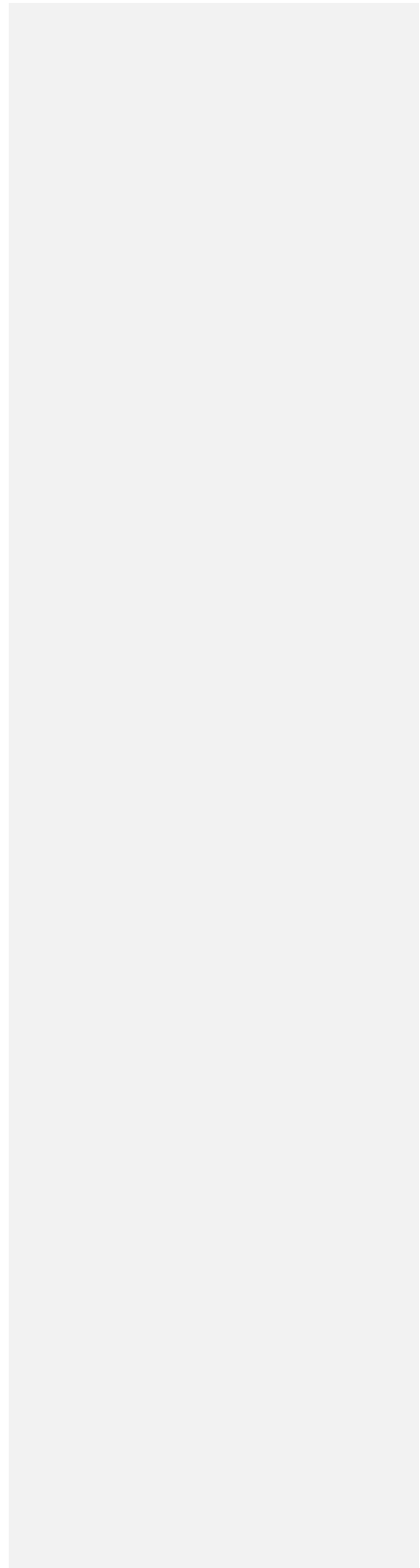


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## **Prerequisite of Using the Assessment Framework**

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 primary 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.

**CHAPTER ONE**  
**INTRODUCTION**

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## **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 Social Studies Grades IV and V.

#### **Quality of Education**

The basic purpose of any initiative taken at policy and practice level is improving the quality of education imparted by schools to young learners. 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**

As noted in the definition above, assessment is an integral part of the quality of education offered to the students. Assessment is an essential part of processes at input level, as well as serves as a tool to measure outputs and outcomes of processes and practices. As reflected in these definitions, assessment, as an important practice in education, is to play a central role in translating the key ideas in the quality definition into practice.

Assessment, as defined by Erwin (1991 cited in NCF (Government of Pakistan, 2018b) is:

...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.

Despite the paramount importance of the student assessment system and the promises made in the successive education policies, Pakistan has not been able to put in place the kinds of policies, structures, mechanisms, processes, practices, and tools that contribute to creating a strong and effective student assessment system in the country. In Pakistan, programmes and efforts of projects (e.g. setting up NEAS, PEAC, conducting standardized tests/exams at Grade 5 & 8) made to improve student assessment have proved to be weak. There is a need for a comprehensive and coherent national policy framework to guide and support education systems, schools and teachers in bringing about improvement in student assessment on a sustainable basis. As pointed out in the policy document on Minimum Standards for Quality Education in Pakistan (Government of Pakistan, 2018a, p.2), "the absence of clearly articulated and agreed upon minimum national standards for quality education leaves the education system without a basic framework for setting targets and for evaluating attempts at improvements in education quality."

NCF (Government of Pakistan, 2018b), considering assessment as an integral component of the teaching process, emphasises on developing different assessment mechanisms to assess students' competence as per curricula through different forms of assessments than the use of conventional methods considering them sporadic and unreliable. Therefore, it calls for a more valid and reliable system that not only addresses the deficiencies in the current assessment and penalize unfair means in large-scale public assessment, but ensures standardized execution of formative, summative, classroom based assessment, school based assessment and large scale assessment across the board in the country.

Thus, a robust and coherent national assessment system will help in the realization of the aims, goals and purposes of education articulated in NCF and other policy documents.

### **The Purpose of Developing Assessment Framework**

Considering the fact that the use of older and rigid forms of assessment is a hindrance to quality teaching and learning and may impair the effectiveness of NCP, a different assessment framework is developed to provide the basis for reliable, valid and useable for all types of assessment, grades and subjects. The National Assessment of Educational Progress (NAEP) also confirms that creating a nationwide assessment framework will provide all the actors with a blueprint for the content and design of different types of assessments. The framework may further provide a starting point for constructive discourse about high-quality educational standards and assessments.

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 Purpose of Developing the Social Studies Assessment Framework**

Social Studies 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 Social Studies curriculum, the Social Studies 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 Social Studies 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.



### Defining Assessment

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

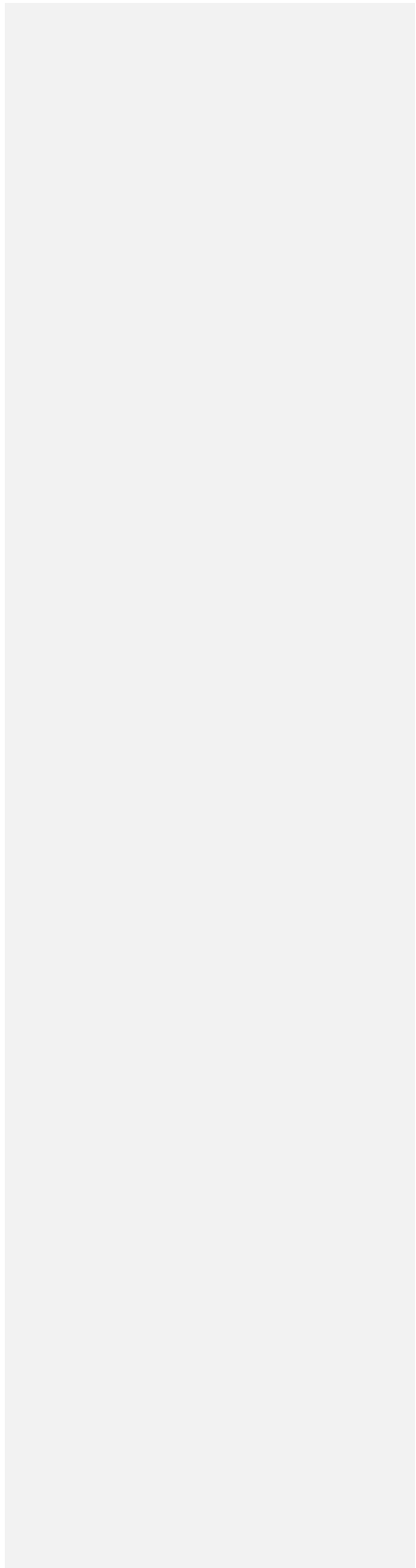
Assessment Type	Formative	Summative
	Looking back and preparing forward. Feeding back and feeding forward.	Feeding back. Providing a Snapshot.
Assessment Objectives & Outcomes	Assessment <i>as and for</i> Learning	Assessment <i>of</i> Learning
	Focusing on constructive feedback from the teacher and on 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 Cyclic Assessment

Purposeful assessment is cyclic. There are many versions of cyclic assessment. The one presented here is adapted from Margaret Heritage's model.

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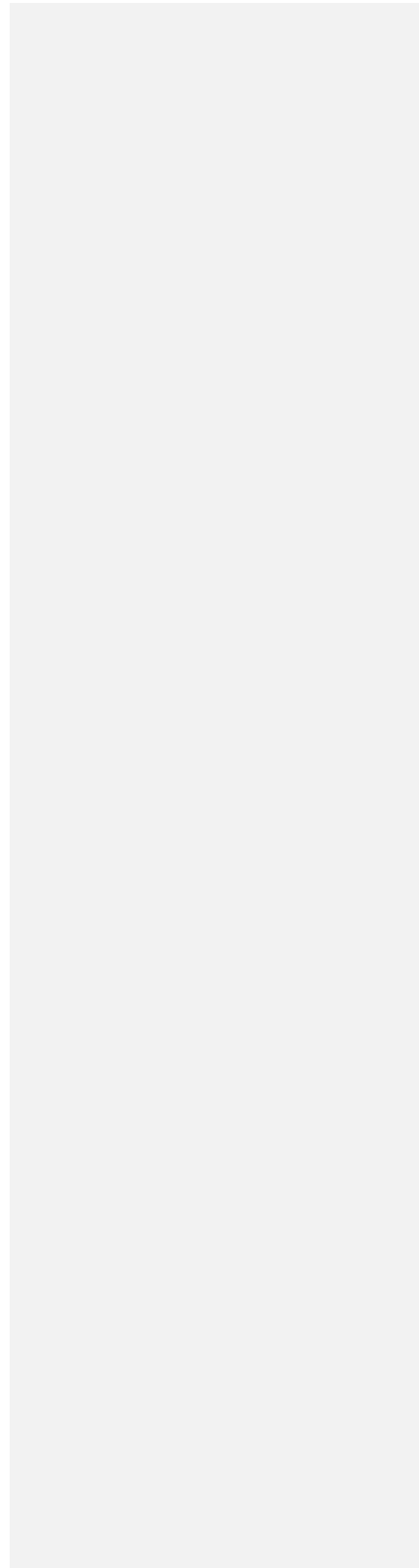


Source: Adapted from Greenstein, 2016

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 Social Studies for grades 4 and 5 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 Social Studies grades 4 and 5 and are in Appendices D and E. 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

## Tables of Specifications

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

### Grade IV

#### Total Percentage Share of the Three Domains for Social Studies

Domains	Share in Percentage
Cognitive	96%
Affective	4%
Psychomotor	0%

#### Weightage of Each Domain

No	Domain	Cognitive	Affective	Psychomotor	Weightage
1	Citizenship	17%	3%	-	20%
2	Culture and Diversity	13%	1%	-	14%
3	State and Government	9%	-	-	9%
4	History	10%	-	-	10%
5	Geography	30%	-	-	30%
6	Economics	17%	-	-	17%
	Total (100%)	96%	4%	0%	100%

#### Table of Specification

Competency	Citizenship 20%	Culture and Diversity 14%	State and Governme nt 9%	Histor y 10%	Geography 30%	Economic 17%	Total 100%
<b>Learning Domains</b>							
<i>Cognitive Domain</i>							
Remember (36%)	7	5	3	4	11	6	36
Understand (43%)	7	6	4	4	14	8	43
Apply (6%)	1	1	1	1	1	1	6
Analyze (9%)	2	1	1	1	3	1	9
Evaluate (3%)	1	-	-	-	1	1	3
Create (0%)	-	-	-	-	-	-	-
<i>Affective Domain</i>							
Receiving (2%)	1	1	-	-	-	-	2
Charactering (1%)	1	-	-	-	-	-	1
<b>Total (100%)</b>	<b>20 %</b>	<b>14%</b>	<b>9%</b>	<b>10%</b>	<b>30%</b>	<b>17%</b>	<b>100%</b>

## Grade V

### Total Percentage Share of the Three Domains Social Studies Grade V

Domains	Share in Percentage
Cognitive	97
Affective	03
Psychomotor	0

### Weightage of Each Domain

No	Domain	Cognitive	Affective	Psychomotor	Weightage
1	Citizenship	16%	2%	-	18%
2	Culture and Diversity	8%	-	-	8%
3	State and Government	13%	-	-	13%
4	History	11%	-	-	11%
5	Geography	24%	-	-	24%
6	Economics	25%	1%	-	26%
	Total (100%)	97%	3%	0%	100%

### Table of Specification

Competency	Citizenship	Culture	State and Government	History	Geography	Economics	Total
Learning Domains	18%	8%	13%	11%	24%	26%	100%
<b>Cognitive Domain</b>							
Remember (28%)	5	2	4	3	7	7	28
Understand (40%)	6	4	6	4	10	10	40
Apply (06%)	1		1	1	1	2	06
Analyze (12%)	2	1	2	2	3	2	12
Evaluate (8%)	1	1		1	2	3	8
Create (3%)	1	-	-	-	1	1	3
<b>Affective Domain</b>							
Responding (2%)	2	-	-	-	-	-	2%
Valuing (1%)	-	-	-	-	-	1	1%
<b>Total (100%)</b>	18%	8%	13%	11%	24%	26%	100%

## List of Assessment Codes

The following processes were used to develop codes.

- The first letters of Cognitive Domain “C”, Remember Cognitive Dimension “R” and Factual Knowledge Dimension “F” to form the overall domain code as “**CRF**”. Similarly, the first letters of the Cognitive Domain “C”, Understand Cognitive Dimension “U” and Conceptual 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.

## List of Codes, SLOs and Assessment Strategies

### Grade IV

#### Cognitive Domain

Overall, Domain Code	NCP Reference	SLOs	Codes	Assessment Strategies
<b>CRF</b> Cognitive Remember Factual	SS-04-B-05	Recall the diverse cultural groups living in Pakistan.	CRFB-05	MCQs, Fill in the blanks, True & False; <u>Match columns</u> ;
	SS-04-E-02	Enlist the uses of maps and globes.	CRFE-02	
	SS-04-E-04	Locate all continents and major oceans/seas.	CRFE-04	
	SS-04-E-15	Enlist the major problems caused by overpopulation.	CRFE-15	
	SS-04-F	State the services provided by banks.	CRFF	<u>CRO/Short answers</u>
<b>CRC</b> Cognitive Remember Conceptual	SS-04-A-02	Define the term ‘Human Rights	CRCA-02	short answers, quiz; <u>CROs</u>
	SS-04-A-09	Identify common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline.	CRCA-09	
	SS-04-B-07	Identify the major diverse groups and their key characteristics in Pakistani society: gender, religions, ethnicities, mixed abilities – physical and mental.	CRCB-07	
	SS-04-C-02	Describe the concept of a constitution.	CRCC-02	
	SS-04-C-03	Define the term ‘General Elections’	CRCC-03	
	SS-04-C-05	Describe the term ‘leader’	CRCC-05	
	SS-04-D-ADD	<i>Describe key events (social and political) during life of Hazrat Muhammad ﷺ and Khalafat-e-Rashida.</i>	CRCD-ADD	<u>MCQs</u>

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	SS-04-D-ADD	Describe the major historical events of the province or area (AJK, GB, ICT)	CRC-ADD		
	SS-04-D-ADD	Identify contributions (social, political, religious) of key personalities for the development of the province or area (AJK, GB, ICT)	CRCD-ADD		
	SS-04-E-01	Describe the terms maps and globes.	CRCE-01	<a href="#">Label diagrams and maps; classroom activity with globe/Atlas</a>	
	SS-04-E-03	Identify the key elements in a map/globe.	CRCE-03		
	SS-04-E-07	Identify major landforms and their types in Pakistan.	CRCE-07		
	SS-04-E-11	Identify the importance and interconnectedness of Water Sanitation and Hygiene (WASH).	CRCE-11		
	SS-04-E-12	Define the terms 'Population' and 'Census'.	CRCE-12		<a href="#">Fill in the blanks; True False</a>
	SS-04-E-16	Define the term 'Growth Rate' and 'Population Density'	CRCE-16		
	SS-04-F-01	Recall the concept of scarcity.	CRCF-01		
	SS-04-F-03	Define the terms 'goods' and 'services', and list some examples	CRCF-03		
	SS-04-F-04	Identify the function of consumers and producers.	CRCF-04		
	SS-04-F-10	Describe 'banking'.	CRCF-10		
<b>CUF</b> Cognitive Understanding Factual	SS-04-F-07	Read stories of at least one male and one female entrepreneur from Pakistan.	CUFF-07	Short answers, teacher observation; <a href="#">presentation</a>	
<b>CUC</b>	SS-04-A-04	Describe the term 'Tolerance'.	CUCA-04	Close ended	

Cognitive Understanding Conceptual	SS-04-A-05	Describe the importance of living in harmony with each other by accepting differences (social and cultural).	CUCA-05	Constructed Responses, CRQs, Choosing words, fill in the blanks, binary choice  <a href="#">Classroom observation</a>  <a href="#">Activity-based peer assessment</a> <a href="#">Flow Chart; Mind Maps</a>  <a href="#">Fill in the blanks; CRQs</a>
	SS-04-A-06	Explain that attitudes affect and create conflict and peace.	CUCA-06	
	SS-04-A-07	Recognize the causes of disagreements at the personal and peer-level, household and neighborhood level.	CUCA-07	
	SS-04-A-10	Describe the concept of ‘civic sense’ with examples (traffic rules, keep the environment clean, WASH).	CUCA-10	
	SS-04-A-11	List and describe forms of communication.	CUCA-11	
	SS-04-B-01	Describe the concept of ‘nation’ and ‘nationalism’.	CUCB-01	
	SS-04-B-03	Describe culture and its components.	CUCB-03	
	SS-04-B-04	Describe the term ‘diversity’.	CUCB-04	
	SS-04-B-06	Illustrate the cultural diversity of Pakistan with examples (religion, crafts, languages, festivals, clothing, popular events, folk songs, foods, and art).	CUCB-06	
	SS-04-B-08	Recognize how different minorities celebrate their festivals.	CUCB-08	
	SS-04-B-09	Explain how diversity aids society to prosper.	CUCB-09	
	SS-04-C-01	Define and differentiate between ‘state’ and ‘government’.	CUCC-01	
	SS-04-C-06	Discuss the qualities of a good leader.	CUCC-06	
	SS-04-D-01	Define ‘history’ and recognize the importance of history.	CUCD-01	
	SS-04-D-02	Illustrate ancient civilizations such as Mesopotamia/Egyptian/ Indus valley/ on a timeline	CUCD-02	

	SS-04-D-03	Describe significant aspects of daily life, society and culture of the Indus Valley Civilization.	CUCD-03	
	SS-04-E-05	Recognize the concept of directions with the help of cardinal points and compass.	CUCE-05	
	SS-04-E-06	Describe and label borders, orientation, legend, title, scale and source or BOLTSS with the help of a map.	CUC	
	SS-04-E-09	Explain the effect of the physical environment on the lifestyle of people in Pakistan.	CUCE-09	
	SS-04-E-10	Explain how human activities have changed the natural environment e.g. deforestation, building dams, industry, etc. (Positive and negative impact)	CUCE-10	
	SS-04-E-ADD	Describe the consequences of non- sustainable actions.	CUCE-ADD	
	SS-04-E-13	Explain the importance of ‘Census’	CUCE-13	
	SS-04-E-17	Describe the factors affecting population increase in Pakistan.	CUCE-17	
	SS-04-F-02	Recognize how choices are made according to one’s personal needs and resources.	CUCF-02	
	SS-04-F-08	Describe the role and importance of money in peoples’ lives.	CUCF-08	
<b>CUP</b> Cognitive Understanding Procedural	SS-04-A-03	Differentiate between rights and responsibilities.	CUPA-03	Open ended CRQs
	SS-04-E-ADD	Emphasize the importance of sustainability in how people interact with their natural environment.	CUPE-ADD	

<b>CAP</b> Cognitive Application Procedural	SS-04-A-08	Resolve conflicts through discussions.	CAPA-08	Role play, group project; <a href="#">survey for Portfolio</a>
	SS-04-E-14	Survey the distribution of population in the region and give a map of the region/province.	CAPE-14	
	SS-04-C-04	Demonstrate the voting process and how the government is formed.	CAPC-04	
	SS-04-F-09	Apply economics and money management in personal life (pocket money, expenditure, and savings)	CAPF-09	
<b>CANF</b> Cognitive Analysis Factual	SS-04-D-04	Analyze and discuss the role of the following key personalities in the creation of Pakistan: Quaid e Azam Muhammad Ali Jinnah, Allama Muhammad Iqbal, Mohtarma Fatima Jinnah.	CANFD-04	Interpretive exercises with brief information followed by short questions, MCQ; <a href="#">CROs</a>
	SS-04-F-ADD	Demonstrate the interdependence of consumers and producers.	CANFF-ADD	
<b>CANC</b> Cognitive Analysis Conceptual	SS-04-A-12	Investigate how forms of communication have evolved with time.	CANCA-12	Debate, mini research project
	SS-04-E-08	Define and distinguish between weather and climate.	CANCAE-08	
	SS-04-F-05	Differentiate between producers and consumers.	CANCF-05	
	SS-04-F-06	Define and differentiate between different types of entrepreneurships (production, trade, services, manufacturing) with examples of businesses from Pakistan.	CANCF-06	
<b>CEC</b>	SS-04-B-02	Relate with being a proud part of a nation.	CECB-02	Compare and contrast,

Cognitive Evaluation Conceptual	SS-04-E-18	Determine the impact of population increase on the quality of daily life in the students' community.	CECE-18	revision, rewriting and reproducing, constructed and extended response
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**Affective Domain**

Overall Domain Code	NCP Reference	SLO	Codes	Assessment Strategies
AR Affective Receiving	SS-04-A-09	Identify common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline.	ARA-09	Listening exercises, remembering names of classmates, commenting on classmates presentation
AO Affective Organizing	SS-04-B-02	Relate with being a proud part of a nation.	AOB-02	Explains the role of systematic planning in solving problems. Accepts ethical standards. Spending more time studying than playing sports; organizes and compares different cultures, evaluating the differences between them
AC Affective Characterizing	SS-04-A-08	Resolve conflicts through discussions.	ACA-08	Collaborative projects, team participation, peer assessment; <a href="#">reflection Exercise</a>

## List of Codes, SLOs and Assessment Strategies

### Grade V

#### Cognitive Domain

Overall Domain Code	NCP Reference	SLO	Codes	Assessment Strategies
<b>CRC</b> Cognitive Remember Factual	SS-05-B-02	List ways in which Pakistan can be made more inclusive for women, religious and ethnic minorities, and mixed ability groups.	CRFB-02	MCQs, Teacher observation, short questions.
	SS-05-F-05	State the major imports and exports of Pakistan.	CRFF-05	
	SS-05-F-13	Narrate with examples the evolution of money, trade via the barter system before money was introduced.	CRFF-13	
	SS-05-F-12	List different causes and types of inflation	CRFF-12	
<b>CRC</b> Cognitive Remember Conceptual	SS-05-A-ADD	Identify the fundamental human rights as stated by the UN Charter.	CRCA-ADD	short answers, quiz
	SS-05-B-05	Describe the term “Interfaith Harmony”	CRCB-05	
	SS-05-F-01	Recall the terms goods and services.	CRCF-01	
	SS-05-F-03	Define ‘trade’, ‘businesses, and ‘e- commerce.	CRCF-03	
	SS-05-F-04	Define ‘export’ and ‘imports’.	CRCF-04	
	SS-05-F-07	Identify major means of transportation in trade and business.	CRCF-07	
	SS-05-F-11	Define the term “Inflation” and evaluate how it affects the purchasing power of people.	CRCF-11	

	SS-05-F-ADD	Identify the importance of taxes and government loans to pay for goods and services (roads, hospitals, schools, electricity, etc).	CRCF-ADD	
	SS-05-F-ADD	Identify the currencies of different countries.	CRCF-ADD	
	SS-05-F-15	Identify the role of the State Bank of Pakistan.	CRCF-15	
<b>CRP</b> Cognitive Remember Procedural	SS-05-B-04	Identify the norms and advantages of a multicultural society.	CRPB-04	Short answers, matching, (quiz), <b>Define different terms and terminologies.</b>
<b>CUC</b> Cognitive Understanding Conceptual	SS-05-A-01	Establish that all individuals have equal rights, irrespective of religious and ethnic differences.	CUCA-01	Close ended Constructed Reponses, CRQs, Choosing words, binary choice,
	SS-05-A-08	Describe the concept of mass media and social media.	CUCA-08	
	SS-05-A-ADD	Recognize the need to verify information received through social media and mass media.	CUCA-ADD	
	SS-05-B-01	Describe inclusion and explain its benefits for a nation	CUCB-01	
	SS-05-B-03	Explain shared values and norms amongst diverse cultures of Pakistan (hospitality, sports, events, resilience).	CUCB-03	
	SS-05-C-03	Explain the interdependence between federal, provincial, and local governments in Pakistan.	CUCC-03	
	SS-05-C-04	Describe the components of a government: Legislature, Executive, and Judiciary.	CUCC-04	
	SS-05-C-05	Describe the concept of democracy and its importance for the people.	CUCC-05	

SS-05-C-ADD	Discuss the rights and responsibilities of a Pakistani citizen according to the 1973 Constitution.	CUCC-ADD
SS-05-C-ADD	Describe the Importance of Rule of law against unjust and illegal activities.	CUCC-ADD
SS-05-C-ADD	Describe the formation and function of political parties in a democratic government, how do they contest elections according to their manifesto.	CUCC-ADD
SS-05-C-01	Give reasons for the need for a federal government.	CUCC-01
SS-05-D-01	Illustrate ancient civilizations such as Mesopotamian, Egyptian, Indus Valley, Gandhara on a timeline.	CUCD-01
SS-05-D-02	Describe significant aspects of daily life, society, and culture of the Egyptian civilization.	CUCD-02
SS-05-D-ADD	Describe significant aspects of daily life, society and culture of the following early civilizations: Mesopotamia/Chinese/Gandhara.	CUCD-ADD
SS-05-D-04	Explain the region's/province's contribution to the creation of Pakistan.	CUCD-04
SS-05-D-05	Describe the role of minorities in the creation and development of Pakistan.	CUCD-05
SS-05-E-01	Recognize different types of maps e.g., road map, tourist map, weather map, political map, and topographical map.	CUCE-01
SS-05-E-02	Recognize the characteristics of latitudes, longitudes, and time zone.	CUCE-02



	SS-05-E-05	Define 'scale' in reading maps and their types with the help of diagrams.	CUCE-05	
	SS-05-E-11	Identify different occupations of people (agriculture, mining, and industry).	CUCE-11	
	SS-05-F-06	Describe the importance of International Trade for the development of Pakistan.	CUCF-06	
	SS-05-F-08	Illustrate examples of entrepreneurial skills and competencies.	CUCF-08	
	SS-05-F-09	Discuss the contribution of at least two Pakistani entrepreneurs (one male and one female).	CUCF-09	
	SS-05-F-14	Explain the role of commercial banks in the lives of individuals and businesses.	CUCF-14	
<b>CAF</b> Cognitive Application <b>Factual</b>	SS-05-A-03	Explain the importance of freedom of speech and demonstrate using it appropriately.	CAFA-03	Short questions, Matching words, Quiz
<b>CAP</b> Cognitive Application Procedural	SS-05-A-06	Demonstrate the importance of discussion and negotiation as tools for resolving conflicts at home and school.	CAPA-06	Role play, group project
	SS-05-E-04	Apply the concept of BOLTSS (Border, Orientation, Legend, Title, Scale and Source) with the help of a political or physical map.	CAPE-04	
<b>CAM</b> Cognitive Application Metacognitive	SS-05-E-03	Use latitudes and longitudes in determining location through Grid Reference.	CAME-03	Portfolio, Group Project, Opinionated CRQS
<b>CANC</b>	SS-05-C-02	Describe and analyse the need for and importance of a	CANCC-02	Debate, mini research

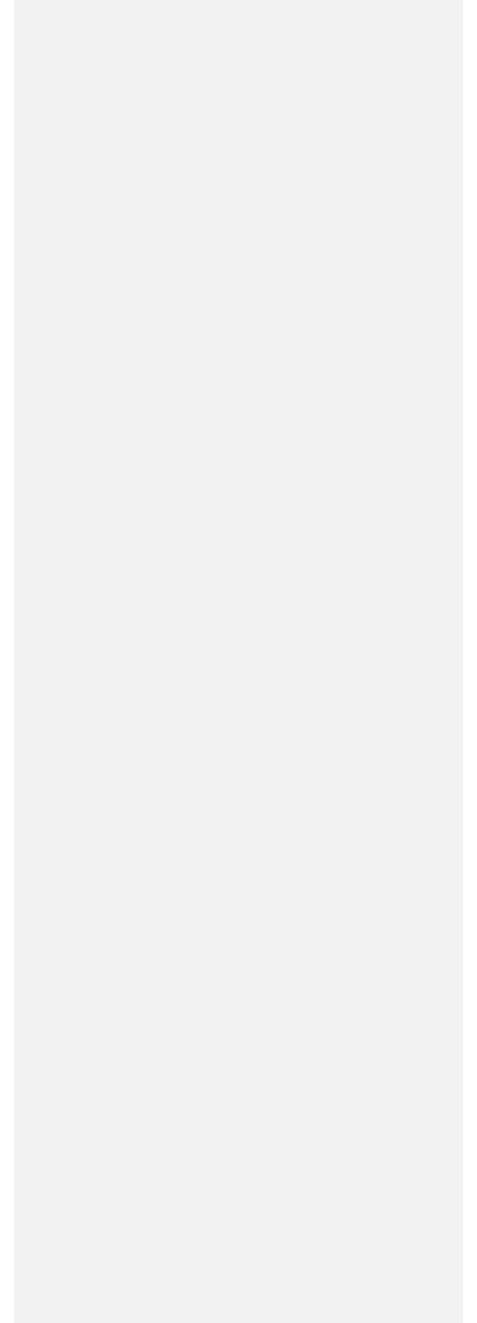
Cognitive Analysis Conceptual		constitution.		project
	SS-05-C-ADD	Distinguish between rules and laws and how they help create a just and healthy political environment in a country.	CANCC-ADD	
	SS-05-D-03	Analyze and discuss the key contributions of the following national heroes: Sir Syed Ahmed Khan, Begum Rana Liaquat Ali Khan.	CANCD-03	
	SS-05-E-13	Examine how common natural disasters occur (floods, earthquakes, cyclones, avalanches) and how they affect human life.	CANCE-13	
	SS-05-D-ADD	Analyze and discuss the key contributions of the following national heroes: Begum Jahanara Shahnawaz, Chaudhry Rehmat Ali	CANCD-ADD	
	SS-05-E-06	Briefly describe the distinctive characteristics/features of each physical region of Pakistan.	CANCE-06	
	SS-05-E-07	Describe factors that determine/affect climate.	CANCE-07	
	SS-05-E-08	Explain the concept of global warming.	CANCF-08	
	SS-05-E-10	Explain how the physical environment affects the lifestyle of people.	CANCE-10	
	SS-05-E-14	Describe the concept of and assess the need for food security in Pakistan.	CANCE-14	
SS-05-F-02	Differentiate between public and private goods and services.	CANCF-02		
CANP Cognitive	SS-05-A-09	Investigate their respective advantages and disadvantages.	CANPA-09	Researching and writing a report, portfolio

Analysis Procedural	SS-05-E-09	Analyze the impact of Global Warming on climate change.	CANPE-09	
<b>CEC</b> Cognitive Evaluation Conceptual	SS-05-A-02	Appreciate and respect differences in opinion.	CECA-02	Compare and contrast, revision, rewriting and reproducing, constructed and extended response.
	SS-05-A-04	Recognize the ethics of being digital citizens when connected online, how to deal with differences of opinion.	CECA-04	
	SS-05-E-15	Suggest safety measures that can be taken in case of natural disasters such as floods and earthquakes (before, during, and after).	CECE-15	
	SS-05-E-ADD	Investigate how at least one natural disaster in the past affected the affected areas and their population	CECE-ADD	
<b>CEM</b> Cognitive Evaluation Metacognitive	SS-05-A-07	Reflect on their own and society's common etiquettes in today's world.	CEMA-07	Portfolio, self-evaluation
	SS-05-E-12	Reflect on which occupation appeals the most to them	CEME-12	
<b>CCM</b> Cognitive Creative Metacognitive	SS-05-A-05	Propose ways to create peace and harmony.	CCMA-05	Developing a model, project
	SS-05-F-10	Create and present their own hypothetical business/enterprise.	CCMF-10	

**Affective Domain**

Overall Domain Code	NCP Reference	SLO	Codes	Assessment Strategies
	<b>SS-05-F-10</b>	Create and present their own hypothetical business/enterprise.	AREF-10	
<b>ARE</b>	<b>SS-05-F-05</b>	Propose ways to create peace and harmony.	AVF-05	

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## CHAPTER THREE

# ASSESSMENT DURING INSTRUCTION

**Comment [1]:** For Review:

1. More formative assessment strategies may be suggested
2. The assessment must be valid, that is, it should actually measure what it is supposed to measure.

## 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
<p><b>Reproducing Intention</b> – merely to cope with course requirements by:</p> <ul style="list-style-type: none"> <li>- Treating the course as unrelated bits of knowledge</li> <li>- Memorizing facts and carrying out procedures routinely</li> <li>- Finding difficulty in making sense of new ideas presented</li> <li>- Seeing little value or meaning in either courses or tasks set</li> <li>- Feeling undue pressure and worry about work</li> </ul>	<p><b>Reflective Organising Intention</b> - to achieve the highest possible grades by:</p> <ul style="list-style-type: none"> <li>- Putting consistent effort into studying</li> <li>- Managing time and effort effectively</li> <li>- Finding the right conditions and materials for studying</li> <li>- Monitoring the effectiveness of ways of studying</li> <li>- Being alert to assessment requirements and criteria</li> <li>- Using previous exam papers and assessments to predict questions</li> </ul>	<p><b>Seeking Meaning Intention</b> - to understand ideas by:</p> <ul style="list-style-type: none"> <li>- Relating ideas to previous knowledge and experience</li> <li>- Looking for patterns and underlying principles</li> <li>- Examining logic and argument cautiously and critically</li> <li>- Actively interacting with the course content</li> <li>- Reading and studying beyond the course requirements</li> <li>- Taking interest</li> </ul>

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 primary school 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 Social Studies**

Portfolio Assessment can prove to be an effective process in Social Studies 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.

### **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>



**A Sample of Introduction to the Portfolio**

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**An Introduction to My Portfolio**

Date: \_\_\_\_\_ I am in Class \_\_\_\_\_ at \_\_\_\_\_ School

My name is \_\_\_\_\_ My teacher's name is \_\_\_\_\_

I live in: \_\_\_\_\_ (City)

Themes in my portfolio: Please tick all that apply

<b>Citizenship</b>	<b>Culture</b>	<b>State and Government</b>
<b>History</b>	<b>Geography</b>	<b>Economics</b>

- You will find different things in my portfolio. These are \_\_\_\_\_

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

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Student's signature: \_\_\_\_\_

### A Sample of a Scrapbook Collage on Cultures in Pakistan

Collage on Cultures of Pakistan






Source: <https://adventurepakistan.com/culture-and-civilization-of-pakistan/>

Learners can be encouraged to either draw or stick pictures showing different aspects of Pakistani culture and present the pictures in the form of a collage

### A Sample of Weekly Weather Forecast Chart

What will the weather be like this week?

 sun	Days of the week	Weather
 snow	Monday	
 cloudy	Tuesday	
	Wednesday	
	Thursday	
	Friday	

<p>windy</p>  <p>rain</p>	Saturday	
	Sunday	

You may increase the complexity in this weather chart by asking students to note down temperatures of the day and further increase complexity by noting temperatures for different times in the day and night.

Source: <https://www.tes.com/teaching-resource/weather-chart-6204678>

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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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Course Number(s): \_\_\_\_\_ Date \_\_\_\_\_  
 Submitted: \_\_\_\_\_

**RUBRIC FOR PORTFOLIO-BASED ASSESSMENT**

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
<b>Sources of Learning</b> <i>Experiences relevant to learning outcomes</i>	Documentation and description of learning experiences related to course outcomes are <b><i>lacking or substantially inadequate</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>not effectively or completely presented</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>appropriate and effectively presented</i></b>	Documentation and description of learning experiences related to course learning outcomes <b><i>exceed expectations</i></b>	
<b>Demonstration of Learning</b> <i>Artifacts</i>	The portfolio's materials and artifacts are <b><i>not appropriate and/or adequate</i></b> , and are not supported by the presentation	The portfolio materials and artifacts are <b><i>not fully supported</i></b> by or connected to the course's learning outcomes	The portfolio includes <b><i>appropriate</i></b> artifacts that support the demonstration of learning outcomes	The presentation of artifacts is <b><i>convincing</i></b> , with <b><i>strong support</i></b> for the course's learning outcomes	
<b>Evidence of Learning</b> <i>Competencies</i>	The portfolio shows <b><i>little or no evidence</i></b> of learning tied to sound educational theory	The portfolio documents some, but <b><i>not sufficient</i></b> , learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio <b><i>adequately</i></b> documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides <b><i>clear evidence</i></b> of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	

<b>Mastering Knowledge &amp; Skills</b> <i>Application of Learning</i>	The portfolio provides <b>little evidence</b> 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 <b>limited</b>	The portfolio documents the <b>acquisition</b> of knowledge and skills for the course learning outcomes, with <b>some ability</b> to apply them in practice	The portfolio demonstrates the student has <b>mastered</b> the knowledge and skills for the course learning outcomes and can <b>apply them in practice</b>	
<b>Reflection on Learning</b> <i>Aligned with course learning outcomes</i>	The portfolio provides <b>little or no evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b>inadequate evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b>evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio shows that the student has reflected with <b>substantial depth</b> upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought	
<b>Presentation</b> <i>Completeness and quality of the portfolio presentation</i>	Assembly instructions have <b>not been followed</b> with critical portfolio elements <b>not</b> included; the quality of written, visual and/or digital presentation <b>does not meet postsecondary standards</b>	<b>Most of the expected elements</b> are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with <b>too many errors</b> in spelling, grammar and punctuation	The portfolio is <b>well organized</b> with all critical elements included; the quality of written, visual and/or digital the presentation is <b>competent</b> with minor errors in spelling, grammar and punctuation	The portfolio is <b>well organized</b> with all critical elements included; learning is <b>well-documented</b> with writing and production skills that <b>exceed</b> those of most students	
<b>Overall Assessment</b>	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.				<b>TOTAL</b>

Name of Assessor (print): \_\_\_\_\_ Date: \_\_\_\_\_

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



**Portfolio Assessment Rubric (Alternative)**

Category	Exemplary (20 pts)	Proficient (17 pts)	Partially Proficient (13 pts)	Incomplete (5 pts)
<b>Selection of Artefacts</b>	All artefacts and work samples are clearly and directly related to the social studies content.	Most artefacts and work samples are related to the social studies content.	Few artefacts and work samples are related to the social studies content.	Most artefacts and work samples are unrelated to the social studies content.
<b>Use of Graphics</b>	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.
<b>Reflections</b>	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.
<b>Creativity and purpose of the Index</b>	The index serves its purpose and shows creativity. The layout and design is 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
<b>Organization</b>	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?

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, analyzing 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>

## Sample Projects

1. Work in small groups and select a landmark of Karachi.

Gather information about it and find pictures of it. Once you have collected information and pictures, make posters and have a display wall in the classroom.

Remember to include details like:

- when it was built
- who started the project
- interesting facts about it
- how it has changed over the years, etc.

2. Make a class newspaper as a group project. This newspaper may include informative articles, advertisements, editorials, news items, weather reports, cartoons, jobs, etc. This class newspaper may begin on a smaller scale with coverage of the school and/or be expanded to cover city or country news. This newspaper will highlight events happening in school, the community and the society. The focus will be on social issues and/or must reflect a theme in the social studies curriculum. For this project students will work in groups on different sections of the class newspaper. Each group may be assigned a different section to work on with guidance from the teacher.

3. Tree planting is a great way to increase student interest in their local environment and achieve academic goals. Each school tree planting provides educators with the opportunity to inspire school administrators, teachers and students to affect positive change at their schools and, in turn, their communities. This tree planting project is a learning opportunity to get students involved in the environment and conservation of our natural resources. This project will need a property which could be the school grounds. School administrators and ground caretakers need to be involved in this project to provide necessary support to take care of these trees. Students may then write reflections on this experience and share these with the rest of the class. They could do a presentation with pictures as well. (source: <https://www.cityofvancouver.us/publicworks/page/school-tree-planting>)

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 criteria)	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)
<b>Organization</b>	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.
<b>Subject Knowledge</b>	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.
<b>Graphics</b>	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.
<b>Mechanics</b>	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.
<b>Eye Contact</b>	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.
<b>Elocution</b>	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. Lets 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.	Member is usually on time for meetings, turns in most work when it is due.	Member is sometimes late for meetings, often turns in work late.	Member is late for all or most meetings, and late turning in work.	
	Completes assigned tasks and does not depend on others to do the work.	Completes most assigned tasks.	Does not follow through on most tasks and sometimes counts on others to do the 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	Member respectfully	Member has trouble	Member does not listen with	

	listens, discusses, asks questions and helps direct the group in solving problems.	listens, discusses and asks questions.	listening with respect, and takes over discussions without letting other people have a turn.	respect, argues with teammates, and does not consider other ideas. Blocks group from reaching agreement.	
<b>Research and Information-Sharing</b>	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.	
<b>Group/Partner</b>	3 points	2 points	1 point	0 points	___/3

<b>Teamwork</b>	Works to complete all group goals.	Usually helps to complete group goals.	Occasionally helps to complete group goals.	Does not work well with others and shows no interest in completing group goals.
	Always has a positive attitude about the task(s) and the work of others	Usually has a positive attitude about the task(s) and the work of others.	Sometimes makes fun of the task(s) or the work of other group members.	Often makes fun of others' work and has a negative attitude.
	All team members contributed equally to the finished project.	Assisted group/partner in the finished project.	Finished individual task but did not assist group/partner during the project.	Contributed little to the group effort during the project.
	Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.	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.	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.	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
<b>Equal Work</b>	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



			others	
<b>Cooperation</b>	Took an initiative in helping the group get organized	Worked agreeably with partners	Could be persuaded to cooperate	Did not cooperate
<b>Participation</b>	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
<b>Support</b>	Assisted other partners	Offered encouragement to other partners	Seemed preoccupied with own work	Took little interest in others' work
<b>Communication</b>	Clearly communicated ideas	Usually shared ideas	Rarely expressed ideas	Never expressed any ideas

Other comments:

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

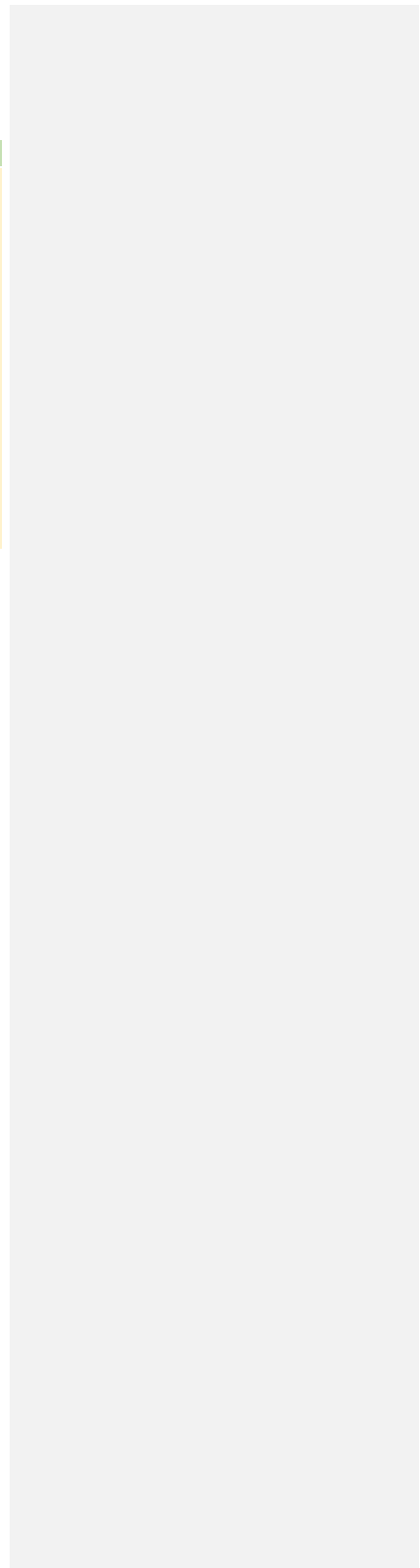
**Rubric for Assessing Collaboration Fluency (Individual)**

Criteria	Phase 1 (awareness, connection, remembering) (4 points)	Phase 2 (understanding, applying) (8 points)	Phase 3 (analyzing, evaluating) (12 points)	Phase 4 (evaluating, creating) (16 points)
<b>Interacts with others to generate ideas and develop products</b>	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.
<b>Develops and implements effective plans</b>	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.
<b>Works collaboratively toward a common, shared goal or objective</b>	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.

<b>Revisits, reflects and revises group process</b>	Sometimes reflects on overall progress. Struggles to accept feedback.	Reflects on overall progress. Often accept feedback. Sometimes offer useful reflection.	Reflects on overall progress and analyses his or her performance. Accept feedback, sometimes modifies behaviour. Sometimes offer useful reflection.	Reflects on overall 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.
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Source: Adapted from Crockett and Churches (2017)

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### 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>

<i>Guideline One - All answer choices should be plausible and homogeneous.</i>	
<u>Example</u>	<u>Non-Example</u>
1. What is the 0 <sup>0</sup> line of latitude that divides the earth into two hemispheres called? A: Arctic Circle B: Equator C: North Pole D: Tropic of Capricorn	1. What is the 0 <sup>0</sup> line of latitude that divides the earth into two hemispheres called?  A: Asia B: Equator C: North Pole D: Pacific Ocean
<i>Guideline Two - Answer choices should be similar in length and grammatical form.</i>	
<u>Example</u>	<u>Non-Example</u>
1. Which of the following is a function of the map scale? A: compares the distances on a map to the actual distances on the Earth's surface B: divides the Earth into the northern and southern hemispheres C: establishes a relationship between lines of longitude and time D: shows the borders between countries and cities	1. Which of the following is a function of the map scale? A: compares the distances on a map to the actual distances on the Earth's surface B: distance C: measures distance D: see the lines of latitude and longitude
Bottom of Form	
<i>Guideline Three - List answer choices in logical (alphabetical or numerical) order</i>	
<u>Example</u>	<u>Non-Example</u>
1. Into how many standard time zones had the world been divided? A: 09 B: 12	1. Into how many standard time zones had the world been divided? A: 18 B: 09

C: 18  
D: 24

C: 24  
D: 12

**Guideline Four – Avoid using “All of the Above” options**

**Example**

1. Which of the following maps show us the border between countries and cities?  
A: Climatic  
B: Physical  
C: Political  
D: Relief

---

Bottom of Form

**Non Example**

1. Which of the following maps show us the border between countries and cities?  
A: Climatic  
B: Physical  
C: Political  
D: None of the above

---

Bottom of Form

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	<b>Cannot</b> 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 <b>no</b> spelling or grammar mistakes		
14	Task can be completed by the students in the assigned time		
	<b>Stem/ Case</b>		
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		
	<b>Lead-in</b>		
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		
	<b>Options</b>		
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		

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 CRO 01**

Ali and Sarim are best friends. They play together. They go to school together and even sit in the same class. But one day they have a fight and stop talking to each other. You feel sad that they are not friends any more. How could you use discussion and negotiation to help Ali and Sarim become friends again?

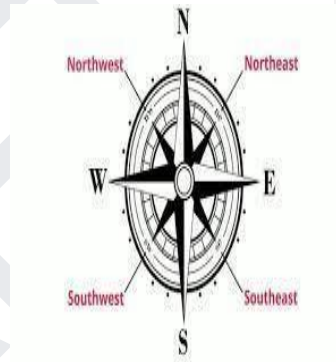
#### **Sample CRO 02**

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, analyze, evaluate, and synthesize the knowledge that they have acquired in a more abstract way.

1. Name any two means of communication which you use the most to communicate with your family.
2. State any two disadvantages of over using the mobile phone.
3. How has the internet made our communication easier during the pandemic situation? Give two examples.
4. Suppose a student from your class missed his online classes due to electricity breakdown. He has to complete his work. List any two ways of communication that you will use to help him complete his work.

**Sample CRO 03**

With reference to the map shown below, use the compass of cardinal directions to respond to the questions.



Map source:  
<https://www.pinterest.com/pin/65231894572394313/>

1. Which continent is in the north of Africa?  
\_\_\_\_\_
2. Which continent is in the south of all the continents?  
\_\_\_\_\_
3. Which Ocean is in the north of Asia?  
\_\_\_\_\_
4. Which Ocean is west of the North and South America?  
\_\_\_\_\_
5. Which continent is directly east of Europe?  
\_\_\_\_\_



**Sample Test**  
**Grade Five**

**Theme: Geography Topics: Globe and Map skills; Physical Regions of Pakistan**

- I. Choose the correct answer by circling the appropriate alphabet.
1. What is the  $0^{\circ}$  line of latitude that divides the earth into two hemispheres called?  
A: Arctic Circle  
B: Equator  
C: North Pole  
D: Tropic of Capricorn
  2. Which of the following is a function of the map scale?  
A: compares the distances on a map to the actual distances on the Earth's surface  
B: divides the Earth into the northern and southern hemispheres  
C: establishes a relationship between lines of longitude and time  
D: shows the borders between countries and cities
  3. Into how many standard time zones had the world been divided?  
A: 09  
B: 12  
C: 18  
D: 24
  4. Which of the following maps show us the border between countries and cities?  
A: Climatic  
B: Physical  
C: Political  
D: Relief
  5. Which of the following is the longitude of the eastern most point of Pakistan?  
A:  $23.45^{\circ}$  N  
B:  $36.75^{\circ}$  N  
C:  $61^{\circ}$  E  
D:  $75.5^{\circ}$  E

II. Match each of the brief descriptions in column A with its correct physical region in column B.

Column A	Column B
This region in the north of Pakistan contains several mountain ranges.	The Coastal Region
This region contains high but flat land. This area generally receives little rainfall and so is not suitable for agriculture.	The Desert Region
This is a region of flatland built by years of sediment deposit from the River Indus and its tributaries. It is farmed for wheat, rice, sugarcane, etc.	The Mountainous Region
This region of Pakistan stretches from Balochistan to Shah Bander in Sijawal, Sindh. It is nearly 1050 kilometres long.	The Indus Plain
This region contains the driest parts of the country. It receives the least rainfall. Here temperatures are extreme.	The Plateaus

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- III. With reference to the map given below answer the questions that follow in one or two sentences.

**Constructed Response Questions: Climate**



Retrieved from: <https://www.teacherspayteachers.com/FreeDownload/Social-StudiesGeography-Constructed-Response-equator-and-climate-1801866>

The equator is an imaginary line that runs from east to west on the Earth's surface and is exactly halfway between the North and South Poles. The climate of areas close to the equator is different from the climate of areas far away from the equator.

**Part A**

In 1 or 2 complete sentences explain how the climate feels close to the equator.

---

**Part B**

In 1 or 2 complete sentences explain how the climate feels far away from the equator.

---

IV. Write short answers to the following questions:

1. What is a map?

---

---

2. How does the acronym BOLT help us read a map?

---

---

3. What is the main difference between weather and climate?

---

---

4. List any 3 major natural disasters.

---

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5. Describe any one factor that affects population increase in Pakistan.

---

---

### Assessment Validity

The assessment must be valid, that is, it should actually 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.

### 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 particular ability being assessed. 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 analyzing student responses to individual test/exam questions with the intention of evaluating test/exam quality.

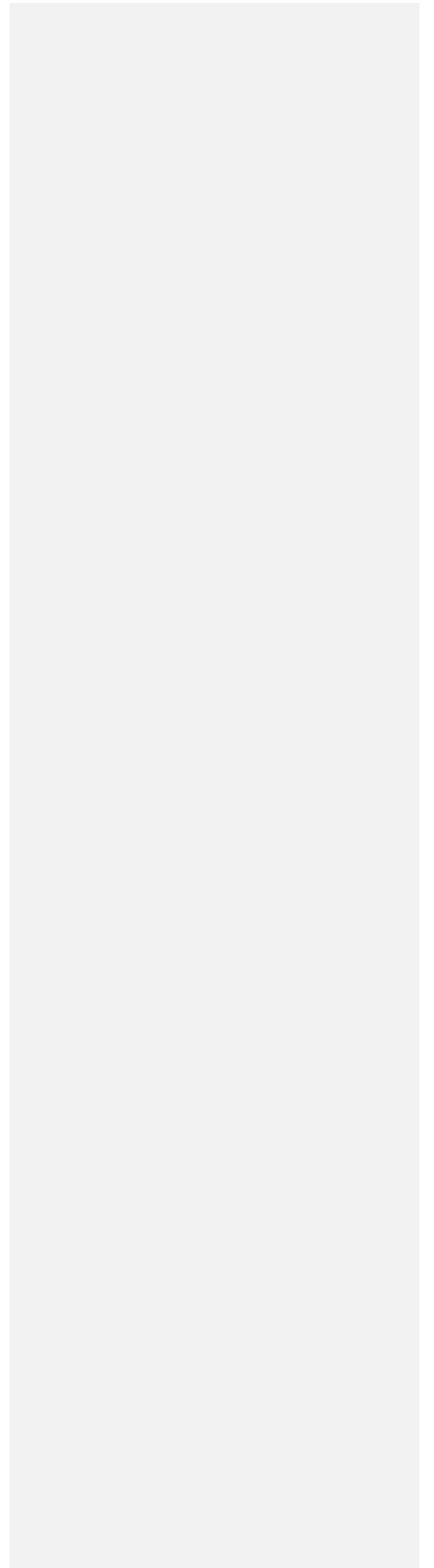
**Review and update tests frequently.** Many tests that were valid two years ago, are not valid today. It is important to review and update or retire questions that are no longer relevant.

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

**CHAPTER FOUR**

**SUPPORTING RESPONSIVE TEACHING  
AND LEARNING THROUGH FEEDBACK**

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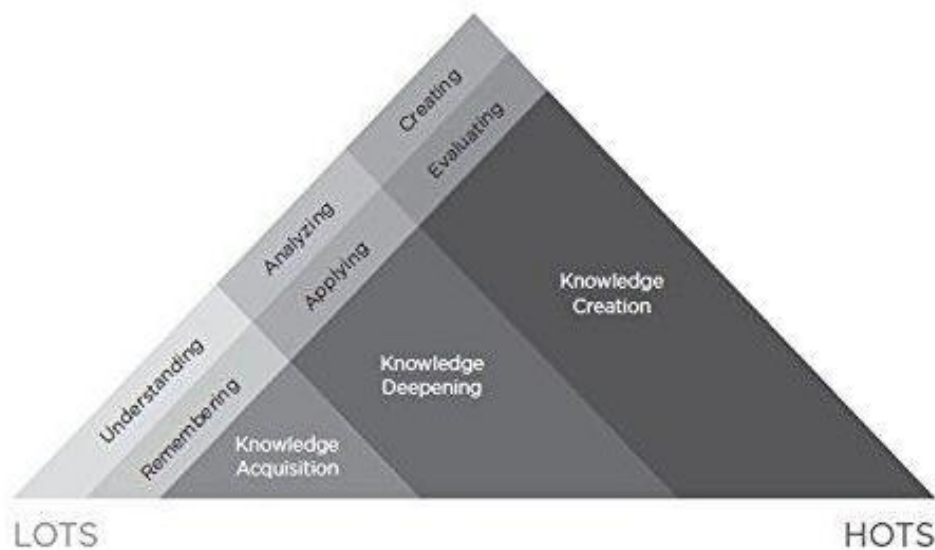
## Chapter Four

### 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 (nd) 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
<ul style="list-style-type: none"> <li>• Being positive</li> <li>• Even when criticizing, being constructive</li> <li>• Giving suggestions (not prescriptions or pronouncements)</li> </ul>	<ul style="list-style-type: none"> <li>• Finding fault</li> <li>• Describing what is wrong and offering no suggestions about what to do.</li> <li>• Punishing or denigrating students for poor work</li> </ul>

### 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.

(Front Page)

School's Name

School's Logo

Annual Report Card

August 2022 – May 2023

(First inside Leaflet)

Name: ABC \_\_\_\_\_

Term One: [Date] \_\_\_\_\_

Class: \_\_\_\_\_



Your child as a learner				
Interested in learning				
Listens carefully				
Works well independently				
Keeps trying even when tasks are difficult				
Teachers' Comment:				

Your child's social and personal development				
Happy at school				

Behaves well in the class				
Mixes well with other children				
Behaves well in the playground				
Manages and expresses own feelings well				
Teachers' Comments:				

**(Second inside Leaflet – Sample for Grades IV & V)**

	Key Themes	Child's Performance					
		Term I Marks			Term II Marks		
		Formative	Summative	Total	Formative	Summative	Total
1	Citizenship	08 Marks	12 Marks	20 Marks	08 Marks	12 Marks	20 Marks
2	Culture and Diversity	06 Marks	8 Marks	14 Marks	07 Marks	8 Marks	14 Marks
3	State and	04 Marks	5 Marks	9 Marks	04 Marks	5 Marks	9 Marks

	Government						
4	History	04 Marks	06 Marks	10 Marks	04 Marks	06 Marks	10 Marks
5	Geography	12 Marks	18 Marks	30 Marks	12 Marks	18 Marks	30 Marks
6	Economics	07 Marks	10 Marks	17 Marks	07 Marks	10 Marks	17 Marks
Total Marks Obtained							
Out of Total Marks		40 Marks	60 Marks	100 Marks	40 Marks	60 Marks	100 Marks

**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:** \_\_\_\_\_

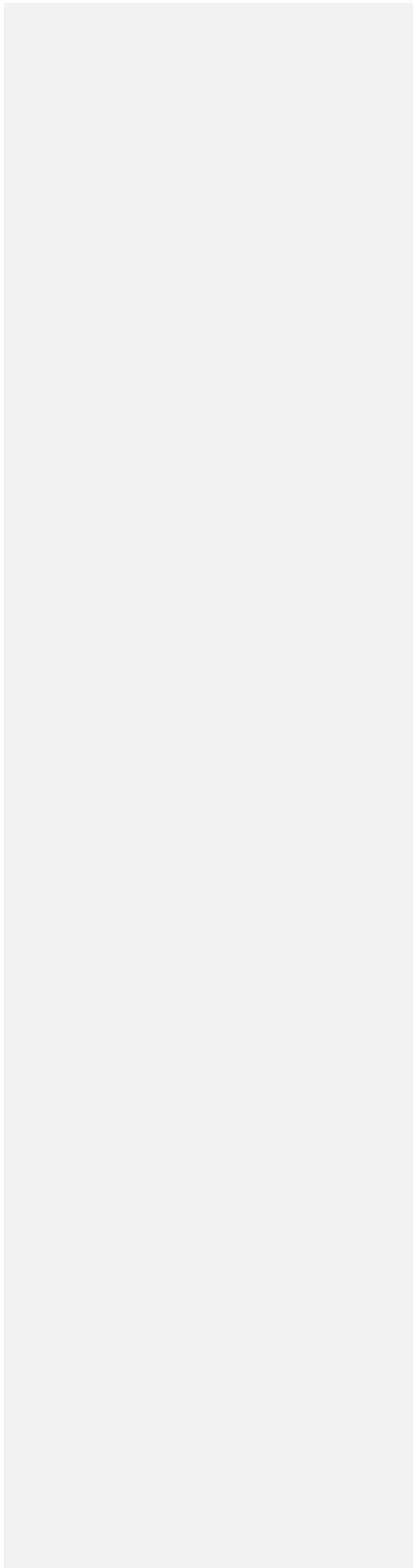
**Parent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CHAPTER FIVE**



**POST ASSESSMENT: REDEFINED  
GOALS/CURRICULUM**

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## Chapter Five

### Post Assessment: Redefined Goals/Curriculum

#### The Real Purpose of Purposeful Assessment

This manual provides a framework of purposeful assessment. It 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.	Teacher	Summative: To determine grades for reporting purposes. Formative: To revise teaching plans for next year/semester.
	To diagnose student strengths and areas needing further work.	Teacher Student	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 preset 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 curriculum needing additional/different instruction.	Teacher School Leadership District Education Office	Summative: To evaluate programme effectiveness. Formative: To identify standards in need of more effective programmes. Formative: To plan interventions for groups or individuals.

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 SLOs.

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### Balanced Assessment Schedule for Grade 4 and 5

Overall Domain Code* Assessment Schedule						
	One Month	Term I (4 Months)	One Month	Term II (4 Months)	One Month	One Month
<b>CRF</b>	Pre-Assessment	<b>Formative Assessment</b> (60% Marks based on Ongoing)	<b>School based Summative Assessment</b> (40% Marks)			Post Assessment - One Month After Term II
<b>CRC</b>						
<b>CRP</b>						
<b>CUF</b>						
<b>CUF</b>						
<b>CUC</b>						
<b>CUP</b>						
<b>CAF</b>						
<b>CAP</b>						
<b>CAM</b>						
<b>CANF</b>						
<b>CANC</b>						
<b>CANP</b>						
<b>CEC</b>						
<b>CEM</b>						
<b>AV</b>						
<b>AO</b>						
<b>AC</b>						
	Pre-Assessment			<b>Formative Assessment</b> (60% Marks based on Ongoing)	<b>School based Summative Assessment</b> (40% Marks) And/or Large scale assessments wherever required	

	Pre- Ass ess me nt					Post Ass esse me nt
						Post Ass esse me nt

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	Pre-Assessment - One Month Prior to Term I					Post Assessment
	Pre-Assessment					

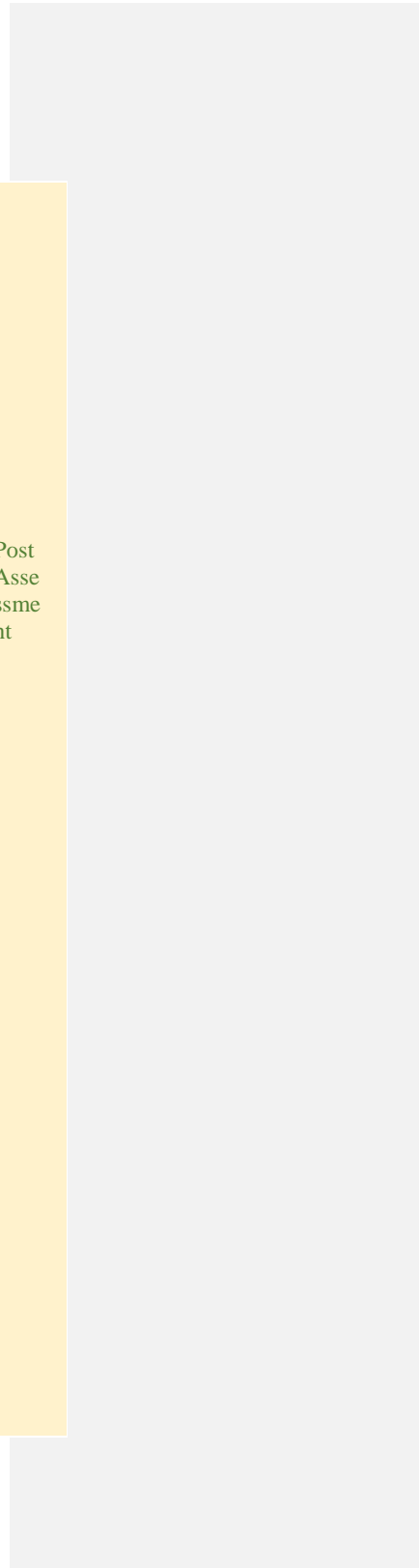




						ssme nt
	Pre- Ass ess me nt					
	Pre- Ass ess me					Post Asse ssme nt

	nt					Post Asses ment
Pre- Ass ess me nt						

	Pre- Ass ess me nt						Post Ass esse me nt
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\* This includes all the SLOs contained within the Domain Code

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### **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.

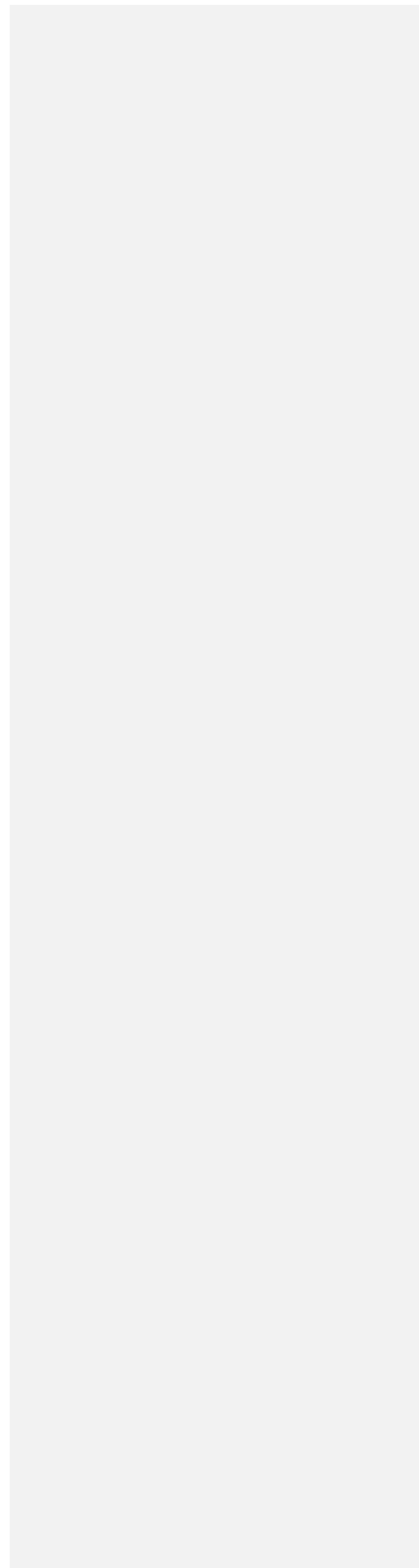
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## **Appendices**





**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
<b>Remember</b> Recall or retrieve previous learned information from long-term memory	<b>List</b> primary and secondary colors.	<b>Recognize</b> action words.	<b>Recall</b> how to perform a sum based on four operations.	<b>Identify</b> strategies for retaining information
<b>Key Words (Verbs)</b>	labels, lists, names, outlines, states	Defines, describes, identifies, knows,	Recalls, recognizes, matches,	reproduces, selects,.
<b>Sample Assessment</b>	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
<b>Understand</b> Construct meaning from instructional messages,	<b>Summarize</b> features of a new product.	<b>Explain</b> the main ideas of a play or piece of literature.	<b>Explain</b> in one's own words the steps for performing a complex task.	<b>Predict</b> one’s response to a performance.

including oral, written and graphic communication .				
<b>Key Words (Verbs)</b>	<b>Summarizing</b> (abstracting, generalizing) <b>Explaining</b> (constructing models)	<b>Classifying</b> (categorizing, subsuming) <b>Exemplifying</b> (illustrating, instantiating)	<b>Interpreting</b> (clarifying, paraphrasing, representing, translating) <b>Comparing</b> (contrasting, mapping, matching)	<b>Inferring</b> (concluding, extrapolating, interpolating, predicting)
<b>Sample Assessment</b>	Write an essay	Group Work/Cooperative Learning	Project Work	Story telling
<b>Apply</b> Carry out or use a procedure in a given situation.	<b>Respond</b> to frequently asked questions.	<b>Provide</b> advice to juniors.	<b>Divide</b> one whole number by another whole number, both with multiple digits	<b>Use</b> techniques that match one's strengths. <b>Use</b> class rules in situations in which it is appropriate.
<b>Key Words (Verbs)</b>	Demonstrates, discovers,	Constructs, relates,	Computes, demonstrates, manipulates, operates, prepares, produces, solves	Changes, discovers, modifies, predicts, uses
<b>Samples Assessment</b>	Responds to questions	Match, complete sentences	Solves sums; role play	Create a blog
<b>Analyze</b> Break material into its constituent parts & determine how	<b>Select</b> the most complete list of activities.	<b>Distinguish</b> between relevant and irrelevant numbers in a mathematical word problem	<b>Compare and contrast</b> four ways of serving foods made with apples and examine which ones have the highest health benefits.	<b>Determine</b> the point of view of the author of an essay.

the parts relate to-one another and to an overall structure or purpose.				
<b>Key Words (Verbs)</b>	Focusing, selecting	Differentiating (discriminating, distinguishing)	Organizing (finding, coherence, integrating, outlining, structuring)	Attributing (deconstructing )
<b>Samples Assessment</b>	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.
<b>Evaluate</b> Make judgments based on criteria and standards.	<b>Select</b> the most complete list of activities.	<b>Determine</b> which kinds of apples are best for baking a pie, and why	<b>Judge</b> which of two methods is the best way to solve a given problem	<b>Reflect</b> on one's progress.
<b>Key Words (Verbs)</b>	Describes, explains	Checking (coordinating, detecting, monitoring, testing)	Interprets, justifies, relates, summarizes, supports	critiquing (judging)
<b>Sample Assessment</b>	Group discussion	Survey	Interpreting a graph, a picture etc.	Blogs; self-evaluation
<b>Create</b> Put elements together to form a coherent or functional whole; reorganize	<b>Generate</b> a log of daily activities.	<b>Compose</b> a story	<b>Design</b> an efficient project workflow.	<b>Inventing</b> a product

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

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## Bloom's Revised Taxonomy Model – Affective Domain

Affective Domain			
Dimension	Examples	Key words/Verbs	Sample Assessment
<b>Receiving</b> 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.
<b>Responding</b> 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.
<b>Valuing</b> 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.
<b>Organizing</b> Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and	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 on what has	compares, relates, synthesizes, adheres, alters, arranges, combines, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares,	Explains the role of systematic planning in solving problems. Accepts ethical standards. Spending more time studying than playing sports; organizes and compares different cultures, evaluating the

synthesizing values.	been learned.		differences between them
<b>Characterizing</b> Highest level. Internalizing values. Student has a value system that controls their behavior. The behavior 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>

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

### Bloom's Revised Taxonomy Model – Psychomotor Domain

Affective Domain			
Dimension	Examples	Key words/Verbs	Sample Assessment
<b>Perception (awareness)</b> 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.
<b>Set</b> 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
<b>Guided Response</b> 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.
<b>Mechanism (basic proficiency)</b> 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

<p><b>Complex Overt Response</b> Performs task or objective in a confident, proficient, and habitual manne</p>	<p>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</p>	<p>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.</p>	<p>Clinical exams Final project (ex. Create project exhibition) Performance in a role play.</p>
<p><b>Adaptation</b> Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Use tools for situations outside typical discipline. Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners.</p>	<p>Adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>	<p>Field based tasks. Revise and improve procedures of movements; written responses Portfolio</p>
<p><b>Origination</b> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Constructs a new theory/story. Develops a new teamwork approach. Creates a new project; a new programme</p>	<p>Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>	<p>Story writing; project work; models; work plans;</p>

**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](http://www.nwlink.com/~donclark/hrd/Bloom/psychomotor_domain.html)

**Appendix D**



**Curriculum Mapping**  
**NATIONAL CURRICULUM OF PAKISTAN**  
**Grade IV**

**COGNITIVE DOMAIN**

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						Total
Remember	No of times	Understand	No of times	Apply	No of times	Analyze	No of times	Evaluate	No of times	Create	No of times	
<b>Citizenship</b>												
[SLO: SS-04-A-02] Define the term 'Human Rights'(C)	(1)	[SLO: SS-04-A-01] Define and differentiate between the terms/concept citizen, global citizen, and digital/cyber citizenship.(C)	(1)	[SLO: SS-04-A-08] Resolve conflicts through discussions. (p)	(1)	[SLO: SS-04-A-12] Investigate how forms of communication have evolved with time.(c)	(1)					<b>04</b>
[SLO: SS-04-A-09] Identify common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline. (c)	(1)	[SLO: SS-04-A-03] Describe the term 'Tolerance'(c) Differentiate between rights and responsibilities. (p)	(1)									<b>02</b>
		[SLO: SS-04-A-04] Describe the importance of living in	(1)									<b>01</b>
												<b>01</b>

	<p>harmony with each other by accepting differences (social and cultural).(c)</p> <p>[SLO: SS-04-A-06] Explain that attitudes affect and create conflict and peace.(c)</p> <p>[SLO: SS-04-A-07] Recognize the causes of disagreements at the personal and peer-level, household and neighborhood level.(c)</p> <p>[SLO: SS-04-A-10] Describe the concept of</p>	01											01
		(1)											01

		‘civic sense’ with examples (traffic rules, keep the environment clean, WASH).(c) <u>SLO: SS-04-A-11]</u> List and describe forms of communication. (c)	(1)									01
			(1)									01
<b>Total Frequency</b>	2		8	1			1					12
<b>Culture and Diversity</b>												
<u>[SLO: SS-04-B-05]</u> Recall the diverse cultural groups living in Pakistan. (F) <u>[SLO: SS-04-B-07]</u> Identify the major diverse groups and their key characteristics in Pakistani society: gender, religions, ethnicities, mixed abilities – physical and mental. (c)	(1)	<u>[SLO: SS-04-B-01]</u> Describe the concept of ‘nation’ and ‘nationalism’.(c) <u>[SLO: SS-04-B-03]</u> Describe culture and its components. (c) <u>[SLO: SS-04-B-04]</u> Describe the term ‘diversity’.(c) <u>[SLO: SS-04-B-06]</u> Illustrate the cultural diversity of	(1)					<u>[SLO: SS-04-B-02]</u> Relate with being a proud part of a nation.(c)	(1)			9

		Pakistan with examples (religion, crafts, languages, festivals, clothing, popular events, folk songs, foods, and art). (c) [SLO: SS-04-B-08] Recognize how different minorities celebrate their festivals.(c) [SLO: SS-04-B-09] Explain how diversity aids society to prosper.(c)	01										
<b>State and Government</b>													
[SLO: SS-04-C-02] Describe the concept of a constitution. (c) [SLO: SS-04-C-03] Define the term 'General Elections'.(c)	(1) (1) (1)	[SLO: SS-04-C-01] Define and differentiate between 'state' and 'government'. (c) [SLO: SS-04-C-06] Discuss the qualities of a	(1)  (1)	[SLO: SS-04-C-04] Demonstrate the voting process and how the government	(1)								6



1.	[SLO: SS-04-E-01] Describe the terms maps and globes.(c)	(1)	[SLO: SS-04-E-05] Recognize the concept of directions with the help of cardinal points and compass.(c)	(1)	[SLO: SS-04-E-14] Survey the distribution of population in the region and give a map of the region/province.(p)	(1)	[SLO: SS-04-E-08] Define and distinguish between weather and climate.(c)	(1)	[SLO: SS-04-E-18] Determine the impact of population increase on the quality of daily life in the students' community.(c)	(1)					<b>20</b>	
2.	[SLO: SS-04-E-02] Enlist the uses of maps and globes.(f)	(1)	[SLO: SS-04-E-06] Describe and label borders, orientation, legend, title, scale and source or BOLTSS with the help of a map.(c)	(1)												
3.	[SLO: SS-04-E-03] Identify the key elements in a map/globe.(c)	(1)	[SLO: SS-04-E-09] Explain the effect of the physical environment on the lifestyle of people in Pakistan.(c)	(1)												
4.	[SLO: SS-04-E-04] Locate all continents and major oceans/seas.(f)	(1)	[SLO: SS-04-E-10] Explain how human activities have changed the natural environment e.g. deforestation, building dams, industry, etc. (Positive and	(1)												
5.	[SLO: SS-04-E-07] Identify major landforms and their types in Pakistan.(c)	(1)														
6.	[SLO: SS-04-E-11] Identify the importance and interconnectedness of Water Sanitation and Hygiene (WASH).(c)	(1)														
7.	[SLO: SS-04-E-12] Define the terms 'Population'	(1)														

8. and 'Census'.(c) [SLO: SS-04-E-15] Enlist the major problems caused by overpopulation. (f)		negative impact) (c) [SLO: SS-04-E-ADD] Emphasize the importance of sustainability in how people interact with their natural environment.P)	(1)																	
9. [SLO: SS-04-E-16] Define the term 'Growth Rate' and 'Population Density'.(c)	(1)	[SLO: SS-04-E-ADD] Describe the consequences of non- sustainable actions.(c)	(1)																	
	(1)	[SLO: SS-04-E-13] Explain the importance of 'Census'.(c)	01																	
	(1)	[SLO: SS-04-E-17] Describe the factors affecting population increase in Pakistan.(c)																		
<b>Total Frequency</b>	<b>9</b>		<b>8</b>	<b>1</b>	<b>1</b>	<b>1</b>														<b>20</b>
<b>Economics</b>																				
[SLO: SS-04-F-01] Recall the concept of scarcity.( C-)	(1)	[SLO: SS-04-F-02] Recognize how choices are made according to one's personal needs and resources.(c)	(1)	Pakistan.(c )		[SLO: SS-04-F-05] Differentiate between producers and consumers.(c	(1)													<b>12</b>
[SLO: SS-04-F-03] Define the terms 'goods' and	(1)			[SLO: SS-04-F-09] Apply economics and money																

<p>'services', and list some examples.(c)  [SLO: SS-04-F-04] Identify the function of consumers and producers.(c)  [SLO: SS-04-F-10] Describe 'banking' .(c)  [SLO: SS-04-F-11] State the services provided by banks.(f)</p>	<p>(1) (1) (1)</p>	<p>[SLO: SS-04-F-07] Read stories of at least one male and one female entrepreneur from Pakistan.(f)  [SLO: SS-04-F-08] Describe the role and importance of money in peoples' lives.(c)</p>	<p>(1) (1)</p>	<p>managem  nt in  personal  life (pocket  money,  expenditur  e, and  savings)  (P)</p>	<p>01</p>	<p>)  [SLO: SS-04-F-ADD] Demonstrate the interdependence of consumers and producers.(f)  [SLO: SS-04-F-06] Define and differentiate between different types of entrepreneurship (production, trade, services, manufacturin g) with examples of businesses from</p>	<p>(1)   <b>01</b>  (</p>				<p>0</p>	<p>12</p>
<p><i>Total Frequency</i></p>	<p>5</p>		<p>3</p>		<p>01</p>		<p>3</p>				<p>0</p>	<p>12</p>



Overall Total            24                            30                            4                            6                            2            0                            66

**AFFECTIVE DOMAIN**

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	No	Responding	No of Times	Valuing	No of	Organising	No of	Characterizing	No of	Total
<b>Citizenship</b>										
<u>04-A-09</u> ] Identify common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline. (c)	01							<u>SLO: SS-04-A-08</u> ] Resolve conflicts through discussions.	(1)	2
<b>Total Frequency</b>	1								1	02
<b>Culture and Diversity</b>										
						<u>[SLO: SS-04-B-02]</u> Relate with being a proud part of a nation.	(1)			
<b>Total Frequency</b>							1			1
<b>Overall Total</b>	1						1		1	3

## CURRICULUM MAPPING

### Grade V

#### COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)				High Order Taxonomies (Cognitive)				Total				
Remember	No	Understand	No	Apply	No	Analyze	No		Evaluate	No	Create	No
<b>Citizenship</b>												
[SLO: SS-05-A-ADD] (1) <b>Identify the fundamental human rights as stated by the UN Charter.(c)</b>		[SLO: SS-05-A-01] (1) Establish that all individuals have equal rights, irrespective of religious and ethnic differences.(c)	(1)	[SLO: SS-05-A-03] (1) Explain the importance of freedom of speech and demonstrate using it appropriately.(f)	(1)	[SLO: SS-05-A-09] (1) Investigate their respective advantages and disadvantages.(p)	(1)	[SLO: SS-05-A-04] (1) Recognize the ethics of being digital citizens when connected online, how to deal with differences of opinion.(c)	(1)	[SLO: SS-05-A-05] (1) Propose ways to create peace and harmony.(m)	(1)	<b>11</b>
		[SLO: SS-05-A-08] (1) Describe the concept of mass media and social media.(c)	(1)	[SLO: SS-05-A-06] (1) Demonstrate the importance of discussion and negotiation as tools for resolving conflicts at home and school.(P)	(1)			[SLO: SS-05-A-07] (1) Reflect on their own and society's common	(1)			

through social media and mass media.(c)

etiquettes in today's world.(m)

[SLO: SS-05-A-02] Appreciate and respect differences in opinion.(c)

<b>Total Frequency</b>	<b>1</b>		<b>3</b>		<b>2</b>		<b>1</b>		<b>3</b>		<b>1</b>	<b>11</b>
<b>Culture and Diversity</b>												
[SLO: SS-06-B-02] List ways in which Pakistan can be made more inclusive for women , religious and ethnic minorities, and mixed ability groups.(f)	(1)	[SLO: SS-06-B-01] Describe inclusion and explain its benefits for a nation(c)	(1)									5
SLO: SS-06-B-04] Identify the norms and advantages of a multicultural society.(c)		[SLO: SS-06-B-03] Explain shared values and norms amongst diverse cultures of Pakistan	(1)									
[SLO: SS-06-B-05]												



and its importance for the people.(c) (1) [SLO: SS-05-C-ADD]

Discuss the rights and responsibilities of a Pakistani citizen according to the 1973 Constitution. (c)

[SLO: SS-05-C-ADD] Describe the Importance of Rule of law against unjust and illegal activities.(c) (1) [SLO: SS-05-C-ADD]

Describe the formation and function of political parties in a democratic government, how do they

political environment in a country.(c)



	05-D-ADD] Describe significant aspects of daily life, society and culture of the following early civilizations: Mesopotamia /Chinese/Gandhara.(c) [SLO: SS-05-D-04] Explain the region's/province's contribution to the creation of Pakistan.(c) [SLO: SS-05-D-05] Describe the role of minorities in the creation and development of Pakistan.(c)	(1)			SS-05-D-ADD] Analyze and discuss the key contributions of the following national heroes: Begum Jahanara Shahnawaz, Chaudhry Rehmat Ali(c)						
<b>Total Frequency</b>	<b>0</b>	<b>5</b>			<b>2</b>						<b>7</b>
<b>Geography</b>											
	[SLO: SS-	(1)	[SLO: SS-05-	(1)	[SLO:	(1)	[SLO:	(1)			<b>16</b>

[SLO: SS-05-E-01] Recognize different types of maps e.g., road map, tourist map, weather map, political map, and topographical map.(c)	(1)	05-E-06] Briefly describe the distinctive characteristics/features of each physical region of Pakistan.(c)	(1)	E-03] Use latitudes and longitudes in determining location through Grid Reference.(m)	(1)	SS-05-E-09] Analyze the impact of Global Warming on climate change.(p)	(1)	SS-05-E-12] Reflect on which occupation appeals the most to them.(m)	(1)
[SLO: SS-05-E-02] Recognize the characteristics of latitudes, longitudes, and time zone.(c)	(1)	[SLO: SS-05-E-07] Describe factors that determine/affect climate(c)	(1)	[SLO: SS-05-E-04] Apply the concept of BOLTSS (Border, Orientation, Legend, Title, Scale and Source) with the help of a political or physical map.(c)	(1)	[SLO: SS-05-E-13] Examine how common natural disasters occur (floods, earthquakes, cyclones, avalanches) and how they affect human life.(c)	(1)	[SLO: SS-05-E-15] Suggest safety measures that can be taken in case of natural disasters such as floods and earthquakes (before, during, and after).(c)	(1)
[SLO: SS-05-E-05] Define 'scale' in reading maps and their types with the help of diagrams.(c)	(1)	[SLO: SS-05-E-08] Explain the concept of global warming.(c)	(1)					[SLO: SS-05-E-14] Describe the concept of and assess	
[SLO: SS-05-E-11] Identify different occupations of people (agriculture, mining, and industry).(c)	(1)	[SLO: SS-05-E-10] Explain how the physical environment affects the lifestyle of people.(c)	(1)					[SLO: SS-05-E-ADD] Investigate how at least one	



the need for food security in Pakistan.(c)

natural disaster in the past affected the affected areas and their population.(c)

<i>Total Frequency</i>	4	5	2	2	3	16		
<b>Economics</b>								
[SLO: SS-05-F-01] Recall the terms goods and services. (p)	(1)	[SLO: SS-05-F-06] Describe the importance of International Trade for the development of Pakistan.(c)	(1)	[SLO: SS-05-F-02] Differentiate between public and private goods and services.(c)	(1)	[SLO: SS-05-F-10] Create and present their own hypothetical business/enterprise.(m)	1	17
[SLO: SS-05-F-03] Define 'trade', 'business', and 'e-commerce'(c)	(1)	[SLO: SS-05-F-08] Illustrate examples of entrepreneurial skills and competencies .(c)	(1)					
[SLO: SS-05-F-04] Define 'export' and 'imports'.(c)	(1)							
[SLO: SS-05-F-05] State the major imports and exports of Pakistan.(f)	(1)	[SLO: SS-05-F-09] Discuss the						

[SLO: SS-05-F-07] Identify major means of transportation in trade and business.(c)	(1)	contribution of at least two Pakistani entrepreneurs (one male and one female).(c)	(1)																	
[SLO: SS-05-F-11] Define the term “Inflation” and evaluate how it affects the purchasing power of people.(c)	(1)	[SLO: SS-05-F-13] Narrate with examples the evolution of money, trade via the barter system before money was introduced.(f)	(1)																	
[SLO: SS-05-F-12] List different causes and types of inflation.(f)	(1)	[SLO: SS-05-F-14] Explain the role of commercial banks in the lives of individuals and businesses.(c)	(1)																	
SLO: SS-05-F-ADD] Identify the importance of taxes and government loans to pay for goods and services (roads, hospitals, schools, electricity, etc).(c)	(1)																			
[SLO: SS-05-F-ADD] Identify the currencies of different countries.(c)	(1)																			
[SLO: SS-05-F-15] Identify the role of the	(1)																			

State Bank of Pakistan.(c)												
<b>Total Frequency</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>17</b>			
<b>Overall Total</b>	<b>18</b>	<b>26</b>	<b>4</b>	<b>9</b>	<b>6</b>	<b>2</b>	<b>65</b>					

**AFFECTIVE DOMAIN**

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	No of Times	Responding	No of Times	Valuing	No of Times	Organising	No of Times	Characterizing	No of Times	Total
<b>Citizenship</b>										
				[SLO: SS-05-A-05] Propose ways to create peace and harmony .	(1)					
<b>Total Frequency</b>					<b>1</b>					
<b>Economics</b>										
		[SLO: SS-05-F-10] Create and present their own hypothetical business/enterprise.(m)	(1)							

<i>Total Frequency</i>			1							
<i>Overall Total</i>			1		1					2

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