxymoron, mood, meter, rhyme: assonance and consonance given in the text. Use these devices in writing tasks also. Analyse and create analogies correctly in tasks

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Read about figurative devices on page 101 and discuss in a group. Now write 4 stanzas on “SPRING” by using these figurative devices. Each group have to recite poem in class. | 1. **circle the answer that correctly identifies the figurative language used in the sentence.** 2. His life was an open book.    1. Simile    2. Metaphor    3. Personification 3. The dry leaves gathered in groups, chattering happily.    1. Simile    2. Metaphor    3. Personification 4. “I wandered lonely as a cloud . . .” (William Wordsworth)    1. Simile    2. Metaphor    3. Personification | 1.5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: [E-08-C2-01] Understand the difference between singular and plural countable and uncountable nouns (E.g. The scissors are on the table. vs. There is a pair of scissors on the table.**

**The news is not very good).**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Read the chapter “Deforestation” on page 53-54. Make a list of at least five (5) singulars and plurals. | **Circle the right choice in below sentences:**  1. Javeria hasn´t got some / any sunglasses.  2. Mehmood hasn´t got any / some sandwiches.  3. There aren´t any / some cafés in the city.  4. I haven´t got any / some money.  5. Have you got some / any sun cream? | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: [ E-08-C2-02] Ensure that pronouns are used in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., myself, ourselves). Recognise and correct inappropriate**

**shifts in pronoun number an person.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Determine whether the following sentence uses an intensive pronoun or not.  1. Hamayun himself completed the entire puzzle.  A. Intensive pronoun used  B. Intensive pronoun not used  2. I asked myself if I would be able to accept the challenge.  A. Intensive pronoun used  B. Intensive pronoun not used  3. The house itself could not withstand the high winds.  A. Intensive pronoun used  B. Intensive pronoun not used  4. The teachers decorated the classroom themselves.  A. Intensive pronoun used  B. Intensive pronoun not used  5. Imran gave the speech to the audience himself.  A. Intensive pronoun used  B. Intensive pronoun not used | **Choose the correct pronoun for each sentence:**   1. Did she know \_\_\_\_ ? (we/us) 2. Yesterday, my mom and \_\_\_ went for coffee. (I/me) 3. Her nursery settled just opposite to \_\_\_ . (me/ mine) 4. \_\_\_ was nice to meet you after a long time. (this/it) 5. I made maths project \_\_\_\_ . (yourselves/myself) | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-03]Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Variety of pronouns including reflexive pronouns.**

**Recognise and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity:  In the following pairs of sentences, one sentence is correct, and the other sentence  contains a vague or ambiguous pronoun reference. Mark the CORRECT sentence.  1. A\_\_\_\_\_ When Pearl Buck was forty, her novel The Good Earth won the Pulitzer Prize.  B\_\_\_\_\_ When she was forty, Pearl Buck’s novel The Good Earth won the Pulitzer  Prize.  2. A\_\_\_\_\_ Maria was an only child, and it was hard.  B\_\_\_\_\_ Maria was an only child, and her solitary life was hard | **Identifying and circle the reflexive pronoun in each sentence below.**  1. Make sure to remind yourself of the things you need to do.  2. She thought to herself while she was in the library.  3. I saw myself in the mirror.  4. We blamed ourselves for the mistake.  5. Can you help yourselves? | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-04] Apply the rules and correct usage of articles through reading, speech and writing.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Read Chapter “Our Prophet-An Embodiment of justice” Page 11-12 and write at least Five (5) sentences having definite and indefinite articles. | **Select the Correct Option:**  1. I was born in ……… 1979.  (a / an / the / no article)  2. …… cat chased …… hen.  (a / an / the / no article)  3. She opened …………… book. (a / an / the / no article)  4. I visited …… Australia last year. (a / an / the / no article)  5. They have …… big house in the country. (a / an / the / no article) | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-05] Identify the varying position of adjectives in sentences and**

**C2-05 apply in their writing. Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing..**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative:** | **Summative:** | **Rubrics** |
| Activity: **Underline the adjectives in the following sentences and name the correct kind of adjectives.**  1.This is not your watch Ali.  2.Our team went to Qatar to playing the famous football tournament.  3.A Chinese lady was standing in the tenth row.  4. How much money do you need to get cell phone?  5. Which is your favorite player**.** | Underline the adjective phrases in the following sentences:  1.Who is that tall boy in the 4th row?  2. The kitten with a broken leg was rescued by a girl.  3. A man wearing a black coat led us to a chamber.  4. We were rather shocked to hear the news. | 2 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-06] Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: **Read the story “ The Happy Prince” and make list of at least 10 adjectives used in the story.**  **This activity may be perform on A4 paper and to be displayed on activity wall in the class room.** | Write 200 words about the “Best Day of your life” using Positive, Superlative and Comparative degrees of adjective. | 10 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-07] Use helping verbs, transitive and intransitive verbs in speech and writing.**

**Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Make a comparison chart of all kinds of verbs. Do this activity in groups. | **Write the correct answer whether the sentence is transitive or intransitive verbs.**  1.He raised his hands.  2. My mother washes clothes every Monday.  3. We talked about the movie at night.  4.I raked the yard on Sunday.  5. Jameel ran in the park every afternoon.. | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-08]Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession e.g.,**

**Type of Task:**

**Level of SLO: Analysis**

**Task: Test Item development**

**Level of Item: Analysis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Make a comparison chart of all kinds of verbs. Do this activity in groups. | **Write the correct answer whether the sentence is transitive or intransitive verbs.**  1.He raised his hands.  2. My mother washes clothes every Monday.  3. We talked about the movie at night.  4.I raked the yard on Sunday.  5. Jameel ran in the park every afternoon.. | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[ E-08-C2-09] Use modals correctly in speech and writing to create an effect and impact on**

**the reader.**

**Type of Task:**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Make a comparison chart of all kinds of verbs. Do this activity in groups. | **Fill in the blanks. With the correct option.**  1. They .......................... have left in the morning. (possibility)   1. will 2. might 3. can   2. Since the surgery, he .................................. walk again. (ability)   1. is able to 2. can 3. may   3. He suggested that I ........................... accept the offer. (obligation)   1. would 2. should 3. could | 1.5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[ E-08-C2-10] Use adverbs, adverb phrases, and recognize adverb clauses as needed in their speech and writing. Identify and use degrees of comparison of adverbs.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Make five sentences using Adverb clauses and adverb phrases on A4 sheet. This activity may be performed in groups. | **Fill in the blanks with suitable adverb clauses.**   1. She worked hard \_\_\_\_\_\_\_\_. 2. The thief ran away \_\_\_\_\_\_. 3. We shall miss the bus \_\_\_\_. 4. She spoke so low \_\_\_\_\_\_\_. 5. He was angry **------.** | 5 Marks |

**Name and Signature**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-11]Identify and use compound prepositions and prepositional phrases in writing Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Make a list of common words that often signify the start of prepositional phrases. | **1.From the options given, choose the compound preposition that best fits into the sentence.**   1. Everything falls to the ground \_\_\_\_\_\_\_ earth’s gravitational pull.    1. for    2. because of    3. cause of 2. The trial was done \_\_\_\_\_\_\_\_\_\_\_ the procedure of law.    1. in accordance with    2. due to    3. despite of 3. As a \_\_\_\_\_\_\_\_ of his hard work, he achieved the target.    1. instead of    2. result of    3. apart from 4. \_\_\_\_\_\_\_\_ following the rules, he chose to break them.    1. instead of    2. despite of    3. due to 5. Failure is often\_\_\_\_\_\_\_\_\_\_ negligence.    1. an effect of    2. consequence of    3. reason of   **2. Complete the following sentences using appropriate prepositional phrases**.  1. I would rather have coffee …………………… tea.   1. instead of 2. instead from   2. …………………… the rains, we went out.   1. In spite of 2. Despite of 3. In spite   3. ……………………… fire, break glass to escape.   1. In case of 2. In case 3. In case with   4. I am standing here ……………………… my friends.   1. in behalf of 2. on behalf of 3. on behalf   5. ………………….., I had a happy childhood.   1. On the whole 2. In the whole 3. By the whole | 5 Marks |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C2-12] Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.**

**C2-12.01 Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g.,H e could not attend the meeting because he was sick.**

**"Recognise and use correlative conjunctions including pairs such as ""both/and,""**

**""either/or,"" ""neither/nor,"" ""not/but"" and ""not only/but also.""**

**Type of Task:**

**Level of SLO: Analysis/Comprehension**

**Task: Test Item development**

**Level of Item: Analysis/ Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: write about your habits by using below subordinating conjunctions.  *(since, because, if, even though, whether, as, when, unless, before, while)* | **Circle the letter that correctly identifies the nature of the underlined transition in each of the following sentences.**  1. A water main downtown broke this morning, **so** several businesses had no water for  hours.  a. addition  b. time  c. comparison  d. cause and effect  2. **Even though** most Americans are primarily concerned about Cancer as it exists in the U.S., it should be remembered that it is now nearly a worldwide disease.  a. addition  b. time  c. contrast  d. comparison  3. There are ways you can make boring tasks more pleasant. **For instance**, bring a  portable radio and listen to music on the earphones while you work.  a. contrast  b. comparison  c. illustration/example  d. cause and effect | 3 Marks |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C3-01] Punctuate paragraphs and longer pieces of text correctly.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Draw the signs/marks of below punctuation and write one example.  1. apostrophe  2. capitalization  3. colon  4. comma  5. hyphen  6. parentheses, dash and ellipsis  7. quotation marks  8. semicolon | The following are situations in which an exclamation mark could be used.  Think up a suitable interesting exclamation for each situation.  E.g. Lost- “Help! I think I’m lost!”  1. Football match.  2. Fire in a house.  3. Accident.  4. In deep water.  5. Surprise party.  6. A mouse under your chair.  7. Seeing a beautiful sight.  8. Going into battle.  9. The Olympics.  10. Seeing a ghost. | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C3-02] Identify, apply and use apostrophe/contr actions with nouns in complex readings and extensive writing**

**Type of Task:**

**Level of SLO: Comprehension/Application**

**Task: Test Item development**

**Level of Item: Comprehension/ Application**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: **Correct each sentence by adding or deleting apostrophes. In some cases, you may have to delete the wrong form of a word and replace it with a new word that contains an apostrophe.**  1. Student’s at our high school organized a garage sale to raise money for a local charity.  2. The idea for a fundraiser was originally Mehmoods.  3. However, it didnt take long for others to jump on board.  4. Ali, Junaid, and Maham were in charge of gathering all the item’s to sell.  5. Their all busy studying for their provincial exams, but somehow they found  the time to help out. | **For each sentence, circle the word that correctly completes the sentence**.  1. \_\_\_\_\_\_\_\_ you hear that the exam was changed to next week?  a. Didn’t  b. Didnt  2. \_\_\_\_\_\_\_ having the birthday party tonight?  a. Who’s  b. Whose  3. It drives me crazy when the \_\_\_\_\_\_ bark all night long.  a. dog’s  b. dogs  4. Have you made a decision whether \_\_\_\_\_\_ going to go to university or go  backpacking in Europe?  a. your  b. you’re | 2 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C4-01]Use all types of tenses correctly in speech and writing.**

**Understand and use gerunds and participles. Use aspect of time correctly in speech and writing**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: **Do you know there is a difference between Gerunds and participles. Discuss with your class fellows and make a list of differences between Gerunds and Participles.** | **State whether the –ing forms given in the following sentences are participles or gerunds. In the case of participles, name the noun or pronoun they qualify. In the case of gerunds, state what function they serve in the sentence.**  1.    Hearing a loud noise, we ran to the window. 2.    The motorcyclist was fatally injured in the accident and is now fighting for his life. 3.    He ruined his sight by watching TV all day. 4.    Jumping over the fence, the thief escaped 5.    Asking questions is a whole lot easier than answering them. | 5 Marks |

**Name and Signature**

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**Reviewer Comments:**

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

**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C5-01] Identify and differentiate between a variety of phrases and clauses.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: There are few sentence below , write P for phrase, IC for independent clause, and  DC for dependent clause.  Examples: (P) With their friends  (IC) It is the only solution  (DC) Unless they could borrow the car  \_\_\_\_\_\_ 1. Throwing papers along the streets  \_\_\_\_\_\_ 2. While debris covered the park  \_\_\_\_\_\_ 3. With broken glass in the alley  \_\_\_\_\_\_ 4. Beside old trucks and cars  \_\_\_\_\_\_ 5. No one lives there | **State whether the underlined part is a phrase or clause.**  1. I saw a man waiting for the bus.  2. I see no point in arguing with him.  3. When I went to his home, I saw him working in his garage.  4. I saw a girl carrying a basket on her head.  5. He jumped into the river to save the drowning boy. | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C5-02]Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes..**

**Type of Task:**

**Level of SLO: Synthesis**

**Task: Test Item development**

**Level of Item: Synthesis**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Find three examples of this pattern (SUBJECT  + VERB + DIRECT OBJECT) from your book and write it in your notebook.  Also try to find a variety of subjects and verbs. | **Discuss & Label the sentence parts:**  1. The teacher gave her students A's.  2. Grandfather will leave the dogs his money.  3. The pirate sold me his boat. | 3 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO: [E-08-C5-03] Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: on A4 paper Draw a table of sentences types with their at least Three (03) examples .  2.Write dialogue between doctor and patient using all four (04) types of sentences. | **Read the following sentences and mark whether Declarative, Interrogative, Imperative or Exclamatory.**   1. Do you drink milk daily? 2. Stars are twinkling in the sky. 3. Ah! What a lovely rose. 4. The train is not running on time. 5. Let us go to the river to swim. | 3 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: C-Vocabulary & Grammar**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

**SLO:[E-08-C5-04] Change tense in indirect speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing.**

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity: Make a rules Chart for direct and indirect speech and display in your class room. | 1.Transform these sentences into indirect speech.   1. Gulshan cried, “I want those biscuits” 2. Hina said, “I won’t get up early in the morning tomorrow. 3. Rima said to my sister, “Who are you?   2. **Transform these sentences into direct speech.**   1. Reena instructed her brother to get a glass of water for her. 2. Raheal said that it was all his mistakes. 3. The old man asked the fireman if he had saved his nephew. 4. The father requested the teacher to allow him to go home. 5. Mr. Sharmad ordered his assistant to meet in his office with the file. | 3 Marks  5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts.

**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Identify the mistakes in this below passage**:  [ with the invention of the personal computer and the Internet, a new age in communications  begins. now people could communicate fastest and more easily than ever before. Writing,  editing, and storing information became quick and easy. It was no longest necesary to write  draft after draft when changes could be made so easily using a word Processor program.  Messages, could now be sent in no time to anywhere in the world, without adressing envelopes  or licking stamps.} | **The following sentence pair can be revised**  **into one better sentence. Choose the sentence**  **that is the best revision.**  **The bicycle tire is flat. The bicycle tire is on**  **the bike**.  a. The bicycle tire is on the bike and the bicycle tire is flat.  b. The flat bicycle tire is on the bike.  c. On the bike, the bicycle tire there is flat.  d. The bicycle tire on the bike is flat. | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D1-02]

Use knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context. Use hyphens in words, letter string –ough words and homophones

‘I’ before ‘e’, except after ‘c’ rule with exceptions.

**Type of Task:**

**Level of SLO: Application**

**Task: Test Item development**

**Level of Item: Application**

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity:** Read out aloud page 149 of the text book with proper pronunciation. | **Divide the following words into morphemes and morphs.**  a. happiness  b. unkind  c. freedom  d. flowers  e. brother | 5 Marks |

**Name and Signature**

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D2-01]

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking

**Type of Task:**

**Level of SLO: Comprehension**

**Task: Test Item development**

**Level of Item: Comprehension**

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| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: make a mind map of the topic “Happiness”. This activity will be performed in group.** | **Write the topic sentence for each of the following topics”**   1. My Favorite poet 2. A place you would like to travel | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D2-02]

Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and

addressee.

**Type of Task:**

**Level of SLO:** Analysis

**Task: Test Item development**

**Level of Item:** Analysis

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Do this task in group. Take an interview of any of the following: school principal , class teacher, vice principal of your school.**  Preparation :  1.Take permission from interviewee  2. explain the purpose of interview  3. set date, time and venue. | Change the sentences to reported speech!  1. He said to me, "Where have you been?"  He asked me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. My dad said, "Go to your room at once."  My dad ordered me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Jimmy said, "I own a brand-new sports car."  Jimmy said that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. John said, "I am writing a new novel".  John said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. My mother said, "Close you eye and open your hands."  My mother told me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 Marks |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D2-03]

Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.

**Type of Task:**

**Level of SLO:** Analysis

**Task: Test Item development**

**Level of Item:** Analysis

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: In groups, make a chart of 8 steps to writing your first draft. Now display the chart in the class** | Write a passage of 150 words about “The Cricket Match” by following writing steps. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D2-04]

Write the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow of thought.

**Type of Task:**

**Level of SLO:** Synthesis

**Task: Test Item development**

**Level of Item:** Synthesis

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: In groups, discuss the techniques of hook and write 7 Types of Essay Hooks.** | Write two passages of 70 words each with the main idea and topic sentence about “ The best restaurant in your city”. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

**Name and Signature**

i. Zakia Khurshid Kiyani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO:

E-08-D3-01]

Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade-level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach:

pre-writing,

1. editing and final draft stages. Use chronologi cal/sequen tial order of arranging detail.
2. Present

compariso n and contrast

1. State opinions with reasons to support perspective e and give appropriate e conclusion s.

Add adequate supporting detail to the topic sentence (example, definition, data, illustration or evidence) to develop the main idea.

**Type of Task:**

**Level of SLO:** Synthesis

**Task: Test Item development**

**Level of Item:** Synthesis

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Split students into groups of three (a narrator and two characters). Ask them to**  **select their favourite story from the text book and to begin creating a drama script that re-enacts the story** | Create your own entitled : A Journey  Also write the main idea of poem | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D4-01]

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

a. Engage

1. and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques

, such as dialogue, pacing, and description

, to develop experience s, events, and/or characters.

1. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the

one-time frame or setting to another.

1. Use precise words and phrases, relevant descriptive details, and sensory language to convey experience s and events.

Provide a conclusion that follows from the narrated experience s or events.

**Type of Task:**

**Level of SLO:** Synthesis

**Task: Test Item development**

**Level of Item:** Synthesis

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Read page 102 kinds and steps of writing an essay. Make a mind map of an essay “ A Visit to Hill Station”** | Write a descriptive writing on “ The strangest person you ever met”. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D4-02]

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.

a. Introduce a topic; organize ideas, concepts, and information

, using strategies such as definition, classification, comparison/ccontrast, and cause/effe ct; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

b. Develop

the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

1. Use appropriat e transitions to clarify the relationshi ps among ideas and concepts.
2. Use precise language and domain-sp ecific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented. **Type of Task:**

**Level of SLO:** Synthesis

**Task: Test Item development**

**Level of Item:** Synthesis

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Activity: Think about two buildings that you are familiar with.**  **They can be two different homes, two different schools, or any**  **combination of buildings. Write a paragraph that both compares**  **and contrasts the two buildings.** | Write 200 words on effects of Excessive use of mobile phones. | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO:E-07-D4-03]

Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support

claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstra ting an understan ding of thetopic or text.

1. Use words, phrases, and clauses to create cohesion and clarify the relationshi ps claim(s), reasons, and evidence.
2. Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented

**Type of Task:**

**Level of SLO:** :Comprehension

**Task: Test Item development**

**Level of Item:** Comprehension

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Make a list of points to be considered while writing a report. And present it in the class.** | Write 150 words about “Why Exams are compulsory to promote in next grade” | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: [E-08-D4-04]

Write a descriptive composition (giving physical description and characteristics/t raits of a person/object/p lace moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.

.**Type of Task:**

**Level of SLO:** :Synthesis

**Task: Test Item development**

**Level of Item:** Synthesis

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **In group of two write a first draft about the use of computers by applying correct punctuation.** | Write 150 words on words on a trip you have taken ; it can be a journey by bus, rail, road, or air. | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few detail is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO:[ E-08-D4-05]

Write a short dialogue between two people, giving narration/backg round in brackets, using conventions of the director’s notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

**Type of Task:**

**Level of SLO:** Application

**Task: Test Item development**

**Level of Item:** Application

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Discuss the concept of tone and style of writing and compare the two passages below :**  **Para 1: The city should just start paying for our rides to school so we can use the bus money for other stuff. If this happens, people will actually start caring about how to get there.**  **Para 2: If the city gave students free access to public transportation, riding to school for free would not only save students money, but it would also promote the use of public transportation.** | Write Write an imaginary conversation of three dialogues each between two friends as the admire the view from a Hilltop in Kallar Kahar. | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO:[ E-08-D4-06]

Compare and write informal and formal letters to people in extended social and academic environments for various purposes.

**Type of Task:**

**Level of SLO:** Application

**Task: Test Item development**

**Level of Item:** Application

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Discuss and write the rules of writing formal passage. Also make a chart of difference between formal and informal writings.** | Write a letter formal letter to the chief guest inviting him/her to the sports day of your school.. | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Reviewer Comments:**

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: [E-08-D4-07]

Write a formal letter/email (application, complaint, acceptance/rejection, condolence) letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.,

**Type of Task:**

**Level of SLO:** Application

**Task: Test Item development**

**Level of Item:** Application

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| **Imagine that you are walking in a street and you saw a robbery in a bakery shop. Now , you have to write a report to the police department about this robbery.** | Write a formal email to attend exhibition in USA to USA Embassy. | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO:[E-08-D4-08]

Write a poem narrating an event or a story.

**Type of Task:**

**Level of SLO:** Comprehension

**Task: Test Item development**

**Level of Item:** Comprehension

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity  Make the student familiar with the poetic from of narration and its difference from other narrative in the prose form, rhyme, and rhythm in a poetic extract illustrated form examples as given below to enable them learn the art of writing a poem  and how to I wandered lonely as a cloud paraphrase a when all at one I saw a crowd Aanga such were the joys  when we all girl and boys  In our youth time were seen  On the aching green. | A write short poem on the topic, “Spring”, from the word bank, classes given below: The beautiful morn, dancing birds, colorful flowers etc. | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO:[ E-08-D4-09]

Use paraphrasing skills to paraphrase stanzas in a poem.

**Type of Task:**

**Level of SLO:** Comprehension

**Task: Test Item development**

**Level of Item:** Comprehension

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity  Paraphrase the following.  “ Women have traditionally been seen as mothers and home makers and it is only in  recent years that they have been making significant inroads into the job market.  There is still a long way to go before they achieve complete equality with men but  the situation has definitely improved” | Paraphrase the following stanza .  In spite of war, in spite of death,  In spite of all man's sufferings,  Something within me laughs and sings  And I must praise with all my breath | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO:[E-08-D4-10]

Use summary skills to write an objective summary of the given text and poems.

**Type of Task:**

**Level of SLO:** Comprehension

**Task: Test Item development**

**Level of Item:** Comprehension

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| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity  Read the text given a page 62 starting (people travel ………called tourists.)  Now ask the students to focus on the main points and try to bear the technique to sum up the given text objectively. | Make a summary of the poem “ Far Away Village” page 93 | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D4-11] Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure

.**Type of Task:**

**Level of SLO:** Application

**Task: Test Item development**

**Level of Item:** Application

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity  Draw a mind map on the board using the calve words related to a certain topic i.e discipline.  Draw a circle and place the words like introduction – rule of nature.  A set of proper rules self – confidence let the student have brain storming and come up with at least two sentences on each point. | Write a paragraph of about 80-100 words on “Village Life” | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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**Name and Signature Reviewer**

**English**

**Subject: English**

**Domain: D- Writing**

**Grade:**-8

**Unit:**

**Type of Assessment: Formative/Summative**

SLO: E-08-D4-12] Proofread and edit texts for errors of:

•sentence structure.

• subject/verb agreement.

• noun/pronoun agreement.

•reference words, connectives /transitional devices.

•punctuation and spelling..

**Type of Task:**

**Level of SLO:** Analysis

**Task: Test Item development**

**Level of Item:** Analysis

|  |  |  |
| --- | --- | --- |
| **Formative:** | **Summative:** | **Rubrics** |
| Activity  Explain different forms of errors with examples and picture to the student relating to structure, form of verb and subject verb agreement etc to enable them spot errors in different sentences like given below.   1. They works in a office. 2. He asked on my advice.   iii. Ali as well as his friend have joined the party. | Rewrite the following passage after making the necessary corrections in the error, underlined as a class.  Ahmed is my friend. He lives near my house. We works and play together. He do not waste their time. He as well as his friends are always very in study. | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Unsatisfactory  0-1 Marks | Need Improvement  2-3 Marks | Good  4-6 Marks | Excellent  7-8 Marks | | Very Few details is given about the topic  Vocabulary and sentence structure is not appropriate to build dialogue  Ideas are not given in organized manner.  Development of beginning, middle and ending is not clear. | some detail is given about the topic  Vocabulary and sentence structure are appropriate with many errors  Few ideas are in organized manner.  Development of beginning, middle and ending is somewhat clear. | sufficient detail is given about the topic  Vocabulary and sentence structure are appropriate with few errors  Most of the ideas are in organized manner.  Development of beginning, middle and ending is mostly clear. | complete detail is given about the topic  There are no errors with vocabulary and grammar  All ideas are given in an organized manner.  Development of beginning, middle and ending is completely clear. | | |

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