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Prerequisite of Using the Assessment Framework

This Assessment Framework (AF) provides theory and structured conceptual map of how the learning outcomes of a programme of study should be assessed at the primary school level. It contains guidelines and principles of assessment as well as several practical examples to illustrate the application in the classroom.

The framework can be considered a blueprint of an assessment programme at the middle school level. As with all assessment frameworks, its enactment in schools and classrooms will require professional judgement guided by the following prerequisites.

Teacher and Head Teacher Development – Where needed, teachers and head teachers would require short courses on a. formative assessment, b. the progressive notions of cyclic purposeful assessment and their need in Pakistani context, and c. the importance and conduct of formative feedback, which facilitates learners' progression from lower-order thinking skills to higher-order thinking abilities. They may also need to learn how to read the curriculum maps and tables of specification to plan for authentic and valid assessment.

School Based Assessment Planning – School based yearly assessment programmes and monthly assessment schemes must be developed taking into account the principles, guidelines, and examples from the AF. The framework contains schedules of assessment and assessment weightage. These need to be considered for school level planning.

School Based Mentoring – There is a need to develop mentors who can work with teachers and head teachers in the selected schools to help them translate the AF into various schools' realities. Pakistan has schools of varying systems – from public to private to madrasah; varying contexts - from rural to urban to semi-urban; varying socio-economic background – from schools for high-income group to low-income groups to middle-income groups. Therefore, mentors will be required for at least the first year of the implementation of the AF.

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CHAPTER ONE

INTRODUCTION

Chapter One

Introduction

This chapter introduces the National Assessment Framework (NAF), developed as an integral component of the National Curriculum Framework (NCF). By drawing on essential information from different national policy documents and from the relevant international literature, the chapter discusses the philosophical positioning of the assessment framework. It presents a brief overview of the quality of education and the need for developing a uniform national assessment framework. It further outlines the basic structure and the principles of various forms of assessment for History Grades VI to VIII.

Quality of Education

Quality as a complex and contested notion does not have a single definition; the understanding and the provisions of inputs into quality in education vary from society to society and context to context. National Curriculum Framework (NCF) (Government of Pakistan, 2018b) refers to quality of education as a set of elements containing input, process, and output of the education system. Quality also entails all the desirable characteristics of learners, processes, learning materials, content, governance, and management, and learning outcomes. Elaborating on the definition, NCF (2018b, p.1) further argues, "Quality education satisfies basic learning needs and enriches the lives of learners and their overall experience of living." Policy document on Minimum Standards for Quality of Education in Pakistan (Government of Pakistan, 2018a) refers to the definition used in Education for All (EFA) Global Monitoring Report 2005, which draws on two principles. The first principle identifies learners' cognitive development as the major explicit objective of all education systems, and the second emphasizes education's role in nurturing creative and emotional development for promoting the values and attitudes of responsible citizenship. The document on Minimum Standards for Quality of Education (2018) explains the concept of quality in terms of education that is "meaningful, relevant and responsive to the needs of individuals and the society as a whole." (Government of Pakistan, 2018c, p.5). Similarly, the National Educational Policy (NEP), 2009 recognizes six pillars of quality, which include curriculum, textbooks, assessment, teachers, learning environment and relevance of education to practical life.

The Need for an Assessment Framework

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Assessment is an integral part of the quality of education offered to the students. It serves as a tool to measure outputs and outcomes of processes and practices. As such, assessment plays a central role in translating the key ideas in the quality definition into practice.

Erwin (1991) cited in NCF (Government of Pakistan, 2018b) defines assessment as:

> …the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to continuously increase students' learning and development. It is the systematic collection, review, and use of information about educational programmes to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have when they receive their education… Assessment is concerned with the collective impact of a series of lessons on student learning. (p.69)

The above definition of assessment implies that on the one hand assessment provides evidence of students' learning of academic content (academic domain) and development in other domains (psychosocial/psycho-emotional, language and affective domains). On the other hand, it supports the collection of relevant information for various purposes such as informing teaching and learning, determining students' progress on an ongoing basis, measuring achievement, and providing information needed for monitoring individual and institutional accountability. These all lead to informed decision-making about improving students' learning outcomes and enhance the overall quality of education focusing on efforts at classroom, school, and system levels.

NCF (Government of Pakistan, 2018b), emphasises the need to develop a variety of assessment mechanisms to assess students' competence as per curricula and the SLOs. A robust and coherent national assessment system can help in the realization of the aims, goals and purposes of education articulated in NCF and other policy documents. This can be achievable with the help of a comprehensive and coherent national assessment framework to guide and support education systems, schools, and teachers in bringing about improvement in student assessment on a sustainable basis

The Purpose of Developing Assessment Framework

The purpose of developing an assessment framework is to ensure the standardized implementation of different forms of assessment that includes formative and summative school-based classroom assessments and large-scale assessment. It encompasses a paradigm shift from the traditional ways of assessing to a competency-based assessment considering the implication for its utility, reliability and practicality in different contexts. Underpinning different purposes of assessments, the framework serves as guidance for all the stakeholders in the learning system in developing, implementing and using assessments methodically to instate stronger teaching and learning practices.

The above discussion signifies that the assessment needs to be purposeful. It is a broad process of collecting, synthesising and interpreting information to support student learning and to

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report on the amount learned. The supporting function is known as formative assessment and the reporting function is known as summative assessment (as shown below).

Assessment Type	**Formative**	**Summative**
	Looking back and preparing forward. Feeding back and feeding forward.	Feeding back. Providing a Snapshot.
Assessment Objectives & Outcomes	**Assessment *as* and *for* Learning**	**Assessment *of* Learning**
	Focusing on constructive feedback from the teacher and on developing students' capacity to self-assess and to reflect on their learning to improve their future learning and understanding.	Making judgments about what the student has learned in relation to the teaching and learning goals; should be comprehensive and reflect the learning growth over the time period being assessed.

Source: (Chappuis & Stiggins, 2017)

The Purpose of Developing the History Assessment Framework

History Curriculum focuses on departing from the traditional methods of evaluating students' learning; rather it emphasises the use of alternative assessments in order to determine how well students are learning and progressing. The alternative methods of assessments not only gauge a student's progress but also inform the process of teaching and learning.

Aligned with the History curriculum, the History Assessment Framework is developed to provide different forms of formative and summative assessment along with the purpose with which each assessment is being introduced. It provides a variety of assessment tools to assess all levels of thinking, skills, and attitudes.

The Assessment Framework of History reflects the best thinking about the knowledge, skills, and competencies needed for a high degree of learning among all students. It is constructed in the form of tasks that involve taking into account the developmental levels of

students. It entails theme-wise weightage of all the grade levels for all the subjects. It will also present a table of specification along with the structure of formative and summative assessment, schedule of assessment, and guidelines for providing feedback for improving performance.

The framework also provides samples/ examples of selected and constructed items for summative and formative tests including marking guidelines, examples of authentic tasks, and rubrics as well as examples of effective feedback.

The Cyclic Assessment

Purposeful assessment is cyclic. There are many versions of cyclic assessment. The one presented here is adapted from Margaret Heritage's model cited in Greenstein (2016).

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The cyclic model illustrates how purposeful assessment systematically supports learning by tracking and enhancing student growth towards standards following the seven steps. The seven-step model will be unpacked in the subsequent sections of the framework.

CHAPTER TWO

PRE-ASSESSMENT

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Chapter Two

Pre-Assessment

Curriculum Mapping: A Pre-Assessment Strategy

An important consideration in assessment is how well students have mastered the SLOs, what knowledge, skills, and attitudes they have acquired in a particular learning area during an academic year and where they are expected to be at the end of teaching and learning (Greenstein, 2016). The first stage in planning for assessment is, therefore, to develop curriculum maps illustrating the alignment between the SLOs for History for grades VI-VIII with the various domains of knowledge, skills and attitudes using pre-specified criteria based on Bloom's taxonomy (see Appendices A, B & C).

The detailed curriculum maps have been developed for History grades VI-VIII and are in Appendices D, E and F. Curriculum mapping is based on Bloom's Cognitive, Affective and Psychomotor Domains. The following levels were used in each of the three domains:

The Cognitive Domain comprises six (06) cognitive dimensions, namely remember, understand, apply, analyse, evaluate, create and four (04) knowledge dimensions namely factual, conceptual, procedural, and metacognitive. **The Affective Domain** comprises five (05) dimensions comprising receiving, responding, valuing, organising, and characterising. **The Psychomotor Domain** comprises seven (07) dimensions namely, perception, set, guided response, mechanism, complex overt response, adaptation, and origination. (See Appendices A, B & C)

The description, key words and sample assessment in each dimension are given in Appendices A, B and C. The sources from where the description and examples have been taken are also given underneath the tables in the different appendices.

Curriculum maps were used for the following four purposes:

- Develop topic wise or competency wise weightage
- Develop tables of specifications based on the weightage
- Group SLOs in terms of knowledge, skills, and attitudes they are trying to develop
- Develop assessment codes

The following section presents tables of specifications followed by list of assessment codes, SLOs and assessment strategies.

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Tables of Specification

Tables of specifications were prepared for each grade level to align student-learning outcomes with key competencies or instruction units and calculate the number of assessed items.

Grade VI

Total Percentage Share of the Three Domains for History

Domains	Share in Percentage
Cognitive	60%
Affective	20%
Psychomotor	20%

Weightage of Each Domain

No	Domain	Cognitive	Affective	Psychomotor	Weightage
1	Domain A: Knowledge and Understanding of Events, People and Changes in Past	5%	-	-	5%
2	Domain B: Cause and Effect of Events and Changes of the Past	20%	15%	-	35%
3	Domain C: Difference, Links, and Comparisons within and across the Study Periods	10%	-	-	10%
4	Domain D: Historical Enquiry and Interpretation	25%	5%	20%	50%
	Total (100%)	60%	20%	20%	100%

Table of Specification

Competency Learning Domains	Domain A: Knowledge and Understanding … (5%)	Domain B: Cause and Effect … (35%)	Domain C: Difference, Links … (10%)	Domain D: Historical Enquiry … (50%)	Total 100%
Cognitive Domain					
Remember (0%)	-	-	-	-	-
Understand (30%)	2	11	3	14	30
Apply (15%)	1	5	1	8	15
Analyse (15%)	-	5	2	8	15
Evaluate (0%)	-	-	-	-	-
Create (0%)	-	-	-	-	-
Affective Domain					
Receiving (10%)	1	3	1	5	10
Responding (5%)	-	2	-	3	5
Valuing (5%)	-	2	1	2	5

Psychomotor Domain					
Perception (15%)	1	5	2	7	15
Set (5%)	-	2	-	3	5
Total (100%)	5	35	10	50	100

Grade VII

Total Percentage Share of the Three Domains for History

Domains	Share in Percentage
Cognitive	**76%**
Affective	**18%**
Psychomotor	**6%**

Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	**Domain A: Knowledge and Understanding of Events, People and Changes in Past**	5%	-	-	5%
2	**Domain B: Cause and Effect of Events and Changes of the Past**	22%	14%	-	36%
3	**Domain C: Difference, Links, and Comparisons within and across the Study Periods**	12%	-	-	12%
4	**Domain D: Historical Enquiry and Interpretation**	37%	6%	4%	47%
	Total (100%)	76%	20%	4%	100%

Table of Specification

Competency / Learning Domains	Domain A: Knowledge and Understanding … (5%)	Domain B: Cause and Effect … (36%)	Domain C: Difference, Links … (12%)	Domain D: Historical Enquiry … (47%)	Total 100%
Cognitive Domain					
Remember (11%)	1	3	2	5	11
Understand (12%)	1	4	1	6	12
Apply (18%)	1	5.	3	9	18
Analyse (17%)	1	5	3	8	17
Evaluate (18%)	1	5	3	9.	18
Create ()					
Affective Domain					
Receiving (6%)	-	6	-	-	6
Valuing (12%)	-	8	-	4	12

Psychomotor Domain					
Set (6%)	-	-	-	6	6
Total (100%)	5	36	12	47	100

Grade VIII

Total Percentage Share of the Three Domains for History

Domains	Share in Percentage
Cognitive	76%
Affective	18%
Psychomotor	6%

Weightage of Each Domain

No	Domains	Cognitive	Affective	Psychomotor	Weightage
1	Domain A: Knowledge and Understanding of Events, People and Changes in Past	5%	-	-	5%
2	Domain B: Cause and Effect of Events and Changes of the Past	24%	12%	-	36%
3	Domain C: Difference, Links, and Comparisons within and across the Study Periods	12%	-	-	12%
4	Domain D: Historical Enquiry and Interpretation	35%	6%	6%	47%
	Total (100%)	76%	18%	6%	100%

Table of Specification

Competency / Learning Domains	Domain A: Knowledge and Understanding … (5%)	Domain B: Cause and Effect … (36%)	Domain C: Difference, Links … (12%)	Domain D: Historical Enquiry … (47%)	Total 100%
Cognitive Domain					
Remember (13%)	1	4	2	6	13
Understand (8%)	1	2	2	3	8
Apply (22%)	1	8	3	10	22
Analyse (6%)	1	2	1	2	6
Evaluate (27%)	1	8	4	14	27
Create (0)					

Affective Domain					
Receiving (6%)	-	6			6
Responding ()	-	-	-	-	-
Valuing (12%)	-	6	-	6	12
Psychomotor Domain					
Set (6%)	-	-	-	6	6
Total (100%)	5	36	12	47	100

List of Assessment Codes

The following processes were used to develop codes.

- The first letters of **C**ognitive Domain "C", **R**emember Cognitive Dimension "R" and **F**actual Knowledge Dimension "F" to form the overall domain code as "**CRF**". Similarly, the first letters of the Cognitive Domain "C", **U**nderstand Cognitive Dimension "U" and **C**onceptual Knowledge Dimension "C" were combined to form the overall domain code as "**CUC**". In this way all the overall domain codes were generated for the cognitive Domain. The same strategy was used for Affective and Psychomotor Domains.

- The overall domain codes were combined with NC Reference to form specific codes for each SLO. For example, for the first SLO, "Establish that all individuals have equal rights, irrespective of religious and ethnic differences." falling in Domain **A** (**A-01**): Citizenship and in **CUC** overall code, the specific code of **CUCA-01** was developed. The same procedure was used for developing codes for all the SLOs falling in cognitive, affective, and psychomotor domains.

- Specific assessment strategies for each of the overall domain code suited for assessing specific SLO were also identified.

This exercise was important to identify the specific domain code in which the SLO was falling so that a valid assessment strategy could be used for assessing each SLO. The table below presents the overall domain code, NC reference, list of SLOs and assessment strategies for each grade level. The codes can also be used as a reference point in different types of assessments.

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List of Codes, SLOs and Assessment Strategies

Grade VI

Cognitive Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
CUF Cognitive Understanding Factual	H-06-A-01	Describe some of the main events, people, and changes covered in the study period.	CUFA-01	Short answers: fill in the blanks, true and false, Design flyers, posters, plan campaigns, Timelines written and/or online; quiz; matching exercises, MCQs, presentation and group work, open and close ended questions, opinion based questions and classroom demonstration.
	H-06-D-02	Begin to understand the problems around them to participate in and take up social responsibilities.	CUFD-02	
	H-06-D-05	Understand chronological terms, and conventions, in written and verbal responses to identify time.	CUFD-05	
CUC Cognitive Understanding Conceptual	H-06-B-03	Understand the consequences of not obeying the rules and laws in the present life.	CUCB-03	Role playing, short answers, CRQs constructed response questions, presentation and group discussion.
CUP Cognitive Understanding Procedural	H-06-B-01	Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.	CUPB-01	Open and close ended questions, Give reasons why exercise. Group projects such as plan and execute class/school elections for student body,
	H-06-B-04	Begin to understand the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty,	CUPB-04	

		justice, and tolerance.)		opinion based questions.
CAP Cognitive Application Procedural	H-06-D-01	Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.)	D-01CAP	Short answers, CRQs, Self-assessment reflective exercises, presentation of learning in class, collection of data, making notes, observations and field trips, teacher students discussion post field trips and connecting events in chronological order
	H-06-D-03	Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.	CAPD-03	
	H-06-D-04	Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause, and effects.	CAPD-04	
CANC Cognitive Analysis Conceptual	H-06-C-01	Explore differences in the information gathered from different study periods.	CANCC-01	Debate, contrast chart tables and presentation
CANP Cognitive Analysis Procedural	H-06-B-02	Begin to use the historical knowledge to critically analyse their own behaviour and make informed choices to bring changes in personal and community future.	CANPB-02	Mini research project (group and individual), open ended CRQs Graphic organizers,
	H-06-C-02	Explore the links of cause and effect across study periods of past.	CA-NPC-02	

Affective Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
AR Affective Receiving	H-06-B-02	Begin to use the historical knowledge to critically analyse their own behaviour and make informed choices to bring changes in personal and community future.	ARB-02	Group projects, reflections on own life and contribution to community life, Awareness campaigns intra and inter school level, reflections on own life and actions, Group
	H-06-B-03	Understand the consequences of not obeying the rules and laws in the present life.	ARB-03	
	H-06-D-02	Begin to understand the problems around them to	ARD-02	

		participate in and take up social responsibilities.		projects of reducing carbon footprints, charitable giving, community volunteering and demonstration of different climate actions such as water saving exercise.
AV Affective Valuing	H-06-B-04	Begin to understand the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)	AVB-04	Speech competitions, write a persuasive essay, and speech competition, short notes, explaining terms

Psychomotor Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	
PP Psychomotor Perception	H-06-D-01	Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.)	PPD-01	Construct a response in writing or through drawing to show varied interpretations, Group projects of reducing carbon footprints, charitable giving, community volunteering, Construct timelines, graphic organizers to plot events, etc.
	H-06-D-02	Begin to understand the problems around them to participate in and take up social responsibilities.	PPD-02	
	H-06-D-04	Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause, and effects.	PPD-04	
PS Psychomotor Set	H-06-D-03	Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.	PSD-03	Write reflections, role play events, diorama of historical sites, field notes, collection of information, face to face interviews

List of Codes, SLOs and Assessment Strategies

Grade VII

Cognitive Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
CUF Cognitive Understanding Factual	H-07-A-01	Describe some of the main events, people, and changes covered in the study period.	CUFA-01	Short answers: fill in the blanks, true and false, design flyers, posters, plan campaigns, matching exercises, timelines, using graphic organizers, MCQs for SLO: H-07-D-05
	H-07-D-02	Begin to understand the problems around them to participate in and take up social responsibilities.	CUFD-02	
	H-07-D-05	Understand chronological terms, and conventions, in written and verbal responses to identify time.	CUFD-05	
CUC Cognitive Understanding Conceptual	H-07-B-03	Understand the consequences of not obeying the rules and laws in the present life.	CUCB-03	Role playing, reflective writing, observation, short answers
CUP Cognitive Understanding Procedural	H-07-B-01	Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.	CUPB-01	Open ended questions, explaining through giving one reason why. Write a poem, story, play about citizenship, open ended questions
	H-07-B-04	Begin to understand the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)	CUPB-04	
CAP Cognitive Application Procedural	H-07-D-01	Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.)	D-01CAP	Short answers, CRQs Presentations, reflections, writing a pamphlet, Construct timelines, graphic organizers to plot events, etc.
	H-07-D-03	Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.	CAPD-03	
	H-07-D-04	Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause, and effects.	CAPD-04	

CANC Cognitive Analysis Conceptual	H-07-C-01	Explore differences in the information gathered from different study periods.	CANCC-01	Debate, contrast charts and mini research projects
CANP Cognitive Analysis Procedural	H-07-B-02	Begin to use the historical knowledge to critically analyse their own behaviour and make informed choices to bring changes in personal and community future.	CANPB-02	Reflections, community-based group projects
	H-07-C-02	Explore the links of cause and effect across study periods of past.	CA-NPC-02	Concept mapping, graphic organizers, classroom based activities

Affective Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
AR Affective Receiving	H-07-B-02	Begin to use the historical knowledge to critically analyse their own behaviour and make informed choices to bring changes in personal and community future.	ARB-02	Community based group projects, reflection on own behaviour, Role playing, awareness campaigns and debates
	H-07-B-03	Understand the consequences of not obeying the rules and laws in the present life.	ARB-03	
	H-07-D-02	Begin to understand the problems around them to participate in and take up social responsibilities.	ARD-02	Group projects of reducing carbon footprints, charitable giving, community volunteering
AV Affective Valuing	H-07-B-04	Begin to understand the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)	AVB-04	Student body elections, debates on rights and responsibilities

Psychomotor Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
PP Psychomotor Perception	H-07-D-01	Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.)	PPD-01	Construct a response in writing or through drawing to show varied interpretations, Group projects of reducing carbon footprints, charitable giving, community volunteering, construct timelines, graphic organizers to plot events, etc.
	H-07-D-02	Begin to understand the problems around them to participate in and take up social responsibilities.	PPD-02	
	H-07-D-04	Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause, and effects.	PPD-04	
PS Psychomotor Set	H-07-D-03	Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.	PSD-03	Write reflections, role play events, diorama of historical sites, etc.

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List of Codes, SLOs and Assessment Strategies

Grade VIII

Cognitive Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
CRC Cognitive Remember Conceptual	H-08-D-ADD	Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc	CRCD-ADD	MCQs, short answers, Open ended questions, quizzes
CUC Cognitive Understanding Conceptual	H-08-B-03	Understand the adverse consequences of not obeying the national and international laws in the Global World.	CUCB-03	Debates, case studies, group presentations, CRQs, matching exercises, infographics, defining terms and MCQs
	H-08-D-05	Sophisticated use of chronological terms, and historical conventions, in written and verbal responses to identify, and indicate time	CUCD-05	
CAC Cognitive Application Conceptual	H-08-A-01	Demonstrate the extended understanding of main events, people, and changes, covered in the selected study periods through written and verbal responses.	CACA-01	Restricted/Extended response questions
	H-08-B-04	Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice, and tolerance.	CACB-04	Student council election project: planning and execution of campaigns, participation in voting and counting of ballots etc., role playing extended responses answers, open ended questions

	H-08-D-02	Demonstrate a deeper analysis of prevailing issues, and actively participate in and take up social responsibilities, accordingly, as good Global Citizens.	CACD-02	Designing posters for awareness campaigns on social responsibilities such as keeping surroundings clean, reducing energy and water consumption, etc. CRQs Infographics, give one reason why exercise, CRQs
	H-08-D-04	Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and to draw conclusions of the cause and effects.	CACD-04	
CANC Cognitive Analysis Conceptual	H-08-D-03	Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations.	CANCD-03	Interpretive exercises, CRQs, Dioramas, reflections
CEC Cognitive Evaluation Conceptual	H-08-B-01	Explore multiple reasons for the main events and changes, reasons for peoples' behaviours in the past.	CECB-01	Reasoning exercises,
CEP Cognitive Evaluation Procedural	H-08-C-02	Explore the links of conflicts and issues of past events as the cause of new events, within, and across. study periods to construct reason and opinion	CEPC-02	Concept mapping, flow charts, Close and open ended CRQs, Short answers, restricted and extended responses, construct a response in writing or through drawing
	H-08-D-01	Use historical knowledge, and understanding, to critically analyse that the past has been represented, and interpreted, in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)	CEPD-01	
CEM Cognitive Evaluation Metacognitive	H-08-B-02	Link historical knowledge, and understanding, to critically analyse their own behaviour, and present circumstances to make informed choices to bring positive change in personal and community future.	CEMB-02	Community based group projects, reflection writing on own behaviour/steps they will take to bring about positive change,
	H-08-C-01	Critically evaluate the information gathered from different study periods to reason, and to construct their opinions	CEMC-01	

				debates critical evaluation of information from primary and secondary sources, comparison, and contrast charts

Affective Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
AR Affective Receiving	H-08-B-02	Link historical knowledge, and understanding, to critically analyse their own behaviour, and present circumstances to make informed choices to bring positive change in personal and community future	ARB-02	Community based group projects, reflection writing on own behaviour/steps they will take to bring about positive change, debates
AV Affective Valuing	H-08-B-04	Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice, and tolerance.)	AVB-04	Student council election project: planning and execution of campaigns, participation in voting and counting of ballots etc., role playing need for values in society, extended responses answers
	H-08-D-02	Demonstrate a deeper analysis of prevailing issues, and actively participate in and take up social responsibilities, accordingly, as good Global Citizens	AVD-02	Designing posters for awareness campaigns on social responsibilities such as keeping surroundings clean, reducing energy and water consumption, etc, CRQs

Psychomotor Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	
PS Psychomotor	H-08-D-03	Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people,	PSD-03	Interpretive exercises, CRQs, Dioramas, reflections, role playing

Set		or use ICT, to collect evidence for their interpretations.		

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CHAPTER THREE

ASSESSMENT DURING INSTRUCTION

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Chapter Three

Assessment during Instruction

Designing Classroom Assessment

The design of classroom assessment depends on how classroom learning is approached. The three commonly understood approaches to learning are surface learning, strategic learning, and deep learning approach (Entwistle, 2000). Differences between deep, surface, and strategic learners are summarised below.

Surface Approach	Strategic Approach	Deep Approach
Reproducing Intention – merely to cope with course requirements by: - Treating the course as unrelated bits of knowledge - Memorizing facts and carrying out procedures routinely - Finding difficulty in making sense of new ideas presented - Seeing little value or meaning in either courses or tasks set - Feeling undue pressure and worry about work	***Reflective Organising Intention*** - to achieve the highest possible grades by: - Putting consistent effort into studying - Managing time and effort effectively - Finding the right conditions and materials for studying - Monitoring the effectiveness of ways of studying - Being alert to assessment requirements and criteria - Using previous exam papers and assessments to predict questions	***Seeking Meaning Intention*** - to understand ideas by: - Relating ideas to previous knowledge and experience - Looking for patterns and underlying principles - Examining logic and argument cautiously and critically - Actively interacting with the course content - Reading and studying beyond the course requirements - Taking interest

Note: Adapted from Entwistle, 1988; Entwistle and Ramsden, 2015

It is the teachers' responsibility to foster deep and/or strategic learning so that students can engage with the subject with the help of purposeful assessment strategies.

Assessment Strategies

Literature abounds with the different types of assessment strategies. The important question that perplexes teachers is which strategy to use and for what purposes. The simple response is that teachers must align their assessment with the SLOs. However, this alignment is not easy. Chapter Two presents a list of codes aligned with the SLOs and sample assessment strategies.

This chapter presents an explanation and examples of selected assessment strategies, which are aimed at fostering deep approaches to learning.

Formative Assessment for Deep Learning Approach – Meaningful Examples

This framework further elaborates the following four strategies for assessing students' knowledge, skills, and dispositions at the 6 – 8 grade level with examples. This framework provides an example for the formative purposes of the first two strategies and summative purposes of the last two strategies.

1. Portfolio Assessment
2. Group Project Assessment
3. Selected Response (Multiple Choice)
4. Constructed Response (Short and long essay questions)

Portfolio Assessment

A portfolio is a record of the development in learners' thinking and ideas. A portfolio enables learners to assemble examples of their work to tell stories of their learning over a period of time. It enables teachers to assess learners' progress in ideas and understanding that cannot be adequately measured in any other way (Chappuis & Stiggins, 2017; Crockett & Churches, 2017). A portfolio can include the following:

- Examples of students' work with feedback about quality – multiple drafts with revisions
- Students' self-assessment
- Student reflections on their growth as learners

Portfolio Assessment in History

Portfolio Assessment can prove to be an effective process in History as it involves young learners in decision-making and problem solving about social issues, past and present (Adler 1994). Portfolios can also serve as a means of reflecting on the knowledge learned and on the real-life tasks

Benefits of Portfolios to the Learners

Portfolios offer opportunities for reflection and the development of self-awareness. Learners develop a sense of ownership of their writing through having some control over both the conditions for writing and the selection of portfolio contents, which leads to a sense of responsibility.

Learners can self-assess their performance with the help of clear criteria and opportunity to revise their work.

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Benefits of Portfolios to Teachers

Portfolio assessment becomes an integral part of the instructional process rather than a separate activity.

Portfolios give teachers more information about the learners' whole performance rather than fragmented skills or scores or grades on tests. The variety of activities within a portfolio can give teachers insights into the learners' strengths and weaknesses (Murphy & Camp, 1996).

Essential Elements of a Portfolio

- Cover page
- Introduction to the portfolio
- Table of contents
- Entries with dates
- Drafts of your work (infographics, timelines, maps, projects and assignments, tests and quizzes, etc.)
- Artefacts (awards and certificates, photos, images, concept maps, etc.)
- Reflections

Adapted from: https://www.slideshare.net/ilovelagrosal/portfolio-assessment-42422639

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A Sample of Introduction to the Portfolio

An Introduction to My Portfolio

Personal Statement

Students begin the personal statement by writing an autobiography. The personal statements may include three important sections in this autobiography:

1. A description of yourself (grade, school name)
2. What life means to you
3. Your vision of society in the near future
4. Concluding remarks

My portfolio includes the following units of study (put a tick on all that apply)

Ancient Civilizations	
Persian, Greek & Roman Civilizations	
Aryans, Kushans and Guptas	
Rise of Islamic civilization	

- **You will find different things in my portfolio. These are** _____

_____

_____

_____

- **I am making this project because I want to (focus on learning target and the portfolio type)**

_____

_____

_____

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Student's signature: _____

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A sample of Timeline Activity on the Indus Civilization

Can you put the timeline activity cards in order to show the chronology *of* the Indus valley civilisation?

3,300BCE **3,200BCE** **2,650BCE** **2,600BCE**

2,400BCE **2,000BCE** **1,800BCE** **1,500BCE**

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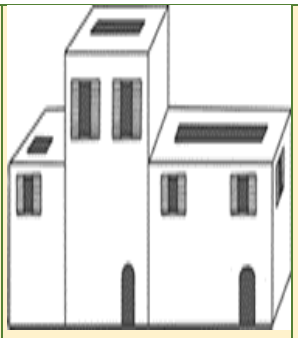
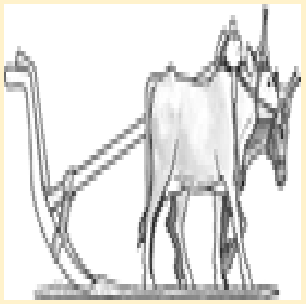
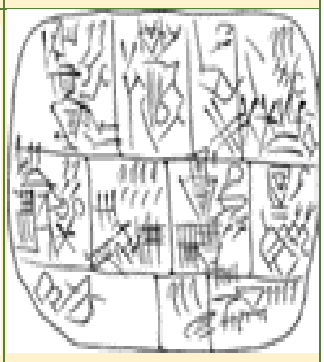
			
Farmers come to the Indus Valley	The Indus people use an early form of script	Houses are made of mud bricks	Ploughs are used
			
Seals are used by traders	The Indus Valley is at its peak	The Indus Civilization comes to an end	The Indus people are referred to in Sumerian writings

The Indus Civilization begins to decline

For grades 7 and 8 more complexity could be used in getting students to write the events chronologically, etc.

Source: https://www.stcypriansprimaryacademy.co.uk/wp-content/uploads/2020/06/Activity-Sheet-The-Indus-Valley-Timeline.pdf

A sample of Poster Presentation

Create a poster to share in your class of any one Muslim scientist's contribution in the fields of arts, science and/or literature. Students could keep the poster in their portfolios. Complexity may be added for older grades by asking students to compare the contributions across a field.

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A Sample of Periodic Student Self-Reflection

Prompts to activate Self-Reflection

Portfolio Type	Starters
Celebration	I am happiest/proudest of _____ because_____. I really liked doing _____ because _____. What this portfolio says about me... I have learnt that_____. I now understand_____. I can now do_____. I now feel _____.
Growth	I have become better at_____, I used to _____, but now I_____. Here is what has helped me improve: _____ Here is what has helped me as a learner: _____ Here is what I learned about myself as a learner: _____. Here is what gets in my way as a learner: _____. _____ Here is what is difficult for me: _____. This used to be hard, but now it is easy: _____ Here is what made it easier: _____. Here are "before" and "after" pictures of my learning. The first one shows The second shows _____. _____.
Project	Here is what I learnt about myself as a learner while doing this project: _____. I developed the following skills while doing this project: _____ Here is what I liked least/most about doing this project _____. Here's why: _____ Here is how my thinking changed about_____ because of doing this project _____. This project has affected my interest in _____. It has caused me to_____.
Achievement	My selections have shown that I have mastered _____. Here is how they show that _____. My strength in (subjects or learning target are_____.

I still need to work on _____.
Here is how I achieved mastery of _____ (learning target):
_____
Here how I would change what I did if I had it to do over:
_____ .
Here is what doing _____ has taught me about myself as a learner: _____.
_____ .

Criterion Referenced Assessment

Criterion referenced assessment (CRA) is the process of evaluating students' learning against some pre-specified qualities or criteria (Brown, 1998; Harvey, 2004). The criteria are presented to the students in the form of a rubric, so that they know what is being assessed. The teacher can also involve the students in developing rubrics.

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RUBRIC FOR PORTFOLIO-BASED ASSESSMENT					
Course Number(s): _____Date Submitted: _____					
Assessment Ratings	1 Does not meet expectations (6 points)	2 Partially meets expectations (12 points)	3 Meets expectations (18 points)	4 Exceeds expectations (24 points)	Score
Sources of Learning *Experiences relevant to learning outcomes*	Documentation and description of learning experiences related to course learning outcomes are ***lacking or substantially inadequate***	Documentation and description of learning experiences related to course learning outcomes are ***not effectively or completely presented***	Documentation and description of learning experiences related to course learning outcomes. are ***appropriate and effectively presented***	Documentation and description of learning experiences related to course learning outcomes ***exceed expectations***	
Demonstration of Learning *Artifacts*	The portfolio's materials and artifacts are ***not appropriate and/or adequate***, and are not supported by the presentation	The portfolio materials and artifacts are ***not fully supported*** by or connected to the course's learning outcomes	The portfolio includes ***appropriate*** artifacts that support the demonstration of learning outcomes	The presentation of artifacts is ***convincing***, with ***strong support*** for the course's learning outcomes	
Evidence of Learning *Competencies*	The portfolio shows ***little, or no evidence*** of learning tied to sound educational theory	The portfolio documents some, but ***not sufficient***, learning tied to sound educational theory (Or grounded in appropriate academic frameworks)	The portfolio ***adequately*** documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides ***clear evidence*** of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
Mastering Knowledge & Skills *Application of Learning*	The portfolio provides ***little evidence*** of the student's ability to use knowledge and skills for the course's learning outcomes in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is ***limited***	The portfolio documents the ***acquisition*** of knowledge and skills for the course learning outcomes, with ***some ability*** to apply them in practice	The portfolio demonstrates the student has ***mastered*** the knowledge and skills for the course learning outcomes and can ***apply them in practice***	
Reflection on Learning *Aligned with course learning outcomes*	The portfolio provides ***little or no evidence of reflection*** to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides ***inadequate evidence of reflection*** to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides ***evidence of reflection*** to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio shows that the student has reflected with ***substantial depth*** upon how the prior learning experience is aligned to the course learning outcomes for which credit is	

				being sought	
Presentation *Completeness and quality of the portfolio presentation*	Assembly instructions have ***not been followed*** with critical portfolio elements ***did not include*** the quality of written, visual and/or digital presentation ***does not meet postsecondary standards***	***Most of the expected elements*** are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with ***too many errors*** in spelling, grammar and punctuation	The portfolio is ***well organized*** with all critical elements included; the quality of written, visual and/or digital the presentation is ***competent*** with minor errors in spelling, grammar and punctuation	The portfolio is ***well organized*** with all critical elements included; learning is ***well- documented*** with writing and production skills that ***exceed*** those of most students	
Overall Assessment	The recommended cut score for a successful (i.e., passing) portfolio is -----, with a score of at least ------- in each of the six assessment criteria.				TOTAL

Name of Assessor (print): _____ Date: _____

Source: https://www.starkstate.edu/wp-content/uploads/2016/02/REVISED-MASTER-RUBRIC.pdf

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Portfolio Assessment Rubric (Alternative)

Category	Exemplary (20 pts)	Proficient (17 pts)	Partially Proficient (13 pts)	Incomplete (5 pts)
Selection of Artefacts	All artefacts and work samples are clearly and directly related to the history content.	Most artefacts and work samples are related to the history content.	Few artefacts and work samples are related to the history content.	Most artefacts and work samples are unrelated to the history content.
Use of Graphics	The use of graphics/ photographs is integrated seamlessly into several different artefacts.	The use of graphics/ photographs is included and appropriate.	The use of graphics/ photographs is included but is used randomly and without purpose.	No use of graphics. The photos are distracting from the content of the portfolio.
Reflections	All reflections clearly describe why artefacts in the portfolio demonstrate achievement.	Most of the reflections describe why artefacts in the portfolio demonstrate achievement.	A few reflections describe why artefacts in the portfolio demonstrate achievement.	Reflections are missing, and those that are there do not describe why artefacts in the portfolio demonstrate achievement.
Creativity and purpose of the Index	The index serves its purpose and shows creativity. The layout and design are attractive and well thought out.	The index serves its purpose and shows some creativity	The index serves its purpose but lacks Style	The index does not serve its purpose and lacks style
Organization	The portfolio is well organized and easy to navigate.	The portfolio is somewhat organized and thus little difficult to navigate.	The portfolio is rather messy and quite challenging to navigate.	The portfolio lacks complete organization.

Source: https://www.bhprsd.org/cms/lib02/NJ01001930/Centricity/Domain/352/E-portfolio%20Rubric.pdf

Group Project Assessment

Group projects are based on cooperative learning goals, which are reflected in the diagram below:

In cooperative learning structures, a student can obtain his or her goal only when other students in the group can obtain theirs (Arends, 2007). Project work is a very good example of group work.

According to the Buck Institute of Education (BIK, 2021), students' work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

Guidelines for Projects

Step 1: Select a topic: Start by thinking of a current topic about which you would like to read and study and/or think of problems you would like to see solved. The topic should be something you are curious about and may include events, people, or places. It may be helpful to look through newspapers, current magazines, or to listen to news broadcasts and then brainstorm possible topics. There are unlimited topics for study; therefore, care should be taken regarding the scope of the project. It should not be so broad that it cannot be given good in-depth treatment. It should not be too specific as information about the topic may be limited.

Step 2: Formulate an appropriate research question: It may be helpful to list several questions about your topic and then narrow your list to the best research question by considering the following:

1. Is the topic relevant?
2. Can you find information on the topic using multiple resources?

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3. Will the answer be of any benefit to you or your community?
4. Do you already know the answer to your question? If so, consider other questions.
5. Did you avoid questions with "yes" or "no" answers?
6. Will you be able to draw some kind of conclusion to the question?

Step 3: Determine the purpose for choosing the topic and question: Why have you chosen the topic?

Step 4: Methods of research: The method of research involves gathering, analysing, and interpreting data needed to answer the research question. In this era of information, selecting resource materials can be an overwhelming task. One project may require only questionnaires to a sample of people and the tabulation of results. Another project may require the study of publications. Resources are available at the school library, the Internet, books, magazines, newspapers, encyclopaedias and through interviews.

Step 5: Conduct the research: Review published materials related to your problem or question. The information/data collected should be organized in a logical format. Making note cards while doing the research will help organize facts and information. When taking notes, write key words that will help you recall information. Write notes in your own words on index cards. It is important to include the sources on each note card. Charts, tables, and other graphic organizers may also be used to record information.

Step 6: Draw a conclusion: Once a sufficient amount of information is gathered and the data is organized, the student may use critical thinking processes to interpret the data and make inferences that lead to a conclusion. The conclusion should include a summary of the arguments and/or key ideas which answer the question.

Source:
https://www.stcharles.k12.la.us/site/handlers/filedownload.ashx?moduleinstanceid=13737&dataid=18923&FileName=Social%20Studies%20Fair%20Project%20Handbook.pdf

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Sample Projects

1. Work in small groups to plan and execute a carbon footprint reducing project.
   Gather information about carbon footprint and its impact on the environment. Once you have collected information and pictures, make posters and have a display wall in the classroom.
   You need to cover what is the carbon footprint and what you can do about it. Be sure to include ways in which societies, communities, and even individuals could take simple actions to reduce this carbon footprint such as switching off lights when daylight is present, going with greener alternatives such as looking at paper consumption in the school etc. As a teacher of history, you can link this project to the catastrophes that climatic change has wreaked in the past and the looming dangers that lie ahead.
   (***SLO: Begin to understand the problems around them to participate in and take up social responsibilities. Codes: CUFD-02; ARD-02; PPD-02***) Grade 6

2. Make a shoe box diorama as a group/individual project. A diorama is a three-dimensional scene built to illustrate something. For the teaching of history this could be a moment in history, or a particular place such as an historical site. They are mainly built as scale models, but can on occasion be built at life-size, or even larger than life-size. They can be displayed either in a cubicle or enclosure, or freestanding on a surface. When displayed in an enclosing space, they typically make use of a painted backdrop to give a sense of depth or perspective to the scene they are built to illustrate. Students could be asked to create a shoe box diorama of an historical site, or a moment in history as depicted in the textbooks.
   (SLO: Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information. Codes: CAPD-0;3PSD-03) Grade 7

3. Class Council Election Campaign project can be designed as a group project. Groups of students from the class are given the opportunities to design their own election campaigns, select an issue/s they stand for and would improve if they were elected, design their posters, network with students, write and deliver speeches. This would be followed by the actual voting process to be carried out on a classroom/school level, counting of ballots, the announcement of results. Student involvement in the project will give them first hand practical knowledge and experience of deeper understanding of the formation of a democratic government.
   (SLO: Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice, and tolerance. Codes: CACB-04, AVB-04) Grade 8

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The assessment in the group project can be done at two levels – the whole group work and presentation and an individual student performance within the project. Rubrics for both levels are given below.

Multimedia Project and Performance Rubrics (Group Performance)

Criteria	Exceeds Expectations (24 points, 4 for each criterion)	Meets Expectations (18 points, 3 for each criteria)	Almost Meets Expectations (12 points, 2 for each criteria)	Does Not Meet Expectation (6 points 1 for each criteria)
Organisation	Students present information in a logical and creative sequence that the audience can follow.	Students present information in a logical sequence that the audience can follow.	Audience has difficulty following presentation because student does not consistently use a logical sequence.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Students demonstrate complete knowledge by answering all questions with explanations and elaborations.	Students are at ease and provide expected answers to all questions but do not provide elaborations.	Students are uncomfortable with information and are able to answer only rudimentary questions.	Students do not have grasp of information and are not able to answer many questions.
Graphics	Students' graphics explain and reinforce screen text and presentation.	Students' graphics relate to the text and presentations.	Students occasionally use graphics that rarely support the text and presentation.	Student uses superficial graphics or no graphics.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings or grammatical errors.	Presentation has three misspellings or grammatical errors.	Presentation has four misspellings or grammatical errors.
Eye Contact	Students maintain eye contact with audience, seldom returning to notes.	Students maintain eye contact most of the times, but frequently return to notes.	Students occasionally use eye contact but still read most of report.	Students read all of the report with no eye contact.
Elocution	Student uses a clear voice and correct, precise pronunciation of words.	Students' voice is clear and most of the words are pronounced correctly.	Students' voice is not very clear and they incorrectly pronounce most of the words.	Students mumble, incorrectly pronounce words and speak in a low tone.

From: Fisher and Frey (2007)

Group Project: Rubric on Group Work Performance (Affective Domain)

Can serve for self-assessment as well as peer assessment as a group)
Name of group members: _____

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Focus on the Task	3 points	2 points	1 point	0 points	___/3
	Stays on task all of the time without reminders.	Stays on task most of the time. Group members can count on each other.	Stays on task some of the time. Group members must sometimes remind this person to do the work.	Hardly ever stays on task. Let others do the work.	
Work Habits	3 points	2 points	1 point	0 points	___/3
	Member is on time for meetings, turns in all work when it is due. Completes assigned tasks and does not depend on others to do the work.	Member is usually on time for meetings, turns in most work when it is due. Completes most assigned tasks.	Member is sometimes late for meetings, often turns in work late. Does not follow through on most tasks and sometimes counts on others to do the work	Member is late for all or most meetings, and late turning in work. Does not complete tasks. Depends on others to do all of the work.	
Listening, Questioning and Discussing	3 points	2 points	1 point	0 points	___/3
	Member respectfully listens, discusses, asks	Member respectfully listens, discusses,	Member has trouble listening with respect, and	Member does not listen with respect, argues with	

	questions and helps direct the group in solving problems.	and asks questions.	takes over discussions without letting other people have a turn.	teammates, and does not consider other ideas. Blocks group from reaching agreement.	
Research and Information-Sharing	3 points	2 points	1 point	0 points	___/3
	Member gathers information and shares useful ideas for discussion. All information fits the group's goals	Member usually provides useful information and ideas for discussion.	Member sometimes provides useful information and ideas for discussion.	Member almost never provides useful information or ideas for discussion.	
Group/Partner	3 points	2 points	1 point	0 points	___/3

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Teamwork	Works to complete all group goals. Always has a positive attitude about the task(s) and the work of others All team members contributed equally to the finished project. Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.	Usually helps to complete group goals. Usually has a positive attitude about the task(s) and the work of others. Assisted group/partner in the finished project. Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.	Occasionally helps to complete group goals. Sometimes makes fun of the task(s) or the work of other group members. Finished individual task but did not assist group/partner during the project. Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.	Does not work well with others and shows no interest in completing group goals. Often makes fun of others' work and has a negative attitude. Contributed little to the group effort during the project. Did not perform any duties of assigned team role and did not contribute knowledge, opinions, or skills to share with the team. Relied on others to do the work.	

Group Project: Rubric on Individual Performance (Affective Domain)

(Can serve for self-assessment as well as peer assessment in group work)
Name of student: _____

Goal	4	3	2	1
	Did a full share of work or more	Did an equal share of work	Did almost as much work as	Did little or no work

Equal Work			others	
Cooperation	Took an initiative in helping the group get organized	Worked agreeably with partners	Could be persuaded to cooperate	Did not cooperate
Participation	Provided many ideas	Participated in discussions and made some suggestions	Listened to others but offered few suggestions	Seemed bored with the discussions and offered no suggestions
Support	Assisted other partners	Offered encouragement to other partners	Seemed preoccupied with own work	Took little interest in others' work
Communication	Clearly communicated ideas	Usually, shared ideas	Rarely expressed ideas	Never expressed any ideas

Other comments:

Source: https://www.pinterest.com/pin/371969250449103194/

Rubric for Assessing Collaboration Fluency (Individual)

Criteria	Phase 1 (awareness, connection, remembering) (4 points)	Phase 2 (Understanding, applying) (8 points)	Phase 3 (Analysing, evaluating) (12 points)	Phase 4 (Evaluating, creating) (16 points)
Interacts with others to generate ideas and develop products	Listens to others' input and occasionally combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue.	Frequently, listens to others' input and occasionally combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue. Attempts to make sure team members contribute.	Listens to others' input and combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue. Uses techniques to make sure team members contribute. Explains the task to the team members.	Listens to others' input and effectively combines his or her own and peers' concepts to produce an understanding of the task, problem, or issue. Uses suitable techniques to make sure all team members contribute. Uses effective probing questioning to develop a realistic understanding of the task.
Develops and implements effective plans	Shows an awareness of the process and the current stage of development.	Uses checkpoints to measure progress in the project. Describes problems and develops some solutions.	Uses regular checkpoints to measure progress in the project. Defines each person's tasks within the process.	Manages progress on the assigned task using regular checkpoints. Clearly defines each person's roles and responsibilities within each element of the process. Discusses problems and develops suitable solutions.
Works collaboratively toward a common, shared goal or objective	Sometimes works with peers. Is sometimes on tasks when working collaboratively .	Works with peers collaboratively or individually to achieve the group's goal.	Works with peers collaboratively or individually to achieve the group's goal. Analyses individual or group progress against the goals and objectives and sometimes offers appropriate critique.	Works with peers collaboratively and economically or individually to achieve the group's goal. Analyses individual or group progress against the goals and objectives and offers appropriate critique or undertakes suitable actions as required.
Revisits,	Sometimes	Reflects on	Reflects on overall	Reflects on overall

reflects, and revises group process	reflects on overall progress. Struggles to accept feedback.	overall progress. Often accept feedback. Sometimes offer useful reflection.	progress and analyses his or her performance. Accept feedback, sometimes modifies behaviour. Sometimes offer useful reflection.	progress evaluating his or her contribution and that of peers fairly. Accept feedback, modifying tasks, action and behaviours based on this. Offers critical reflection that are task focussed and appropriate, enabling growth and development.

Source: Adapted from Crockett and Churches (2017)

Summative Assessment for Measurement and Evaluation – Frequently Use Examples

This framework is proposing two teaching terms of four months in a year (see section on Balanced Assessment Schedule for details). There will be a school wide summative assessment at the end of each semester. The key purpose of these summative assessments is to obtain valid and accurate information for evaluating each student's performance. This evaluation is the basis of a student's academic progression.

Measurement accuracy is determined by *what* is being measured and the *instrument* used to make the measurements. For example, a teacher can obtain a more precise measurement of a students' knowledge of parts of speech rather than his or her creative ability.

In addition, the instrument used to make the measurements also determines measurement accuracy. Teacher made tests are the most common form of measurement instruments used at the school level. In the subsequent sections, the framework provides examples of the two most common types of test questions - Multiple Choice Questions (MCQs) from selected response and word problems from the constructed response category.

Selected Response - Multiple Choice (Objective Test Item)

Multiple Choice are the most common type of objective test questions (Linn & Miller, 2005). They are easy to administer and analyse. Multiple choice questions consist of a stem (question or statement) with several answer choices (distracters).

The table below gives four guidelines of developing multiple choice items with an example and a non-example. These have been borrowed from Classroom Assessment course (2018) at https://fcit.usf.edu/assessment/selected/response.html

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Guideline One - All answer choices should be plausible and homogeneous.	
Example	**Non-Example**
1. Who was the first ruler of the Mauryan Empire? A: Ashoka B: Bindusara C: Chandrgupta D: Kautilya	1. Who was the first ruler of the Mauryan Empire? A: Ashoka B: Chandragupta C: Indus Civilization D: Persia
Guideline Two - Answer choices should be similar in length and grammatical form.	
Example	**Non-Example**
1. Which of the following is a probable reason for the decline of the Indus Valley Civilization? A: they forgot who they were B: they were defeated by the Aryans C: they lost all their money D: they had nothing to eat	1. Which of the following is a function of the map scale? A: they forgot who they were B: Aryans C: they made bad investments and poorly controlled finances and so lost all their money D: famine struck
Guideline Three – List answer choices in logical (alphabetical or numerical) order	
Example	**Non-Example**
1. When did World War I begin? A: 1909 B: 1914 C: 1918 D: 1939	1. When did World War I begin? A: 1918 B: 1909 C: 1939 D: 1914
Guideline Four – Avoid using "All of the Above" options	
Example	**Non-Example**
1. Which of the following sources provides us first-hand information about an event? A: Primary	1. Which of the following sources provides us first-hand information about an event? A: Primary

B: Secondary C: Relief D: Tertiary	B: Secondary C: Tertiary D: All of the above

In addition, a checklist for reviewing one best MCQ is also given.

One-Best MCQ Review Checklist

#	Overall	Yes*	No*
1	Is appropriate for the level of the learner		
2	Is aligned to the Student Learning Outcome and its number is referenced		
3	Exam specification number is referenced		
4	Concept to be tested is stated appropriately/ Item is aligned with the concept being assessed		
5	The item is conceptually correct		
6	The cognitive level of the item is identified appropriately		
7	The difficulty level of the item is identified appropriately		
8	Assesses an essential (Must Know) or an important (Good to Know) item		
9	Can be answered with the options covered (Cover Test)		
10	**Cannot** be answered with the stem/ case covered (Test for Cognitive Level)		
11	Item author's name is mentioned		
12	An authentic reference is mentioned		
13	There are **no** spelling or grammar mistakes		
14	Task can be completed by the students in the assigned time		
	Stem/ Case		
1	Clearly defined with no ambiguities		
2	Is contextual and relevant		
3	Contains all essential information, however, avoids irrelevant information		
4	Avoids abbreviations, uncommon terminologies, and brand names		
	Lead-in		
1	Focuses on one feature or concept		
2	Avoids negative phrases such as 'Except' and 'Not'		
3	Is clearly understandable at the level of the students		
	Options		
1	Congruent with the lead-in		
2	Aligned with the lead-in in grammar		
3	Are of similar length		
4	Homogenous in content		
5	Distractors are plausible		

6	Listed in an alphabetical order		
7	Use generic and common terms		
8	Mutually exclusive (non-overlapping)		
9	Avoid phrases like 'all of the above' and 'none of the above'		
10	Avoid vague terms such as 'usually' and 'frequently'		
11	Avoids key terms from the stem or lead-in		
12	The key is clearly the best/ correct option for the level of the learners		
13	The key/ correct answer is identified		

Source: Aga Khan University Examination Board.

Constructed Response – Descriptive Questions (Subjective Test Item)

Constructed-response questions are assessment items that ask students to apply knowledge, skills, and critical thinking abilities to real-world, standards-driven performance tasks. Sometimes called "open-response" items, constructed-response questions are so named because there is often more than one way to correctly answer the question, and they require students to "construct" or develop their own answers without the benefit of any suggestions or choices. Therefore, constructed response assessments are suitable higher level thinking skills. Constructed response assessments may include short quizzes, essays, art projects, personal communication, etc.

Sample CRQ 01

One day, Shah was in a hurry to finish a neighbour's work quickly. In the rush to get through, he accidentally broke the glass windowpane in the front door. When he saw what he had done, he knew that he could close the door and the neighbour would not know who broke the glass. However, he kept thinking about whether he should write a note admitting what had happened and asked the neighbour to call him to discuss the damage. How would you deal with the situation if you were in the place of Shah? Discuss with a friend/partner and share your discussion points with the whole class.

Sample CRQ 02

Constructed-response items can be very simple, requiring students to answer with only a sentence or two, or quite complex, requiring students to read a prompt, reflect on the key points, and then develop meaningful information of their own. Whether simple or complex, all constructed-response questions measure students' ability to apply, analyse, evaluate, and synthesize the knowledge that they have acquired in a more abstract way.

1. Name any two Muslim scientists.

2. State any two contributions of Muslim scientists.
3. How have these contributions shaped life today? Give at least two examples.
4. Evaluate the necessity of these contributions.

Sample CRQ 03

With reference to the map shown below, answer the following questions about the ancient civilizations of the world.

Map source: https://twitter.com/EkdaliPosters

1. Name the continents in which existed ancient civilizations of the world.

_____

2. What is common about the location of all these civilizations?

_____

3. Which of these is the oldest civilization?

_____

4. Give two similarities between any two of these civilizations.

_____

5. Share any two differences between any two of these civilizations.

Sample History Test Paper
Grade VIII

Max Marks: 30 **Max Time: 2 Hours**

Name: _____ Section: _____ Roll no: _____ Date: _____

Instructions:

- Read the paper carefully
- Attempt all the questions

Q1. Choose the correct answer by circling the appropriate alphabet. (05)

1. When did World War II begin?
A: 1914
B: 1918
C: 1939
D: 1945

2. Who was the leader of the German Military of WWII?
A: Adolf Hitler
B: Franklin D. Roosevelt
C: Joseph Stalin
D: William Howe

3. Why did United States declare war on the Japan in 1941?
A: Attack on Pearl Harbour

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B: Boston Tea Party
C: Invasion of Poland
D: The Munich Conference

4. When did Germany surrender in World War II?
   A: 07 May 1944
   B: 07 August 1944
   C: 07 May 1945
   D: 07 August 1945

5. Which of the following was the treaty that ended World War II?
   A: Geneva Conference
   B: Paris Peace Treaties
   C: Treaty of Versailles
   D: United Nations Treaties

Q.2 Match each of the brief descriptions in column A with the corresponding personality of World War II's name in column B. (05)

Column A	Column B
German Nazi dictator during World War II.	Benito Mussolini
Italian fascist dictator.	Harry Truman
Communist dictator of the Soviet Union.	Hideki Tojo
President of the United States who authorized the use of atomic bombs against Japan.	Adolf Hitler
Prime Minister of Japan during World War II.	Joseph Stalin

Q.3 The Great Debate: Dropping the Atomic Bomb on Japan. (20)

Historians are still divided over whether it was necessary to drop the atomic bomb on Japan to end World War II. Here is a summary of arguments on both sides:

I. In your opinion, should the United States have dropped the atomic bomb on Japan? Give reasons to support your opinion.
(10)

_____
_____

_____
_____

_____
_____

_____
_____

_____
_____

_____
_____

_____

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_____

II. Why did the United States stay out of World War II until the Pearl Harbour attack? (03)

_____

_____

_____

III. What assumptions did Hitler make about invading the Soviet Union? Do you think the invasion would have gone differently if he had not made those assumptions? (3.5)

_____

_____

_____

1V. How does war impact society and environment? (3.5)

_____

_____

_____

Source: https://mrgreenlhs.weebly.com/uploads/5/3/2/5/53254043/30.2.pdfRetrieved from. https://www.centergrove.k12.in.us/cms/lib/IN01000850/Centricity/Domain/1337/Atomic%20Bomb%20Constructed%20Response.docx (By Bill Dietrich, Seattle Times staff reporter)

Assessment Validity

The assessment must be valid, that is, it should measure what it is supposed to measure. There are three kinds of validity evidence considered during assessment. These are:

- Criterion
- Construct
- Content

Criterion and construct validity measures are beyond the scope of a class teacher's work. They should best be done by assessment experts. For purposeful assessment, content validity is extremely important and can be controlled by teachers.

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Content Validity

As the name suggests, a valid assessment covers the content completed in the class. This means that a valid assessment covers all relevant parts of a subject. If any part, covered in the subject, is left out or if any irrelevant part, not covered in the subject is included, then it is not a valid assessment. The entire purpose of developing a list of codes and tables of specification and aligning them with the assessment strategies was to ensure content validity of the assessment. The assessment should be written at the level of difficulty required by the standards and student learning outcomes covered in the term. The assessment must also be in a format that allows students to demonstrate the ability being assessment. For example, if a teacher wishes to assess how a student has improved her writing abilities, then MCQ is not the best option.

Ways to Improve Content Validity

Clearly defined objectives. Student learning outcomes should be clearly defined and operationalised.

Alignment. Assessment measures must be matched with student learning outcomes.

Review by Subject Matter Experts (SMEs). Subject experts may be asked to rate each question on a scale from very relevant/very essential to not relevant/not essential at all. The more SMEs agree that items are essential, the higher the content validity.

Objective Review. The test/assessment question/instrument can be reviewed by faculty at other schools to obtain feedback from an outside party who has not been involved in the instrument development.

Item Analysis. Item analysis is helpful in analysing student responses to individual test/exam questions with the intention of evaluating test/exam quality.

Review and update tests frequently. Many tests that were valid two years ago, are not valid today. It is important to review and update or retire questions that are no longer relevant.

Item Bank. An item bank facility is important to manage and update questions.

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CHAPTER FOUR

SUPPORTING RESPONSIVE TEACHING AND LEARNING THROUGH FEEDBACK

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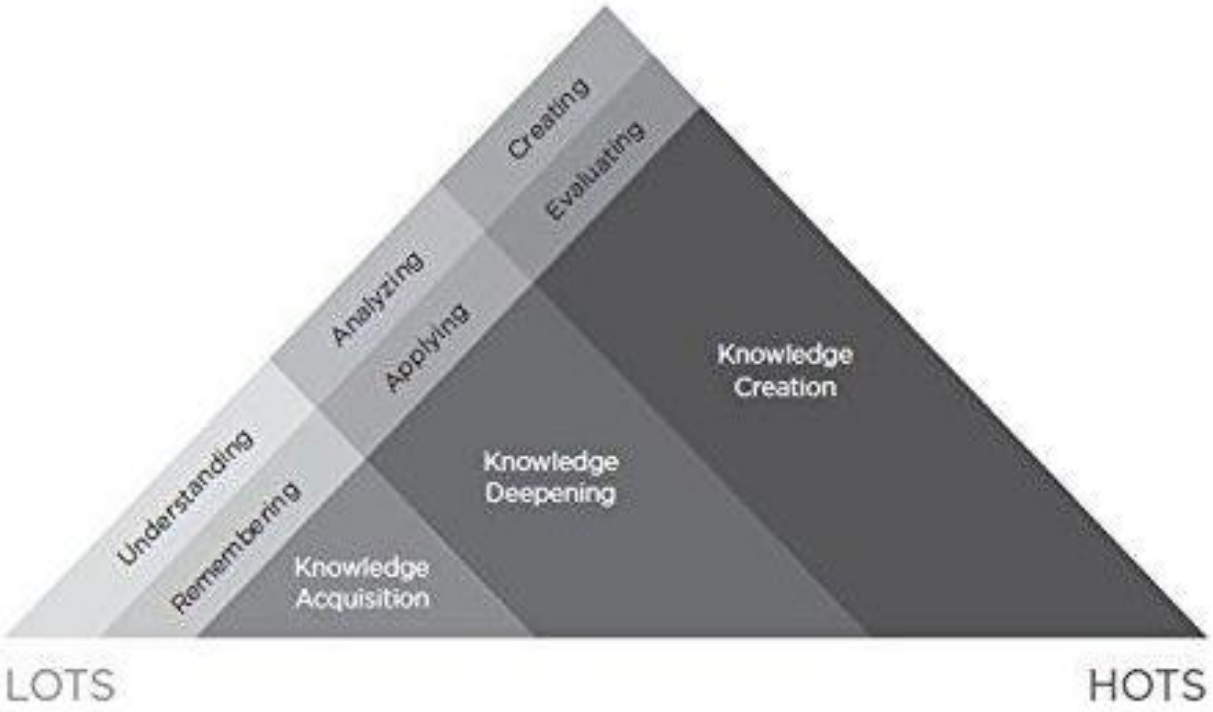
Chapter Four

Supporting Responsive Teaching and Learning through Feedback

Feedback to Students

In order to help students, succeed in the 21st century world, teachers must see their teaching as a response to learning, rather than seeing learning as an outcome of teaching (Crockett & Churches, 2017). This calls for the integration of classroom assessment processes into teaching in ways that enhance students' achievement and their motivation to learn.

Formative feedback is individual and personalised. This is because each child is at a different level of achievement. It is the teachers' responsibility to help the learner to know where he or she is now in terms of high-quality work and where he or she ought to be. This gap analysis facilitates learners' progression from Bloom's lower-order thinking skills (LOTS) which focuses on knowledge acquisition to higher-order thinking skills (HOTS) where the learners are able to create knowledge.



Source: Crockett & Churches (2017)

Hattie's (2012) findings from his meta-analysis of hundreds of education papers indicate that providing formative evaluation and feedback has some of the largest effects on student learning. For an assessment to be formative, students must be receptive to the feedback and use it to adjust their learning. "Without feedback, assessment is not a learning activity; it is a compliance task" (Crockett & Churches, 2017, p. 21).

Churches (n.d.) outlines five characteristics of high-quality feedback. These are:

Timely: The end of the task is too late. Feedback must be provided often and in detail during the process.

Appropriate and reflective: Feedback must reflect the students' ability, maturity, and age. It must be understandable.

Honest and supportive: Receiving a critique that identifies weaknesses of one's work can be very disheartening. The feedback must provide encouragement to continue and guidance on how to achieve the desired goals.

Focused on learning: The feedback should provide information which allows the learner to close the gap between the current and desired performance. The clarity and descriptive nature of the feedback the teacher presents are major influences on students' achievement (Hattie, 2012).

Enabling: Receiving feedback without the opportunity to act on it is frustrating, limiting, and counterproductive. Students must be able to learn from the formative assessments and apply the feedback and corrections.

One of the best models of feedback is developed by Dr. Jodie Nyquist (Crocket & Churches, 2017). This model of effective feedback has five stages going from weakest to strongest.

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The teacher who provides feedback at the KCR+e and a specific action or ideally KCR+e and an immediate activity gives the learners opportunity to maximise their learning. Based on the above model, three specific criteria for good and bad feedback can be developed.

Criteria for Good and Bad Feedback

Good Feedback	Bad Feedback
• Being positive • Even when criticizing, being constructive • Giving suggestions (not prescriptions or pronouncements)	• Finding fault • Describing what is wrong and offering no suggestions about what to do. • Punishing or denigrating students for poor work

Examples of Good and Bad Feedback

Feedback	Good or Bad?
Your answer is the best one in the class.	This is an example of bad feedback. It does not tell the student what is good about the answer.
Your details strongly support your claim that we should recycle newspapers. That's great. Where did you find all those facts?	This is an example of good feedback. It confirms for the students that the work meets one of the targets (strong supporting details) and connects the success to students' effort (the student researched to find out facts, and the teacher noticed).
Your answer was the shortest in the class. You didn't put enough in it.	This is an example of bad feedback. It implies that the student is competing with others (as opposed to aiming for a learning target) and the reason the work is poor is that the student "did something bad." The student ends up feeling judged and not motivated to improve.
The answer probably would not convince a reader who did not already agree we should recycle. I would want to know more about the effects on the environment and the cost of recycling.	This is an example of good feedback for a student who the teacher believes does not know what is missing in his or her answer. It suggests what the student could do to improve the answer.
Your report is late. What is the matter with you?	This is an example of bad feedback. It may not inspire the student to complete his or her work and turn it in for assessment.
[Name], I do not have your answer sheet. Can you tell me what happened?	This is a better example than the previous one of feedback to deliver the message that the work is late.

Feedback to Parents

The most common form of communicating grades to parents is the report card. The report card at the primary level should also provide information on satisfactory or unsatisfactory performance in other dimensions.

A report card is only one way of sharing feedback to parents about their students' performance. A written report is another way of communicating with students. The reports should be written in a positive, direct, and easy to understand manner.

The most effective way of communicating with parents is through a conference, generally known as parent-teacher meeting, which allows the parent to ask questions and the teachers to provide explanation. Conferences provide avenues to teachers to learn about students' home environment and to parents to be more involved in their children's learning.

Sample Report Card

(Front Page)

School's Name

School's Logo

Annual Report Card

[Month] 2023 – May 2023

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(First inside Leaflet)

Name: ABC_____ Term One: _____ Date: _____

Class: _____

A. Attitude	Always	Sometimes	Never
The student: is an enthusiastic learner who seems to enjoy school.			
exhibits a positive outlook and attitude in the classroom.			
appears well rested and ready for each day's activities			
shows enthusiasm for classroom activities.			
shows initiative and looks for new ways to get involved.			
uses instincts to deal with matters independently and in a positive way.			
strives to reach their full potential.			
is committed to doing their best.			
seeks new challenges.			
takes responsibility for their learning.			

B. Behaviour	Always	Sometimes	Never
The student: cooperates consistently with the teacher and other students.			
transitions easily between classroom activities without distraction.			
is courteous and shows good manners in the classroom.			
conducts themselves with maturity.			
remains focused on the activity at hand.			
responds appropriately when corrected.			
resists the urge to be distracted by other students.			
is kind and helpful to everyone in the classroom.			
follows classroom rules			

sets an example of excellence in behaviour and cooperation.			

Source: https://www.educationworld.com/a_curr/profdev/profdev148.shtml

(Second inside Leaflet – Sample for Grades VI, VII & VIII)

	Key Themes	Child's Performance					
		Term I Marks			Term II Marks		
		Formative	Summative	Total	Formative	Summative	Total
1	Ancient Civilizations	10	15	25	10	15	25
2	Persians, Greek and Roman Civilization	10	15	25	10	15	25
3	Aryans, Kushans and Guptas	10	15	25	10	15	25
4	Rise of Islamic Civilization	10	15	25	10	15	25
Total Marks Obtained							
Out of Total Marks		40	60	100	40	60	100
Teacher's Comments (Term I):							
Teacher's Comments (Term II):							

[Same types of tables will be prepared for all the subjects)

(Last inside Leaflet)

Students Comment (My Learning in School)

Parents' Comments (How can you further support your child's learning)

Teacher's Overall Comment:	
Attendance	**Punctuality**

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

CHAPTER FIVE

POST ASSESSMENT: REDEFINED GOALS/CURRICULUM

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Chapter Five

Post Assessment: Redefined Goals/Curriculum

Completing the Assessment Loop

This framework brings forth the philosophy, the principles, the policy and the practice of purposeful assessment for evaluating teaching and learning targets at the classroom level, the school and national level. However, unless the evaluation is constructively utilised to inform changes to curriculum, learning targets and teaching methodology in a balanced manner, its real purpose will not be achieved.

Balanced Assessment System

The success of any assessment system will depend on how formative and summative assessments are balanced to meet the need of all stakeholders. The tables below summarize the use of the two types of assessments across three levels – the classroom, school and district/province.

Elements of a Balanced Assessment System

Level of Assessment	Purpose of Assessment	User of Information	How the Results can be Used for Enhancing Performance
Classroom assessment	To measure level of student achievement on learning targets taught. To diagnose student strengths and areas needing further work.	Teacher Teacher Student	Summative: To determine grades for reporting purposes. Formative: To revise teaching plans for next year/semester. Formative: To plan further instruction. Formative: To provide feedback to students. Formative: To self-assess and to set goals for the next steps.
School based exam	To measure the level of student achievement on pre-set content standard.	Teacher School Leadership District Education Office	Summative: To evaluate the achievement level of each student and summarise across students. Summative: To determine the programme or curriculum effectiveness Formative: To identify programme or curriculum needs.
District, provincial or national large-scale assessments	To measure level of student achievement toward content standards and/or international standards. To identify students and/or portions of the	Teacher School Leadership District Education	Summative: To evaluate programme effectiveness. Formative: To identify standards in need of more effective programmes. Formative: To plan interventions for groups or individuals.

	curriculum needing additional/different instruction.	Office	

Source: Chappuis and Stiggins, 2017

Implicit within this balanced assessment system is the cyclic approach to assessment, which emerges as a response to teaching and learning and further informs teaching and learning.

The following section presents schedules of assessment for grades I to V to illustrate how the three streams or levels of assessment can be employed in a balanced manner during an academic year. The schedule is also aligned with the SLO

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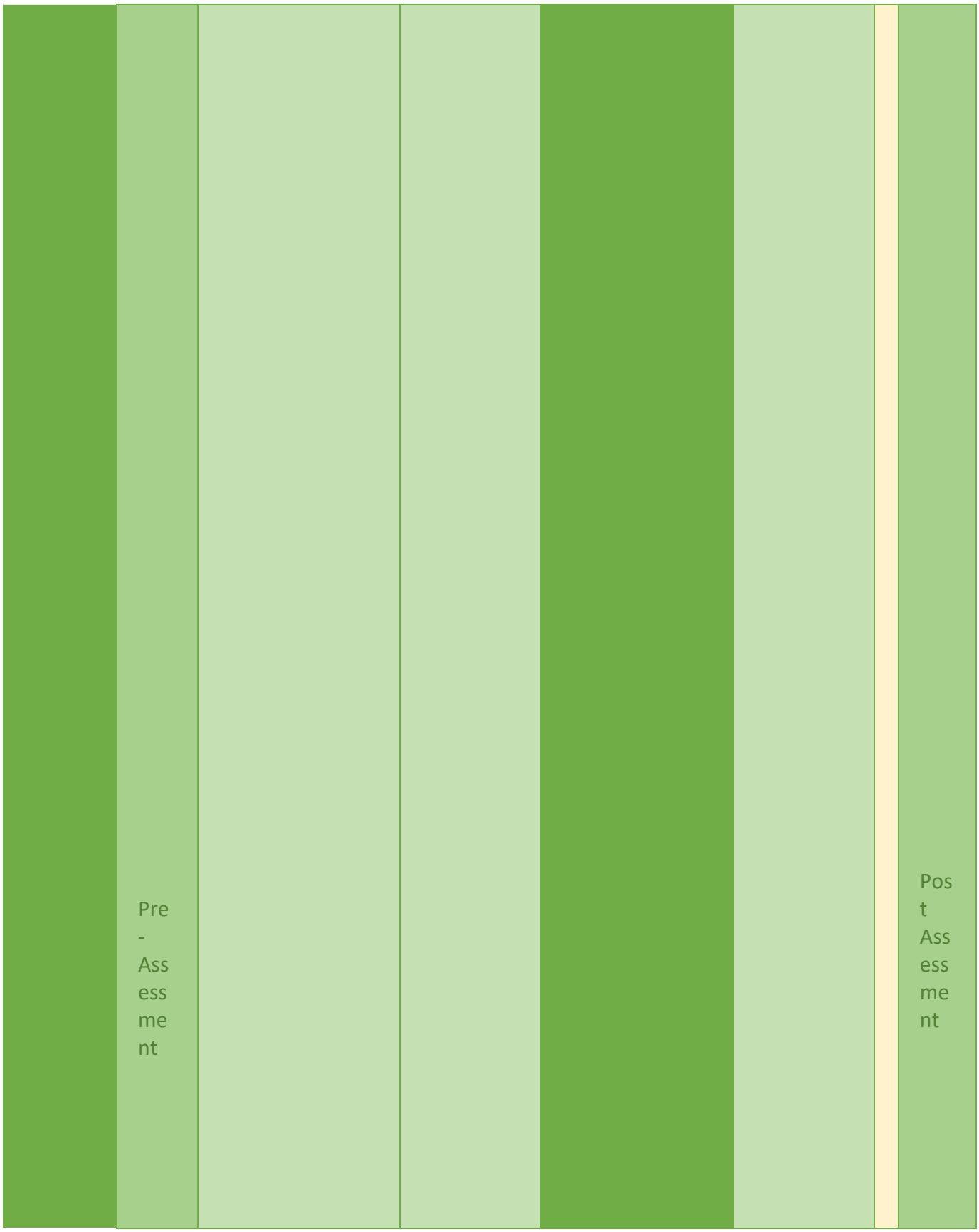
Balanced Assessment Schedule for Grades VI to VIII

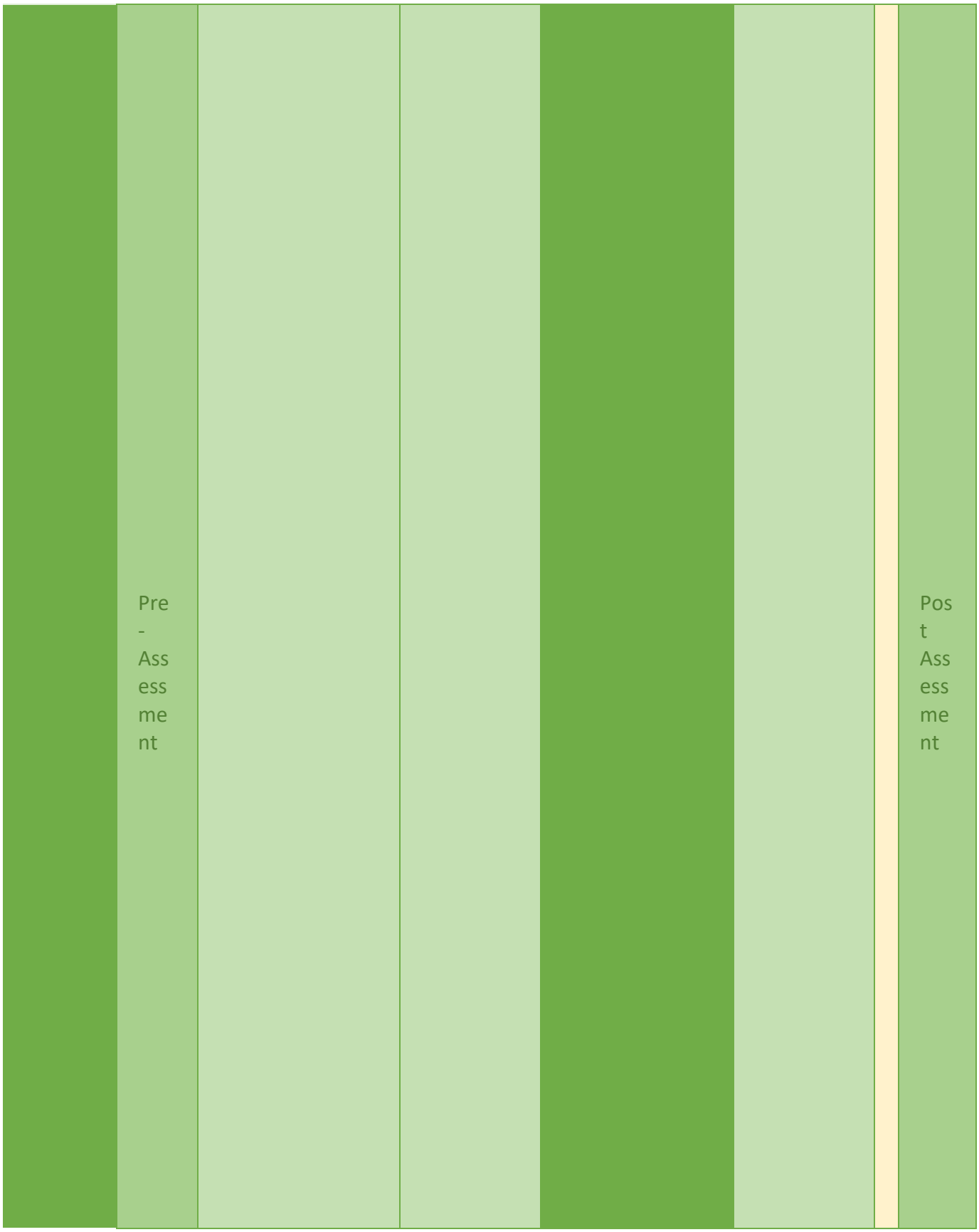
<table>
<tr><th>Overall, Domain Code*</th><th colspan="6">Assessment Schedule</th></tr>
<tr><td></td><td>One Month</td><td>Term I (4 Months)</td><td>One Month</td><td>Term II (4 Months)</td><td>One Month</td><td>One Month</td></tr>
<tr><td>CUF</td><td rowspan="13">Pre - Assessment</td><td rowspan="6">Formative Assessment (40% Marks based on Ongoing)</td><td rowspan="6">School based Summative Assessment (60% Marks)</td><td rowspan="6"></td><td></td><td rowspan="13">Post Assessment - One Month After Term II</td></tr>
<tr><td>CUC</td><td></td></tr>
<tr><td>CUP</td><td></td></tr>
<tr><td>CRC</td><td></td></tr>
<tr><td>CAC</td><td></td></tr>
<tr><td>AR</td><td></td></tr>
<tr><td>PP</td><td rowspan="7">Formative Assessment (40% Marks based on Ongoing)</td><td rowspan="7">School based Summative Assessment (60% Marks) And/or Large scale assessments wherever required</td></tr>
<tr><td>CAP</td><td></td><td></td></tr>
<tr><td>CANC</td><td></td><td></td></tr>
<tr><td>CANP</td><td></td><td></td></tr>
<tr><td>CEC</td><td></td><td></td></tr>
<tr><td>CEP</td><td></td><td></td></tr>
<tr><td>CEM</td><td></td><td></td></tr>
<tr><td>AV</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="2">Pre - Assess</td><td colspan="4"></td></tr>
</table>

	ment						Post Assessment
	Pre-Assessment						

	Pre-Assessment						Post Assessment
							Post Ass

							ess me nt
	Pre - Ass ess me nt - On e Mo nth Prio r to Ter m I						
	Pre - Ass ess me nt						Pos t Ass ess me nt


Pre-Assessment
Post Assessment


Pre-Assessment
Post Assessment

	Pre-Assessment						Post Assessment

	Pre-Assessment						Post Assessment

	Pre-Assessment						Post Assessment

* This includes all the SLOs contained within the Domain Code

Concluding Remarks – Exit to the Next Cycle

The framework can be considered a blueprint of an assessment programme at the primary school level. It provides the broad overview of policy guidelines for assessment framework 2021 while guiding the alignment of student learning outcomes with assessment strategies. It identifies the learning targets, the deep learning approaches and the strategies for assessing the same. In doing this, it ensures that the assessments are interconnected and purposeful.

While the blueprint is necessary as an overarching guide, its enactment will require professional judgement. Its real purpose will be realised when teachers use it at the classroom level to modify their teaching to match students' learning needs, when school leaders use it to accomplish their goals more effectively by replacing some programmes or practices with better ones (Fullan, 2001) and when the public education departments use it to invest in practices that yield positive results. The education practices, redefined in this manner, are again put to test and the process of ongoing purposeful assessment continues.

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Appendices

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Appendix A

Bloom's Revised Taxonomy Model – Cognitive Domain

Cognitive Dimension	The Knowledge Dimension			
	Factual The basic elements a student must know to be acquainted with a discipline or solve problems in it.	**Conceptual** The interrelationships among the basic elements within a larger structure that enable them to function together.	**Procedural** How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	**Metacognitive** Knowledge of cognition in general as well as awareness and knowledge of one's own cognition
Remember Recall or retrieve previous learned information from long-term memory	**List** primary and secondary colours.	**Recognize** action words.	**Recall** how to perform a sum based on four operations.	**Identify** strategies for retaining information
Key Words (Verbs)	labels, lists, names, outlines, states	Defines, describes, identifies, knows,	Recalls, recognizes, matches,	reproduces, selects,
Sample Assessment	MCQs, Fill in the blanks, tables, rules,	Comprehension passage, CRQs, problem solving	Solving maths sums, using words in sentences, performing experiments, hands on activities	Retelling stories, word problems
Understand Construct meaning from instructional messages, including oral, written, and graphic communication.	**Summarize** features of a new product.	**Explain** the main ideas of a play or piece of literature.	**Explain** in one's own words the steps for performing a complex task.	**Predict** one's response to a performance.
Sample Assessment	Write an essay	Group Work/Cooperative Learning	Project Work	Story telling
Apply Carry out or use a procedure in a given situation.	**Respond** to frequently asked questions.	**Provide** advice to juniors.	**Divide** one whole number by another whole number, both with multiple digits	**Use** techniques that match one's strengths. **Use** class rules in situations in which it is

				appropriate.
Key Words (Verbs)	Demonstrates, discovers,	Constructs, relates,	Computes, demonstrates, manipulates, operates, prepares, produces, solves	Changes, discovers, modifies, predicts, uses
Samples Assessment	Responds to questions	Match, complete sentences	Solves sums; role play	Create a blog
Analyse Break material into its constituent parts & determine how the parts relate to-one another and to an overall structure or purpose.	**Select** the most complete list of activities.	**Distinguish** between relevant and irrelevant numbers in a mathematical ward problem	**Compare and contrast** four ways of serving foods made with apples and examine which ones have the highest health benefits.	**Determine** the point of view of the author of an essay.
Key Words (Verbs)	Focusing, selecting	Differentiating (discriminating, distinguishing)	Organizing (finding, coherence, integrating, outlining, structuring)	Attributing (deconstructing)
Samples Assessment	Library search	Developing an argument; debating	Summarizing data in the form of graphs, pictures, tables etc.	Review of a written piece of work, oral discourse, story, movie etc.
Evaluate Make judgments based on criteria and standards.	**Select** the most complete list of activities.	**Determine** which kinds of apples are best for baking a pie, and why	**Judge** which of two methods are the best way to solve a given problem	**Reflect** on one's progress.
Key Words (Verbs)	Describes, explains	Checking (coordinating, detecting, monitoring, testing)	Interprets, justifies, relates, summarizes, supports	critiquing (judging)
Sample Assessment	Group discussion	Survey	Interpreting a graph, a picture etc.	Blogs; self-evaluation
Create Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or	**Generate** a log of daily activities.	**Compose** a story	**Design** an efficient project workflow.	**Inventing** a product

structure				
Key Words (Verbs)	Compiles, explains, reorganizes, summarizes,	planning (designing)	producing (construct)	generating (hypothesizing)
Sample Assessment	Game; network with others	Write a story	Create a new model	Create a learning portfolio.

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Appendix B

Bloom's Revised Taxonomy Model – Affective Domain

Affective Domain			
Dimension	**Examples**	**Key words/Verbs**	**Sample Assessment**
Receiving The lowest level. Awareness of feelings, emotions, ideas, material, and phenomenon etc. Passively paying attention.	Demonstrates a willingness to participate in the activity	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, replies, uses, acknowledge, attentive, courteous, dutiful, follows, listens, understands	Listening exercises; Listen for and remember the name of newly introduced people; watching a movie or another student's presentation, and then write a summary.
Responding The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.	Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure.	answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, tells, practices, presents, reads, recites, reports, selects, writes.	Completion of class tasks/homework; participation in class/group discussion; presentation; response to questions; compliance with class rules and certain procedures.
Valuing The worth or value a person attaches to a particular object, phenomenon, or behaviour. This ranges from simple acceptance to the more complex state of commitment.	Simpler acceptance could be being part of the team, while more complex level of commitment may include being responsible for the overall improvement of the team.	appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares Completes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, studies, works.	Write an opinion piece on any issue, explaining one's own stance and reasons supporting that stance; seeking out information in popular media related to a particular topic; proposing a plan to improve team skills.
Organizing Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique	The student can put together different values, information, and ideas, and can accommodate them within his/her own schema; the student is comparing, relating and elaborating	compares, relates, synthesizes, adheres, alters, arranges, combines, completes, defends, explains, formulates, generalizes, identifies,	Explains the role of systematic planning in solving problems. Accepts ethical standards. Spending more time studying than playing sports; organizes

value system. The emphasis is on comparing, relating, and synthesizing values.	on what has been learned.	integrates, modifies, orders, organizes, prepares,	and compares different cultures, evaluating the differences between them
Characterizing Highest level. Internalizing values. Student has a value system that controls their behaviour. The behaviour is pervasive, consistent, predictable.	Shows self-reliance when working independently, cooperates in group activities (displays teamwork); uses an objective approach in problem solving; follows rules and regulations on daily basis.	acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies	Group work and group project.

Sources:
https://www.astate.edu/dotAsset/7a3b152c-b73a-45d6-b8a3-7ecf7f786f6a.pdf

https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/blooms-taxonomy

https://thepeakperformancecenter.com/educational-learning/learning/process/domains-of-learning/affective-domain/

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Appendix C

Bloom's Revised Taxonomy Model – Psychomotor Domain

Affective Domain			
Dimension	**Examples**	**Key words/Verbs**	**Sample Assessment**
Perception (awareness) The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball.	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.	A game of dodgeball; reading expressions.
Set Readiness to act. Mental, physical, and emotional dispositions that make one respond in a certain way to a situation.	Knows and acts upon a sequence of steps in a process. Shows desire to learn a new process Attend project exhibition. Observe demonstrations through audio, videos, visuals. Set-up lab equipment for experiments.	Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.	Pre-lab assessment; self-criteria; summary of demonstration and set-up process
Guided Response The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Performs a mathematical equation as demonstrated. Follows instructions to build a model.	Copies, traces, follows, react, reproduce, responds.	Evaluate accuracy with criteria on standard performance. Run for 25 minutes steadily. Determine the density of a group of sample metals with regular and irregular shapes.
Mechanism (basic proficiency) This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence & proficiency.	Use a personal computer. Repair a toy. Drive a bicycle. Holding a pencil	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.	Performance test (performance indicators). Self-evaluation on performance (based on progress and confidence). Performance in a game (football, hockey). Solving a problem, using pre-set procedures

Complex Overt Response Performs task or objective in a confident, proficient, and habitual manner	Control and use correct movements when playing instruments, drawing with pencil, and painting proficiently. Operate and run machines (e.g., computer) efficiently. Use equipment with confidence.	Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.	Clinical exams Final project (ex. Create project exhibition) Performance in a role play.
Adaptation Skills are well developed, and the individual can modify movement patterns to fit special requirements.	Use tools for situations outside typical discipline. Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners.	Adapts, alters, changes, rearranges, reorganizes, revises, varies.	Field based tasks. Revise and improve procedures of movements. written responses Portfolio
Origination Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Constructs a new theory/story. Develops a new teamwork approach. Creates a new project; a new programme	Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.	Story writing; project work; models; work plans;

Sources:

https://www.astate.edu/dotAsset/7a3b152c-b73a-45d6-b8a3-7ecf7f786f6a.pdf

https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/blooms-taxonomy

http://www.nwlink.com/~donclark/hrd/Bloom/psychomotor_domain.html

Appendix D

Curriculum Mapping

Grade VI

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No	Understand	No	Apply	No	Analyse	No	Evaluate	No	Create	No	Total
Domain A: Knowledge and Understanding of Events, People and Changes in Past												
Events, People and Changes of Past												
		[SLO: H-06-A-01] Describe some of the main events, people, and changes covered in the study period. (F)	**01**									**01**
Total Frequency			**01**									**01**
			01									**01**
Domain B: Cause and Effect of Events and Changes of the Past												
Causes and Reasons of Past Events												
		[SLO: H-06-B-01] Explore some reasons for the main events and changes, and why people in the past acted in the ways they did. (P)	**01**									**01**

Total Frequency			**01**									**01**
Making Informed Choices												
						[SLO: H-06-B-02] Begin to use the historical knowledge to critically analyse their own behaviour, and make informed choices to bring changes in personal and community future. (P)	**01**					**01**
Total Frequency							**01**					**01**
Linking Historical Knowledge to Develop Citizenship												
		[SLO: H-06-B-03] Understand the consequences of not obeying the rules and laws in the present life. (C)	**01**									**01**
Total Frequency			**01**									**01**
Participation in Democracy and taking up Social Responsibilities												
		[SLO: H-06-B-04] Begin to understand the participation of citizens in the	**01**									**01**

		formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty, justice, and tolerance.) (P)										
Total Frequency	**0**		**01**									**01**
	00		**03**		**00**		**01**					**04**
Domain C: Difference, Links, and Comparisons within and across the Study Period												
Causes, Results, and Effects, of our Decision on our Future												
						[SLO: H-06-C-01] Explore differences in the information gathered from different study periods. (C)	**01**					**01**
Total Frequency							**01**					**01**
Links, and Comparisons, within, and across, the Different Periods of Study.												
						[SLO: H-06-C-02] Explore the links of cause and effect across study periods of	**01**					**01**

						past. (P)						
Total Frequency							**01**					**01**
							02					**02**

Domain D: Historical Enquiry and Interpretation												
Historical Interpretations												
				Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.) (P)	**01**							**01**
Total Frequency					**01**							**01**
Historical Understanding and Social Responsibilities												
		[SLO: H-06-D-02] Begin to understand the problems around them to participate in and take up social responsibilities. (F)	**01**									**01**
Total Frequency			**01**									**01**

Enquire Historical Information and Processes												
				[SLO: H-06-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information. (P)	**01**							**01**
Total Frequency					**01**							**01**
Sequence and Chronology												
				[SLO: H-06-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, their causes and effects. (P)	**01**							**01**
Total Frequency					**01**							**01**
Chronological Terms and Conventions												
		[SLO: H-06-D-05] Understand chronological terms, and conventions, in	**01**									**01**

		written and verbal responses to identify time. (F)										
Total Frequency			**01**									**01**
			02		**03**							**05**
Overall Total			**06**		**03**		**03**					**12**

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	**No**	**Responding**	**No**	**Valuing**	**No**	**Organizing**	**No**	**Characterizing**	**No**	**Total**
Domain B: Cause and Effect of Events and Changes of the Past										
Making Informed Choices										
[SLO: H-06-B-02] Begin to use the historical knowledge to critically analyse their own behaviour, and make informed choices to bring changes in personal and community future	**01**									**01**

Total Frequency	**01**									**01**
Linking Historical Knowledge to Develop Citizenship										
[SLO: H-06-B-03] Understand the consequences of not obeying the rules and laws in the present life.	**01**									**01**
Total Frequency	**01**									**01**
Participation in Democracy and taking up Social Responsibilities										
				[SLO: H-06-B-04] Begin to understand the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)	**01**					**01**
Total Frequency					**01**					**01**
	02				**01**					**03**
Domain D: Historical Enquiry and Interpretation										
Historical Understanding and Social Responsibilities										
		[SLO: H-06-D-02]	**01**							**01**

		Begin to understand the problems around them to participate in and take up social responsibilities.								
Total Frequency			**01**							**01**
			01							**01**
Total Overall ***Total overall***	**02**		**01**		**01**					**04**

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies													
Perception	**No**	**Set**	**No**	**Guided Response**	**No**	**Mechanism**	**No**	**Complex Overt Response**	**No**	**Adaptation**	**No**	**Origination**	**No**
Domain D: Historical Enquiry and Interpretation													
Historical Interpretations													
[SLO: H-06-D-01] Use historical knowledge, and understanding, to describe that the past has been	01												01

represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.)													
Total Frequency	01												01
Historical Understanding and Social Responsibilities													
[SLO: H-06-D-02] Begin to understand the problems around them to participate in and take up social responsibilities	01												01
Total Frequency	01												01
Enquire Historical Information and Processes Environment													
		[SLO: H-06-D-03] Read relevant books, visit historical	01										01

		sites, archives, museums, libraries, interview relevant people, or use ICT, to collect informatio n											
Total Frequency			01										01
Sequence and Chronology													
[SLO: H-06-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause and effects.	01												01
Total Frequency	01												01
	03		01										04
Total overall	03		01										04

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Appendix E

CURRICULUM MAPPING

Grade VII

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No	Understand	No	Apply	No	Analyse	No	Evaluate	No	Create	No	Total
Domain A: Knowledge and Understanding of Events, People and Changes in Past												
Events, People and Changes of Past												
						[SLO: H-07-A-01] Analyse, and describe with evidence,	01					**01**

						some of the main events, people, and changes covered in the study period. (c)						
Total Frequency							**01**					**01**
Domain B: Cause and Effect of Events and Changes of the Past												
Causes and Reasons of Past Events												
						[SLO: H-07-B-01] Explore reasons for the main events and changes, and why people in the past acted in the ways they did. (C)	**01**					**01**
Total Frequency							**01**					01
Making Informed Choices												
				[SLO: H-07-B-02] Use historical knowledge and understanding to critically analyse their own behaviour, and make informed	**01**							**01**

				choices to bring positive change in personal and community future. (C)								
Total Frequency					**01**							**01**
Linking Historical Knowledge to Develop Citizenship												
		SLO: H-07-B-03] Understand the consequences of not obeying the constitutional laws in the present life (C)	**01**									**01**
Total Frequency			**01**									**01**
Participation in Democracy and taking up Social Responsibilities												
		[SLO: H-07-B-04] Develop an understanding of the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens.	**01**									**01**

		(Respect, cooperation, patriotism, loyalty, justice, and tolerance.) (C)										
Total Frequency			**04**									**04**
Domain C: Difference, Links, and Comparisons within and across the Study Periods												
Causes, Results, and Effects, of our Decision on our Future												
								[SLO: H-07-C01] Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study. (C)	**01**			**01**
Total Frequency										**01**		**01**
Links, and Comparisons, within, and across, the Different Periods of Study.												
								[SLO: H-07-C-02] Explore	**01**			**01**

								the links of conflicts of past events as the cause of new events, within, and across, study periods. (P)				
Total Frequency									**02**			**02**
Domain D: Historical Enquiry and Interpretation												
Historical Interpretations												
				[SLO: H-07-D-01] Use historical knowledge, and understanding, to critically analyse that the past has been represented, and interpreted, in different ways by different people. (Rivalry among Ottoman and Safavid	**1**							**01**

				Empires; myths related to Greek and Roman Empires.) (C)								
Total Frequency					**01**							**01**
Historical Understanding and Social Responsibilities												
						[SLO: H-07-D-02] Analyse problems around them, and participate in and take up social responsibilities, accordingly, as good citizens. (C)	**1**					**01**
[SLO: H-07-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.) (C)	AD D 1											
Total Frequency	AD D 1								01			**01**
Enquire Historical Information and Processes												

								[SLO: H-07-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information to support their opinions. (P)	01			**01**
Total Frequency									01			**01**
Sequence and Chronology												
				[SLO: H-07-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and draw	**01**							**01**

				conclusions of the cause and effects (C)								
Total Frequency					**01**							**01**
Chronological Terms and Conventions												
SLO: H-07-D-05] Appropriate use of chronological terms, and conventions, in written and verbal responses to identify, and indicate time.	**01**											**1**
Total Frequency	**02**											**06**
Overall Total	**02**		**02**		**03**		**03**		**03**			**13**

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	**No**	**Responding**	**No**	**Valuing**	**No**	**Organizing**	**No**	**Characterizing**	**No**	**Total**
Domain B: Cause and Effect of Events and Changes of the Past										
Causes and Reasons of Past Events										
[SLO: H-07-B-02] Use historical knowledge and	**1**									**1**

understanding to critically analyse their own behaviour and make informed choices to bring positive change in personal and community future. (C)										
Total Frequency										**1**
Participation in Democracy and taking up Social Responsibilities										
				[SLO: H-07-B-04] Develop an understanding of the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, cooperation, patriotism, loyalty, justice,	**1**					**1**

				and tolerance.) (C)						
Domain D: Historical Enquiry and Interpretation										
Historical Understanding and Social Responsibilities										
				[SLO: H-07-D-02] Analyse problems around them, and participate in and take up social responsibilities, accordingly, as good citizens. (C)	1					1
Total Frequency										
Total overall	**1**				**2**					**3**

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies													
Perception	**No**	**Set**	**No**	**Guided Response**	**No**	**Mechanism**	**No**	**Complex Overt Response**	**No**	**Adaptation**	**No**	**Origination**	**No**
Domain D: Historical Enquiry and Interpretation													
Historical Interpretations													
		[SLO: H-07-D-03] Read relevant books, visit historical sites, archives,	01										

		museums, libraries, interview relevant people, or use ICT, to collect information to support their opinions. (P)											
Total Frequency													

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Appendix F

CURRICULUM MAPPING

Grade VIII

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No	Understand	No	Apply	No	Analyse	No	Evaluate	No	Create	No	Total
Domain A: Knowledge and Understanding of Events, People and Changes in Past												
Events, People and Changes of Past												
				[SLO: H-08-A-01] Demonstrate the extended understanding of main events, people, and changes, covered in the selected study periods through written and verbal responses. (c)	1							01
Total Frequency					01							01
Domain B: Cause and Effect of Events and Changes of the Past												
Causes and Reasons of Past Events												
								[SLO: H-08-B-01] Explore multiple reasons for the main	01			01

								events and changes, reasons for peoples' behaviours in the past (c)				
Total Frequency									**01**		**01**	
Making Informed Choices												
								[SLO: H-08-B-02] Link historical knowledge, and understanding, to critically analyse their own behaviour, and present circumstances to make informed choices to bring positive change in personal and community future. (m)	**01**			**01**
Total Frequency												
Linking Historical Knowledge to Develop Citizenship												
		[SLO: H-08-B-03]	**01**									**01**

		Understand the adverse consequences of not obeying the national and international laws in the Global World.(c)										
Total Frequency			**01**									**01**
Participation in Democracy and taking up Social Responsibilities												
				[SLO: H-08-B-04] Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty,	**01**							**01**

				integrity, justice, and tolerance. (c)								
Total Frequency	**04**											**04**
Domain C: Difference, Links, and Comparisons within and across the Study Periods												
Causes, Results, and Effects, of our Decision on our Future												
								[SLO: H-08-C-01] Critically evaluate the information gathered from different study periods to reason, and to construct their opinions. (m)	**01**			**01**
Total Frequency									**01**			**01**
Links, and Comparisons, within, and across, the Different Periods of Study.												
								[SLO: H-08-C-02] Explore the links of conflicts and issues of past events as the cause of new events, within, and across. study	**01**			**01**

								periods to construct reason and opinion. (p)				
Total Frequency	**02**											**02**
Domain D: Historical Enquiry and Interpretation												
Historical Interpretations												
								[SLO: H-08-D-01] Use historical knowledge, and understanding, to critically analyse that the past has been represented, and interpreted, in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.) (p)	**01**			**01**

Total Frequency					**01**							**01**
Historical Understanding and Social Responsibilities												
				[SLO: H-08-D-02] Demonstrate a deeper analysis of prevailing issues, and actively participate in and take up social responsibilities, accordingly, as good Global Citizens. (C)	**01**							
[SLO: H-08-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.(C)	01											
Total Frequency												
Enquire Historical Information and Processes												
						[SLO: H-08-D-03] Research using relevant	**01**					

						books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations. (C)						
Total Frequency							**01**					**01**
Sequence and Chronology												
				[SLO: H-08-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and to draw conclusions of the cause and effects. (C)	**01**							**01**

Total Frequency												
Chronological Terms and Conventions												
[SLO: H-08-D-05] Sophisticated use of chronological terms, and historical conventions, in written and verbal responses to identify, and indicate time. (c)	**01**											**01**
Total Frequency	**6**											**06**
Overall Total	**02**		**01**		**04**		**01**		**05**			**13**

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	**No**	**Responding**	**No**	**Valuing**	**No**	**Organizing**	**No**	**Characterizing**	**No**	**Total**
Domain B: Cause and Effect of Events and Changes of the Past										
Making Informed Choices										
[SLO: H-08-B-02] Link historical knowledge, and understanding, to critically	**01**									**01**

analyse their own behaviour, and present circumstances to make informed choices to bring positive change in personal and community future										
Total Frequency										
Participation in Democracy and taking up Social Responsibilities										
				[SLO: H-08-B-04] Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism,	**01**					**01**

				loyalty, integrity, justice, and tolerance.)						
Total Frequency										
Domain D: Historical Enquiry and Interpretation										
Historical Interpretations										
				[SLO: H-08-D-02] Demonstrate a deeper analysis of prevailing issues, and actively participate in and take up social responsibilities, accordingly, as good Global Citizens	**1**					**1**
Total Frequency										

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies													
Perception	**No**	**Set**	**No**	**Guided Response**	**No**	**Mechanism**	**No**	**Complex Overt Response**	**No**	**Adaptation**	**No**	**Origination**	**No**
Domain D: Historical Enquiry and Interpretation													
Enquire Historical Information and Processes Environment													
		[SLO: H-08-D-03] Research using relevant books, visit	01										01

		historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations.											
Total Frequency													
Total overall													

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