

FGEI (C/G) Dte Rawalpindi
Teaching & Assessment Mechanism for Class I-III

1. **Introduction**

FGEI Directorate has taken an initiative to change the examination system of Class 1-III as per Single National Curriculum demand and introduce continuous assessment system to improve the quality of education. Hence, there is a need to introduce proper assessment mechanism which could be easy for teachers to implement. In this regard, following mechanism has been devised to make it more plausible.

2. **Proposed Lesson Plan Format Against Each Subject**

To devise a proper assessment mechanism, the first step is to modify the lesson planning/ daily routine for each subject which will set a tune for students to get familiarize with the pattern on which they will be assessed. Subject wise period allocation per week is given as **Appendix 1 to Annexure B** and suggested bell timings may be followed as per **Appendix 2 to Annexure B**. The following table will suggest the format of a daily lesson which will help teachers/ students to prepare for the pattern of assessment later:

Daily Lesson Plan Format for Class I to III				
Subject	No. of Periods a week / time	Lesson Starter	Routine Work	Conclusion
English	8 Periods/ 35 Minutes each (Preferable 3 double period of 70 minutes and 2 single periods)	Oral Communication Time (Students may be given an activity related to the topic to talk about in parts, groups or in front of class or any other topic of their interest) 10 minutes	Routine lesson (Including creative work, written work, reading comprehension and story time. In case of starting a new unit, this part can per integrated with oral communication time and termed as integrated lesson) 20 minutes	Conclusion (Sum-up of the lesson with asking questions about the topic from students randomly) 05 minutes
Urdu	8 Periods/ 35 Minutes each (Preferable 3 double period of 70 minutes and 2 single periods)	Oral Communication (کشف و کلام) Time (Students may be given an activity related to the topic to talk about in parts, groups or in front of class or any other topic of their interest) 10 minutes	Routine lesson (مع مول کا سبق) (Including creative work, written work, reading comprehension and story time. In case of starting a new unit, this part can per integrated with oral communication time and termed as integrated lesson) 2minutes	Conclusion (خالصہ) (Sum-up of the lesson with asking questions about the topic from students randomly) 05 minutes
Mathematics	8 Periods/ 35 Minutes each (Preferable 3 double period of 70 minutes and 2 single periods)	Mental Maths Time (Random students may be asked quick questions verbally related to concept being taught. This section requires mental calculation and quick response) 10 minutes	Written Work (Including text book worksheets, written question answers) 20 minutes	Plenary Sum-up of the lesson writing Two or three unseen questions on board related to the topic and students may be asked to solve them on rough Copies or calculating mentally 05 minutes

General Knowledge	6 Periods/ 35 Minutes each (Preferable 1 double period of 70 minutes and 4 single periods)	Discussion Time (Random students may be asked quick questions verbally related to topic being taught/ Recap of previous lesson/ Quiz or argument) 10 minutes	Written Work (Including text book worksheets, written question answers) 20 minutes	Conclusion (Sum-up of the lesson/ main points/ chronological sequence of events etc.) 05 minutes
Islamiat	7 Periods/ 35 Minutes (4 Islamiat + 3 Tajweed)	Nazra Time (Recitation or Quranic Verses as per syllabus) 10 minutes	Written Work (Including text book worksheets, written question answers) 20 minutes	Conclusion (Sum-up of the lesson/ main points) 05 minutes

Teacher may roughly distribute their lesson plan in the above give three main parts which may be followed accordingly.

3. Assessment Mechanism

The Single National Curriculum (SNC) focuses on holistic development of students. It gives due importance to formative assessment, class performance and overall personality development of students. In this regard, students will not only be assessed on 4 written assessments, but due weightage has been given to other skills and projects as well. The academic session has been divided into two terms and in each term, there will be two assessment tests comprising written and other skills assessment. Following table suggests the overall evaluation or weightage of assessments and project/ assignments: -

Term Wise Evaluation Report				
Subjects	Written Assessment I	Written Assessment II	Other Skills Assessment (Reading/ Listening/ Speaking/ Mental Maths/ Nazra/Project)	Max Marks
English	5 + 5 Project + Written Work	10	15 (Reading/Listening/Speaking,5 marks each) Asst 1, 15+ Asst 2, 15= 30 for Term 1	Asst 1=25 +Asst 2=25 =50
Urdu	5 + 5 Project + Written Work	10	15 (Reading/Listening/Speaking,5 marks each) Asst 1, 15+ Asst 2, 15= 30 for Term 1	Asst 1=25 +Asst 2=25 =50
Mathematics	10	10	10 (Mental Maths /Project ,5 marks each) Asst 1, 10+ Asst 2, 10= 20 for Term 1	Asst 1=20 +Asst 2=20 =40
General Knowledge	10	10	10 (Quiz/ Project ,5 marks each) Asst 1, 10+ Asst 2, 10= 20 for Term 1	Asst 1=20 +Asst 2=20 =40
Islamiat	10	10	10 (Nazra 10 marks) Asst 1, 10+ Asst 2, 10= 20 for Term 1	Asst 1=20 +Asst 2=20 =40
Total Marks:			(Assessment 1) 110 + (Assessment2)110 = 220	
Percentage:				

4. Consolidated Result (1st & 2nd Term)

Annual Evaluation Report				
Subjects	1 st Term	2 nd Term	Overall Marks	Grade
English	50	50	100	
Urdu	50	50	100	
Mathematics	40	40	80	
General Knowledge	40	40	80	
Islamiat	40	40	80	
Overall Total Marks:	440			
Overall Percentage:				
Overall Grade:				

5. Oral Communication/Speaking Skill Time Assessment:

During English and Urdu oral communication time, the teacher may keep an observation sheet as per **Appendix 3 to Annexure B** to assess the class participation of students. The teacher may choose 2-3 students daily to formally assess them as per the given sheet. The compiled result of this sheet can be listed on report card of the students' term wise. It is highly suggested that the teacher may complete this sheet term wise.

6. Project/ Group or Individual Assignments

The Single National Curriculum already emphasized the development of the core skills related to personal, social, and emotional development. These skills are informally assessed during the activities in class for each subject. However, these skills need to be addressed separately in this regard, it is suggested that students may undergo project work per term in each subject, where students are given an opportunity to demonstrate these skills in form of group or individual assignment. The projects can be based on the themes listed in SNC for each level. A sample list of projects for each class is suggested below:-

Class 1 Project Themes/ Topics		
Subject	1 st Term Project	2 nd Term Project
English	Drawing a family tree	Wordbook (Making & Presentation)
Urdu	My Hobby	Wordbook (Making & Presentation)
Mathematics	Shapes in nature	Collage of shapes
General Knowledge	Seasons and fruits	Drawing plan view of School Building
Islamiat	Photo album of holy sights	Khany ky adaab
Class 2 Project Themes/ Topics		
Subject	1 st Term Project	2 nd Term Project
English	My country- report writing (Making & Presentation)	My scrapbook (Making & Presentation)
Urdu	Letter to newspaper	Story Writing (Making & Presentation)
Mathematics	Patterns in nature	Collage of shapes
General Knowledge	A poster of washing hands	Time line of National Hero
Islamiat	Aik hfta naiki ka	Religious festivals
Class 3 Project Themes/ Topics		
Subject	1 st Term Project	2 nd Term Project
English	Diary Entry	A role Play on social issue
Urdu	Main kya bnu ga	A report on school waste material
Mathematics	Creating patterns	Designing board game
General Knowledge	From seedling to plant (growing plants)	Making models with recycling material
Islamiat	Aik hfta naiki ka	Religious festivals

These projects/ assignments may be categorized as individual or group assignments. The individual assignments/ project may cater the personal and emotional skills while group activities may focus on social and life skills. A sample criteria sheet for assessing the project work is annexed as **Appendix 4 to Anx B**.

Teachers may prepare such sheet according to nature of the project and incorporate the competencies and standards from SNC of that subject.

7. **Assessment Mechanism Details** [No of Terms :2/ No of Assessments: 4 (2 Assessments in each term)]

Each assessment may further have the following breakup to ensure that all the related skills are properly assessed:

Part Wise Marks Division of Each Assessment				
Subject: English				
Part A: Listening	Part B: Speaking	Part C: Reading	Part D: Writing	Total Marks
05	05	05	10	25
Subject: Urdu				
Part A: Listening سنا	Part B: Speaking بولنا	Part C: Reading انام و ناسم	Part D: Writing لکھنا	Total Marks
05	05	05	10	25
Subject: Mathematics				
Part A: Mental Math	Part B: Written Task	Part C: Project	Total Marks	
05	10	05	20	
Subject: General Knowledge				
Part A: Quiz	Part B: Written Task	Part C: Project	Total Marks	
05	10	05	20	
Subject: Islamiat				
Part A: Nazra	Part B: Written Task	Total Marks		
10	10	20		

The teachers may be instructed that while designing the assessments, the above-mentioned division of parts may be catered. The detail of each part is elaborated below: -

a. **Listening**

While designing this part of the assessment, teacher may select an age-appropriate story (unheard/ unseen to students) and prepare the objective type questions (MCQs, True False, fill-in-blanks, dictation etc.). The student key of the assessment may include only the questions, while the story may be included in teachers key only. Teacher may conduct this part of assessment at the beginning where students may listen to story two times and solve this part while listening to it the 3rd time. The story should not be longer than 3 minutes reading. the teacher may keep an observation sheet as per **Appendix 5 to Annexure B** to assess the class participation of students.

b. **Speaking**

While designing this part of the assessment, teacher may include a picture/ a situational description/ theme or topic in the students' key of the assessment while the questions may be included in teachers key only. This part of assessments may be conducted while students are doing the reading/ writing part. The teacher may call the students one by one separately and students may be allowed to speak for 2-3 minutes on the theme or topic. The question in teachers key may only be used as prompts to invite students to speak. The teacher may create a criteria/ rubric to assess the students and record the marks on a separate sheet to later add in student copy.

c. **Reading**

While designing this part of assessment, teacher may include a small reading comprehension passage, a brochure, or a small advertisement or comic picture (according to the level of student) and create questions related to it. The vocabulary of the passage may be used for the writing synonyms/ meanings. Grammar related questions may also be catered in this part.

d. **Writing**

While designing this part of the assessment, teacher may include situations, topics, themes related to composition (essay, story, application, letter, paragraph writing) sentence making (for grade 1) and translation. For composition, a criteria/ rubric may be designed to be included in teachers' key for justification of marks.

e. **Mental Math**

While designing this part of the assessment, teacher may include the blank lines (according to the number of question- preferably 5) in the student copy of the assessment. The questions will remain with the teacher in teachers' key. This part of the assessment may be conducted at the beginning. Teacher will verbally ask questions and give 5 seconds to students to write the answer. The question may be repeated 2-3 times then students may write. The mental math questions may be simple and related to the concepts that are being assessed.

f. **Written Task**

This part may include the questions related to the topics, themes and concepts taught in the units/ textbooks. The questions may vary in level of difficulty. The questions can include word problems, labeling, descriptions, drawing figures etc.

g. **Effort/ Project**

This part of assessment may include such questions which are topic/ concept related however they are not included in books/ exercises. In case of mathematics unseen questions related to addition subtraction multiplication or tables can be given. In case of General Knowledge, timeline, labeling of a drawing or interpretation of map or question related to it may be included. In case of Islamiyat, students may be asked to narrate different incident or duas or any general questions related to Islamic culture maybe asked both in writing and orally.

h. **Quiz**

This part may include the topic related objective type questions which require one word answer. This part can be conducted orally the way mental math is done or the quiz questions can be given in written form as well.

i. **Nazra**

This part may be conducted orally. The Nazra may be related to the Surahs mentioned in Islamiyat textbook.

8. **Result Compilation and Reporting**

The result compilation is a technical task for which a teacher must keep a thorough record of each student throughout the year. Subject Teachers may maintain Students marks record as per **Appendix 6 to Annexure B**. The term-wise compilation of result may be done as per **Appendix 7 to Annexure B and Appendix 8 to Annexure B** and final consolidated result of Academic performance may be compiled according to **Appendix 9 to Annexure B**. Keeping regular track of students' performance & skill development is important. For this purpose, skills Assessment Sheet for every student, as per **Appendix 10 to Annexure B** to be maintained by teacher right from the start of session and place that in student's dossier to be discussed with principal & parents on PTMs. Result Cards to be prepared after every

Assessment as per **Appendix 11 to Annexure B**. In each term result cards to be prepared twice.

9. Report Card

The report card must hold the following information:

- a. Students Profile Academic Performance
- b. Consolidated Result
- c. General Skills and Aptitude
- d. Teachers Remarks

A sample specimen of report card is annexed as per **Appendix 11 to Annexure B**.

10. List of Appendixes to Annexure B

1. Subject wise Period Allocation per week
2. Bell Timings
3. Speaking Skills Assessment sheets (to be placed in students' dossiers)
4. Sample 1,2 Project and Criteria Sheet
5. Listening Skills Assessment sheets (to be placed in students' dossiers)
6. Students Marks Record Sheet for Subject Teacher
7. Term-wise Student Mark sheet
8. Term-wise Student Consolidated Result Sheet
9. Annual Consolidated Result Sheet
10. Skills Assessment sheets (to be placed in students' dossiers)
11. Specimen of Report Card

SUBJ-WISE PERIOD ALLOCATION PER WEEK

Class I – III

Subjects	Period Per Week	Double Periods
English	8	1+1+2+2+2 double periods 3 days per week
Urdu	8	1+1+2+2+2 double periods 3 days per week
Mathematics	8	1+1+2+2+2 double periods 3 days per week
Islamiyat	7(3 Tajweed+ 4 Isl)	1+1+1+2+2 double period 2 day per week
G.K	6	1+1+1+1+2 double period 1 day per week
Personality Grooming	1	
Sports	1	
Total	39	
(IV -V) Subjects	Period Per Week	Double Periods
English	7	1+1+1+2+2 double periods 2 days per week
Urdu	6	1+1+1+1+2 double periods 1 days per week
Mathematics	6	1+1+1+1+2 double periods 1 days per week
Islamiyat	6 (3 Tajweed+ 3 Isl)	1+1+1+1+2 double period 1 day per week
S.St	6	1+1+1+1+2 double period 1 day per week
G.Scence	6	1+1+1+1+2 double period 1 day per week
Personality Grooming	1	
Sports	1	
Total	39	

Appendix 2 to Annex A (I to III)

FGEIS (C/G) DTE RAWALPINDI
Oral Communication/Speaking Skill Assessment Sheet

Class: _____

Section: _____

Subject: English _____

Ser No	Name of Student	Observation Date	Expression			Relevant Detail			Grammatically Correct English		Presentation		Total
			Clarity	Fluency	Intonation/ pronunciation	Relevance of content	Appropriate Vocabulary	Logical Argument	Speech Structure	Use of Standard English	Confidence	Showing awareness of listeners	

Performance Level: Emerging :(Em)1 Mark Progressing: (Prg) 2 Marks Proficient:(Pro) 3 Marks Advance: (Adv) 4 Marks
Exceeding Expectation (EE) 5 Marks **(Total Marks obt/10=)**

EGEI (C/G) DTE RAWALPINDI
Oral Communication/Speaking Skill Time Assessment Sheet
Rubrics

Key Areas		Performance Level				
Expression		Emerging (EM) 1 Mark	Progressing (Prg) 2 Marks	Proficient (Pro) 3 Marks	Advanced (Adv) 4 Marks	Exceeding Expectations 5 Marks
	Clarity	Does not speak clearly. Speech is not comprehensible for listeners	Can speak with little clarity. Some of the speech is comprehensible for listeners	Tries to speak most clearly. Speaks loudly and most of the speech is comprehensible to the listeners	Most of the time, speaks loudly. Speech is comprehensible to the listeners	Always speaks loudly and clearly, speech is accurate and comprehends well
	Fluency	Does not speak fluidly, frequent short and long breaks. Speaking in volume, which is almost inaudible, no facial expression, and not communicative	Speaks somewhat fluidly, frequent short and a few long breaks. Speaking in soft voice but not clear, flat facial expression, and less communicative	Speaks mostly fluidly, semi- frequent short or a few long breaks. Speaking in soft voice but can be understood, good facial expression, and communicative enough	Speaks fluidly, few to no breaks. Occasionally needs to search for expressions or compromises on saying exactly what he/she wants to.	Speaks without breaks. Fluent and spontaneous, mostly uses variety of expressions to convey message
	Intonation/ pronunciation	Control of the sound system is so weak that comprehension is difficult.	Frequent inaccuracy in pronunciation and intonation. Mother tongue interference apparent.	Some inaccuracy in pronunciation and intonation. Problems with voiced/voiceless consonants	Pronunciation and intonation are generally accurate, errors do not cause misunderstanding.	Always speaks with accurate pronunciation and shares information without errors
Relevant Detail	Relevance of content	Questions and answers do not have any relationship with the task	The ideas regarding the opinion of the students are not supported by additional information or explanation	Some ideas that the students present, regarding their opinion are supported by additional information or explanation	Most of the ideas that the students present, regarding their opinion are supported by additional information or explanation	Can relate the details to content and can infer meanings
	Appropriate Vocabulary	Uses minimum vocabulary with repetition and answers in small phrases	Uses unvaried simple vocabulary with less repetition in simple speech sentences	Uses varied basic vocabulary with no repetition in compound speech sentences	Uses varied and complex vocabulary with no repetition in complex speech sentences	Has command over variety of words and expressions. Can communicate complex speech sentences with wide range of vocabulary

Key Areas		Performance Level					
	Logical Argument	Cannot present information with supporting evidence	Can present information with supporting evidence in few words	Can present arguments with supporting evidence in minor details	Can present argument and counter argument with supporting evidence and logical explanations	Confidently presents arguments and counter arguments with supporting evidence and logical explanation	
Grammatically Correct English	Speech Structure	Poor grammar	Basic grammar	Moderately strong grammar	Strong grammar	Speaks grammatically correct sentences	
	Use of Standard English	Uses standard English with many errors.	Uses standard English in few errors	Uses standard English most of the time	Most of time, uses standard English	Always uses standard English with accuracy	
Presentation	Confidence	Is shy and cannot speak in front of whole class	Is shy but can speak in front of small groups or during group interaction	Tries to speak in front of class and participates in group discussions	Confidently speaks in front of whole class including stage performance	Confidently speaks in front of any audience and conveys clear message	
	Showing Awareness of the listeners	Do not show awareness of the listeners and cannot show varied respond in front of peers or teachers	Shows a little awareness of the listeners and respond accordingly	Shows moderate awareness of the listeners and show varied respond accordingly	Shows strong awareness of the listeners and can appropriately respond according to varied listeners	Aware about level of audience and always responds appropriately to varied listeners	

Students Marks

for Subject Teacher

Subject: _____

Section: _____

Appendix 3 to Annex A (I to III)**FGEIS (C/G) DTE RAWALPINDI**
Listening Skill Assessment Sheet

Class: _____

Section: _____

Subject: English

Ser No	Name of Student	Observation Date	Listens Attentively			Main Theme of Verbal Text			Response to verbal information		Recognition of similar verbal text		Total
			Knows difference between hearing & listening	Focus on details	Maintains eye contact	Relevance of content	Appropriate Vocabulary	Supporting Argument	Speech Structure	Standard Language	Recognizes Sight words and similar sentences	Finds out theme of similar text	

Performance Level: Emerging :(Em)1 Mark
Exceeding Expectations (EE) 5**Progressing: (Prg) 2 Marks**
(Total Marks obt/10=)**Proficient:(Pro) 3 Marks****Advance: (Adv) 4 Marks**

FGEIS (C/G) DTE RAWALPINDI**Listening Skill Time Assessment Sheet****Rubrics**

Key Areas		Performance Level				
		Emerging (EM) 1 Mark	Progressing (Prg) 2 Marks	Proficient (Pro) 3 Marks	Advance (Adv) 4 Marks	Exceeding Expectations 5 Marks
Attentive Listening	Differentiate between hearing & listening	Has short concentration span. Does not listen to note down for details.	Has comparatively better concentration span. Pays little attention while listening to note down details.	Has good concentration span but at times, he is distracted. Pays attention while listening to note down details.	Has good concentration span always and pays full attention while listening to note down details.	Has longer concentration span. Promptly picks up and notes down key points while listening
	Focus on details	Confused, unable to comprehend/ pick the details from verbal text	Tries to focus on details but misses out several important themes.	Can comprehend the verbal text sometimes but forgets to mention minor details	Always good at focusing the core ideas.	An active listener, focuses on speaker's words and tones and derives meaning
	Maintains eye contact	Feels shy and cannot get what the teacher /speaker is saying	Tries to maintain eye contact but cannot notice facial expression of teacher to get the main idea	Tries to maintain eye contact and notices facial expression of teacher to get the main idea	Maintains eye contact and notices facial expression of teacher to get the main idea	Seems confident, maintains eye contact, and derives meaning through speaker's facial expressions
Theme of Verbal Text	Relevance of content	Picks up theme, that is not at all relevant to verbal text	Can grasp the main idea but adds the details which are not relevant to verbal text	Grasps Some ideas that are being presented,	Most of the ideas are relevant to verbal text	Ideas are always relevant to verbal texts
	Appropriate Vocabulary	Uses same words all the time and has limited vocabulary	Uses unvaried simple vocabulary with less repetition.	Uses variety of words in compound speech sentences	Uses varied and complex vocabulary with no repetition in complex speech sentences	Has good vocabulary. Always uses pertinent vocabulary
	Supporting Argument	Unable to respond to verbal text with supporting /logical argument	Can explain the verbal text using appropriate sentences.	Can explain the verbal text using appropriate sentences in minor details	Can give logical explanations and presents counter arguments to explain the verbal text.	Is capable of give supporting argument during listening activity

Response to verbal information	Speech Structure	Speaks unstructured sentences, Lacks coherence	Tries to speak structured sentences	Presents ideas in a coherent manner. At times feels difficulty in sequential sentences.	Presents ideas in a coherent manner. Uses structured and sequential sentences.	Always presents ideas coherently. Confident in sequential sentences
	Use of Standard English	Uses standard English with many errors.	Uses standard English with few errors	Uses standard English without errors	Most of the time uses standard English with accuracy	Always uses standard English with accuracy
Recognition of similar verbal text	Recognizes sight words	Unable to recognize similar sentences but can identify sight words	Recognizes the similar sentences but gets confused too often	Can recognizes sight words and similar sentences too often.	Most of the time recognizes sight words and similar sentences	Always identifies sight words and sentences confidently
	Finds out theme of similar text	Finds difficulty in deducing the main idea of similar sentences	Shows a little awareness of the theme of similar text	Shows moderate awareness of the theme of similar text	Shows strong awareness of the theme of similar text	Shows strong awareness of the theme of similar texts

FGEIS (C/G) DTE RAWALPINDI

Sample 1 Project and Criteria Sheet

Topic:

My Country- Report Writing

Grade: 2

Subject: English

Project Type:

Group Work

Duration: 3-4 Days

Project Description:

Students will write a report on Pakistan on a chart paper and present it in front of class. This will be displayed in the classroom. This project must include at least five pictures and following detail

1. Name of Country
2. Geographical Location: (continent and neighboring countries)
3. Number of Provinces
4. Important Landmarks
5. National Heroes (at least 3)

Required Material:

Chart paper, markers, colours, glue stick, photographs

Guidelines:

- Teacher will divide class in group of five members
- Ask students to allocate following duties to each member
 - i. Group Leader (over all compilation of work)
 - ii. Scribe (writer with best handwriting)
 - iii. Presenter (with best presentation skills)
 - iv. Illustrator (with best drawing skills)
 - v. Information handler (all students can bring information and photos)
- The project must be conducted during class. 3-4 periods can be allocated. During 1st day, teacher can allocate duties and explain the details and ask students to bring required resources. During 2nd and 3rd period, students must be given time to prepare the report on chart. During the last period, students must be given time for presentation.

Criteria:

- | | |
|------------------------------|----------------|
| • Group Collaboration | 3 Marks |
| • Content | 4 Marks |
| • Presentation | 3 Marks |

Project Criteria Sheet

Group Name: _____

No. of Group Members: _____

Names of Group Member:

Project Title:

Project Criteria				
Duration: 4 Periods		Total Marks: 10 Divide marks obtained by 2 e.g marks obt 8/10=4/5 Obtained Marks: _____		
Group Collaboration				_____/3
Key Social Skills	Emerging (EM) 0.25 Mark	Progressing (Prg) 0.50 Mark	Proficient (Pro) 0.75 Mark	Advanced (Adv) 01 Mark
Allocation/ distribution of task to group members				
Group Participation				
Task completion				
Content				_____/4
Key Writing Skills	Emerging (EM) 0.25 Mark	Progressing (Prg) 0.50 Mark	Proficient (Pro) 0.75 Mark	Advanced (Adv) 01 Mark
Inclusion of relevant information as per project description				
Inclusion of illustrations or photographs as per project description				
Quality of information and its organization				
Neatness and legibility				
Presentation				_____/3
Key Presentation Skills	Emerging (EM) 0.25 Mark	Progressing (Prg) 0.50 Mark	Proficient (Pro) 0.75 Mark	Advanced (Adv) 01 Mark
Clarity				
Fluency				
Confidence				

General Remarks:

Date: _____

Teacher: _____

Sig: _____

EGEIS (C/G) DTE RAWALPINDI

Sample 2 Project and Criteria Sheet

Topic:

3D Model using paper folding

Grade: 1

Subject: Mathematics

Project Type:

Individual Work

Duration: 3 Days

Project Description:

Students will make a 3D model with folded paper from any of the given choices:

- A paper Cube
- A paper House
- A paper Ship
- A Paper Fan
- A paper flower

Required Material:

A4 paper of any colour, Glue stick, scissor

Guidelines:

- Teacher will conduct this project over 3 periods
- The teacher must demonstrate all 5 types of models using paper in front of class during first period and show the prepared model.
- Teacher must prepare instruction charts for each type of model on board during the first period and display in front of class
- During the 2nd period students must bring required resources and make any one model of their choice in the given time
- During the 3rd period teacher can hold and exhibition of their work

Criteria:

- | | |
|---------------------------------|-----------------|
| • Following instructions | 5/ Marks |
| • Precision | 5/ Marks |

Sample Project and Criteria Sheet

Name: _____

Date: _____

Project Criteria				
Duration: 3 Periods				
Instructions				_____/5
Personal Skills	Emerging (EM) 0.25 Mark	Progressi ng (Prg) 0.50 Mark	Proficie nt (Pro) 0.75 Mark	Advance (Adv) 01 Mark
Display of self-discipline for task related instructions				
Make personal choices and showing preference				
Follow task related instructions				
Time Management				
Completion of task and its quality				
Precision				_____/5
Mathematical Skills	Emerging (EM) 0.25 Mark	Progressi ng (Prg) 0.50 Mark	Proficie nt (Pro) 0.75 Mark	Advance (Adv) 01 Mark
Demonstrate sense of space and dimensions				
Accuracy in measuring sides of shape				
Accuracy in assembling shape				
Creativity and aesthetics related to model				
Exhibition of work				

General Remarks:

Date: _____

Teacher

Sig: _____

MATHEMATICS	MID TERM				FIRST TERM				FINAL TERM			
	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv
Understands spatial relationship												
Can tell time												
Applies mental math techniques												
Can perform simple mathematical operations												
Quantifies sets												
Easily recalls multiplication tables up to 10												
GENERAL KNOWLEDGE	MID TERM				FIRST TERM				FINAL TERM			
	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv
Takes interest in new information												
Relates the social events with his experiences												
Participates in group activities												
Tries to apply the newly learnt skill to solve problem												
URDU	MID TERM				FIRST TERM				FINAL TERM			
	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv
Speaking												
Speaks clearly												
Speaks words in order												
Tells simple stories												
Participates in class discussions												
Listening												
listens to others												
Responds appropriately												
Can identify similar verbal text												
Can comprehend whatever is listened												
Reading												
Uses strategies to recognize sight words												
Reads the text fluently												
Tries to pronounce new words												
Follows punctuations while reading												
Writing												
Tries to write proper shape of words												
Uses punctuations correctly												
Writes with proper spacing												
Can write simple sentences												
ISLAMIAT	MID TERM				FIRST TERM				FINAL TERM			
	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv
Can recite short surahs and Duas												
Explains the basic concepts of Islam												
Relates the text with personal experiences Asks questions about incidents from Islamic history												

Class Teacher

Promoted to: _____

Date: _____ Principal

Narrates simple stories													
Listening													
listens to others attentively													
Recognizes sights words in verbal text													
Comprehends the main theme of verbal text													
Responds appropriately to the verbal text													
Reads the texts fluently													
Tries to pronounce new words													
Follows punctuations while reading													
Uses punctuations correctly													
Uses grammatical concepts correctly, while writing													
Expresses ideas through writing													
ISLAMIAT	MID TERM				FIRST TERM				FINAL TERM				
	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv	Emr	Prg	Pro	Adv	
Can recite short surahs and Duas													
Explains the basic concepts of Islam													
Relates the text with personal experiences Asks questions about incidents from Islamic history													

Class Teacher

 Promoted to:-----

Date:

 Principal

Report Card (Class I to III)

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TITLE

CONSOLIDATE RESULT A + B

SUBJECT	Result A + B	Obtnd Marks	Percentage	Teacher's Remarks
English	100			
Urdu	100			
Mathematics	80			
Islamiat	80			
G. Knowledge	80			
Total Marks	440			

FEDERAL GOVERNMENT EDUCATIONAL INSTITUTIONS (C/G)



PROGRESS REPORT

Session 2021-2022

**F. G. JUNIOR PUBLIC SCHOOL
BULLER LINES CHAKLALA RWP**

Grade: _____

Teacher's Remarks: _____

Teacher's Sign: _____ Parent's Sign: _____

Principal's Remarks: _____

Principal's Sign: _____ Date: _____

Name: _____

Class: _____

Section: _____

Admission No. _____

B. Form No. _____

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**1ST TERM
PROGRESS REPORT**

Assessment 1

Assessment 2

SUBJECT	Max Marks	Obtnd Marks	Percentage	Max Marks	Obtnd Marks	Percentage
English	25			25		
Urdu	25			25		
Mathematics	20			20		
Islamiat	20			20		
G. Knowledge	20			20		
Total Marks	110			110		

Grade: _____ Grade: _____

Teacher's Remarks: _____

Teacher's Sign: _____ Parent's Sign: _____

Principal's Sign: _____ Date: _____

Result A CONSOLIDATED FIRST TERM PROGRESS REPORT

SUBJECT	Assessment Test 1 + 2	Obtnd Marks	Percentage	Teacher's Remarks
English	50			
Urdu	50			
Mathematics	40			
Islamiat	40			
G. Knowledge	40			
Total Marks	220			

Teacher's Sign: _____ Parent's Sign: _____

Principal's Sign: _____ Date: _____

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**2ND TERM
PROGRESS REPORT**

Assessment 3

Assessment 4

SUBJECT	Max Marks	Obtnd Marks	Percentage	Max Marks	Obtnd Marks	Percentage
English	25			25		
Urdu	25			25		
Mathematics	20			20		
Islamiat	20			20		
G. Knowledge	20			20		
Total Marks	110			110		

Grade: _____ Grade: _____

Teacher's Remarks: _____

Teacher's Sign: _____ Parent's Sign: _____

Principal's Sign: _____ Date: _____

Result B CONSOLIDATED FINAL TERM PROGRESS REPORT

SUBJECT	Assessment Test 1 + 2	Obtnd Marks	Percentage	Teacher's Remarks
English	50			
Urdu	50			
Mathematics	40			
Islamiat	40			
G. Knowledge	40			
Total Marks	220			

Teacher's Sign: _____ Parent's Sign: _____

Principal's Sign: _____ Date: _____

Sample Paper English

Class II

Assessment 2

Max Marks 10

Q1: a: Fill in the gaps with suitable pronoun: (2)

1: Saadia is a good girl. ----- always obeys her teachers.

2: My cat is hungry. ----- wants something to eat.

b: Write suitable verb in the given space:

3: My younger brother really loves to----- outside. He has a football.

4: Amna and Asad are----- cartoon movie. They are cousins.

Q2: Write meanings of the given words: (1)

1: Sting _____

2: Sniff _____

Q3: Use the following words in sentences of your own: (2)

Safely: -----

Playful: -----

Q4: Write answers of the given questions : (2)

1: Why was Amir late for school?

2: Why was the boy sniffing?

Q4: Write three sentences on the given topic: (3)

My House

Wish You Good Luck