



Institute of
Social and Policy Sciences
Informing Policies, Reforming Practices



Remedial Learning Programme

Trainee's Manual



Quaid-e-Azam Academy for Educational Development (QAED), Punjab

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This module, Pilot Remedial Learning Programme, has been developed under Girls and Out of School Children- Action for Learning – Bridging Technical Assistance for Governments (GOAL-BTAG), managed by the Institute of Social and Policy Sciences (I-SAPS) and implemented with the financial support of Foreign, Commonwealth & Development Office (FCDO).

The training module is designed to provide targeted support to students who are struggling with literacy and numeracy skills, thereby bridging the gap between their current and expected levels of learning. Through reinforcing foundational concepts and offering additional resources, the programme aims to empower students with the necessary tools to succeed academically, thereby contributing to their overall educational development and future success.

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PREFACE

Quaid-e-Azam Academy for Educational Development (QAED) is mandated with the mission to develop high quality professional development programmes for all teachers and education managers in Punjab. These include induction, pre-service, in-service and promotion linked mandatory trainings.

Pakistan is encountering a significant learning challenge, with a key issue being the lack of quality resources and guidance for teachers. Consequently, children continue to demonstrate unsatisfactory performance in foundational skills. The UK Government, via the Foreign, Commonwealth & Development Office (FCDO), has played a pivotal role in supporting education reforms in Punjab and Khyber Pakhtunkhwa.

The Bridging Technical Assistance for Governments (BTAG) programme serves as a 9-month precursor to the 5-year GOAL project. BTAG's approach goes beyond conventional methods, prioritising stakeholder collaboration, evidence-based decision-making, and transformative changes within the education system. The overarching vision is to empower children, especially girls and marginalized groups, enabling them to overcome educational barriers and make meaningful contributions to Pakistan's growth and development.

Consultations between the School Education Department (SED) and QAED with BTAG highlight the imperative to tackle learning deficiencies, with a focus on foundational Student Learning Outcomes (SLOs). There are limited mechanisms in place to offer remedial support to students in schools, thereby bringing them up to the requisite grade-specific proficiency levels. This can be addressed by providing remedial instruction and one-on-one guidance to enhance learning outcomes and establish robust academic foundations.

QAED, in collaboration with BTAG, will pilot a remedial learning programme by adapting The Citizens Foundation's (TCF) proven remedial learning programme for public schools. Remedial learning involves the re-teaching of concepts and skills, presenting the same material again, sometimes at a slower pace, to allow students additional time to process the information. It is strategic and targeted, involving the use of differentiated modes of instruction to meet the needs of all students.

QAED acknowledges and greatly appreciates the commendable contributions of all developers and reviewers in the development of this training module, as well as the continuous technical support provided by the BTAG team throughout the process.

I sincerely believe that this manual will impart the necessary knowledge and skills to teachers, enabling them to implement remediation in schools effectively, thereby addressing the needs of all children and enhancing the overall quality of education.

Muhammad Tajammal Abbas Rana
Director General QAED

List of Acronyms

AFL	Assessment for Learning
GOAL-BTAG	Girls and Out of School Children- Action for Learning – Bridging Technical Assistance for Governments
SLO	Student Learning Outcomes
SP	Study Pack
TG	Teaching Guide

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INTRODUCTION TO THE PROGRAMME

BACKGROUND/RATIONALE

Learning loss, a well-documented issue exacerbated by disruptions to the academic calendar. Learning loss may be caused by school breaks or unforeseen events like teacher strikes, natural disasters, or political unrest, or sometimes it has no significant reason. The learner may not be able to achieve desired learning outcomes because the learner has not understood the Student Learning Outcomes (SLOs) well and it poses significant challenges to students' educational progress, underscoring the need for a comprehensive response that addresses the holistic development of students.

Considering these challenges, it becomes imperative to focus on remedial learning initiatives to mitigate the effects of learning loss. By targeting foundational Student Learning Outcomes (SLOs), such programs aim to bolster academic foundations and improve overall educational outcomes. Remedial instruction and one-on-one guidance play pivotal roles in this endeavour, providing tailored support to address specific learning deficiencies and enhance student performance. Remedial Learning is always important, whenever and wherever needed.

Drawing inspiration from successful remedial learning models implemented globally, including programs in Ghana¹, organizations like The Citizens Foundation (TCF) have developed innovative approaches to tackle learning gaps. Building on this momentum, Girls and Out of School Children-Action for Learning – Bridging Technical Assistance for Governments (GOAL-BTAG) aims to implement a tailored remedial learning programme, adapted from TCF's successful model, to address the specific needs of students facing challenges in literacy and numeracy.

Through this adapted programme, B-TAG seeks to offer targeted support to students struggling with reading and numeracy skills, thus bridging the gap between current and expected levels of learning. By reinforcing foundational concepts and providing additional resources, the programme aims to empower students with the necessary tools to succeed academically, ultimately contributing to their overall educational development and future success.

¹ Complementary Basic Education for Ghana
<https://www.crownagents.com/project/complementary-basic-education-for-ghana/>

OBJECTIVES OF THE TRAINING

At the end of the training, teachers will be able to understand how to:

- assess a student's current knowledge levels by using diagnostic assessment tool
- respect and value all students while fostering a positive classroom culture.
- support all learners by making the learning flexible² and by introducing differentiated instructional practices to implement the curriculum
- plan effective lessons for multi-level and multi-dimensional instruction
- adapt and demonstrate effective teaching strategies based on observations and diagnostic assessment results
- ensure active learning
- improve the metacognitive skills of students through formative assessment bridge the gap between students' current and expected knowledge levels

ASSESSMENT METHOD

Assessment for Learning (AFL) would be used to facilitate the training. AFL strategies will be applied throughout to gauge the participants' learning. Participants may be answering questions, discussing in groups, peer assessing or self-assessing their work.

² "Learning flexible" refers to an approach to education that is adaptable and responsive to the diverse needs and preferences of learners. It involves creating environments and experiences that can be adjusted and tailored to accommodate various learning styles, paces, and preferences. In essence, it means designing learning activities and methods that can be modified to suit the individual needs of students, thereby promoting greater engagement and effectiveness in the learning process.

Handout 1

Objectives of the Training

At the end of the training, teachers will be able to understand how to:

- assess a student's current knowledge levels by using diagnostic assessment tool
- respect and value all students while fostering a positive classroom culture.
- support all learners by making the learning flexible³ and by introducing differentiated instructional practices to implement the curriculum
- plan effective lessons for multi-level and multi-dimensional instruction
- adapt and demonstrate effective teaching strategies based on observations and diagnostic assessment results
- ensure active learning
- improve the metacognitive skills of students through formative assessment bridge the gap between students' current and expected knowledge levels

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Handout 2

Remedial Learning

As teachers, we have the privilege and responsibility of guiding our students along their learning journey. Yet, we also recognize that the path to academic success is not always smooth. Students may encounter hurdles, face challenges, or experience setbacks that hinder their progress. Today, we're going to focus on a powerful tool in our teaching arsenal: remedial learning.

Remedial learning is about recognizing that each student is on their own unique educational trajectory, and it's our role as educators to provide the scaffolding and support they need to thrive. Whether it's mastering foundational skills, overcoming learning barriers, or accessing tailored interventions, remedial learning offers a pathway to success for all students, regardless of their starting point.

Remedial learning is all about providing targeted support to students who may be struggling with certain concepts or skills. It's about recognizing that every student learns at their own pace and may need extra help along the way.

Early identification and intervention are crucial in addressing learning gaps and promoting academic success. When we can identify and address these gaps early on, we prevent students from falling further behind and empower them to reach their full potential.

For example, imagine a student who is struggling with reading comprehension in the early grades. Without intervention, this student may continue to struggle, leading to frustration and disengagement. However, with timely remedial support, such as targeted reading interventions or one-on-one tutoring, we can help this student develop the necessary skills and confidence to succeed.

Remedial learning is about providing the necessary support and instruction to ensure that no student is left behind. By identifying learning gaps early and implementing targeted interventions, we can empower our students to overcome challenges and achieve academic success.

The goal of the remedial learning program is to bridge the gap between students' current and expected knowledge. Every grade level has desired Student Learning Outcomes (SLOs), and all students are expected to achieve these. The SLOs of the previous grade serve as prerequisite skills for learning new knowledge in the current grade. If these prerequisite skills are not taught

in time, students may experience difficulties in learning the SLOs of the current grade. Therefore, it becomes the responsibility of the current teacher to help students bridge the learning gap so they can meet the expectations of their current class.

Re-teaching

Remedial learning is **re-teaching⁴ of concepts and skills that some students struggle with** in the classroom. Re-teaching means restating the same material, sometimes at a slower pace, so students have additional time to process the information – and – Remedial learning is **strategic** and **targeted**.

Remedial Learning is strategic because it identifies the most suitable remedial option for the student – push-in or pull-out interventions.

Remedial Learning is targeted because it targets those learners who don't perform well in assessments; who don't understand certain concepts and skills; also, those SLOs that are difficult to understand.

Alternative Instructional Strategies

Some students may require alternative teaching strategies for remediation. These strategies are often based on students' individual learning styles. For example, if the student does not comprehend material from a lecture on the parts of speech, the teacher might have her work with a partner to make a poster on parts of speech using pictures cut from a magazine. If a student is a kinaesthetic learner, she will learn concepts better with hands-on activities. Remediation often includes multiple teaching styles to reach students with various learning styles.

Task Analysis

Task analysis is the process of breaking a skill into smaller components. Teachers can remediate the skill by teaching these components in sequence. Task analysis helps the teacher to see what part of the process is causing difficulty for the student. When teaching a child to write his name, the teacher may break the task into smaller parts and determine he has a poor pencil grasp. The student can be instructed on the correct way to hold a pencil, thus improving the entire skill.

⁴ Article by Ashley Sheron (<https://classroom.synonym.com/remediation-activities-8065079.html>)

Additional Practice

Students may require additional practice to master skills. This is another form of remediation. Computer skills practice programs and skill practice games are effective ways to provide additional practice for struggling students.

One-on-One/small-group Tutoring

Tutoring is another popular remediation method for struggling students. Tutoring is typically one child with one teacher or max 7 students with one teacher. Tutoring involves direct instruction focused on a student's deficit areas. Tutoring is extremely effective for remediation.

The goal of the remediation program is to bridge the gap between students' current and expected knowledge. Every grade level has some desired Student Learning Outcomes, and all the students are expected to achieve those SLOs.

The SLOs of previous grade are a prerequisite skill to learn new knowledge in the current grade. If these prerequisite skills are not taught in time, students may experience difficulties in learning the SLOs of the current grade.

Therefore, it becomes the responsibility of the current teacher to help the students in bridging the learning gap so that they can meet the expectations of their current class.

A maximum of three subjects are selected for remediation. These include English, Urdu, and Mathematics because research shows that if students focus on improving their writing, reading, and mathematical skills (literacy and numeracy skills), they face fewer problems in other subjects.

Handout 3

Need for Remedial Learning

Children develop in diverse ways, with each reaching milestones at their individual pace across physical, social, emotional, and cognitive domains. This means that not all children will achieve these milestones simultaneously. While some may swiftly acquire skills in self-expression and empathy, others may require more time. It's important to note that differences in developmental pace do not signify varying levels of intelligence; rather, they reflect the unique abilities of each child.

Furthermore, every child learns uniquely, so education should not adhere to a rigid structure but instead focus on tailoring teaching approaches to suit each child's learning style. For example, one child may thrive as a visual learner, while another may excel through auditory or kinesthetic methods. Additionally, some children grasp concepts quickly, while others progress more gradually. However, differing learning speeds do not equate to differences in intelligence; they highlight the importance of accommodating diverse learning rates and preferences. Environmental and physical factors, such as prolonged school absences, financial challenges, and socio-economic disparities, can also impact a child's learning ability.

It's essential to recognize that each child is distinct, possessing unique strengths, weaknesses, and interests. As educators, we must acknowledge and honour this individuality. While every child learns at their own pace, disparities may arise between what is taught in school and a child's actual understanding. In such cases, children may benefit from additional support and encouragement to bridge this gap. This is where remedial classes play a crucial role, providing invaluable assistance in addressing individual learning needs and fostering academic growth.

Many children may struggle not due to a lack of intelligence but because they haven't yet developed the essential skills related to self-awareness and self-management. It's crucial for teachers to be able to identify these children who need support in developing these skills.

Handout 4

Benefits of Remedial Learning

Individualised Attention

The conventional educational system, with its one-size-fits-all approach, often leaves behind learners who might not fit the standard learning mould. Remedial Teaching addresses this gap by offering individualized attention to each student.

This methodology understands and appreciates the uniqueness of each learner, tailoring teaching methods to suit individual needs. By focusing on the learner's specific strengths and weaknesses, Remedial Teaching ensures that every student feels seen, understood, and supported in their educational journey.

Individualised Boost Confidence

Facing academic challenges can lead to diminished self-confidence in learners. However, Remedial Teaching Boosts Confidence among children focusing on positive reinforcement.

The approach of recognizing and celebrating even small achievements helps students understand that progress, no matter how small, is a step towards success. Focusing on the journey instead of just the end result helps students feel good about themselves, which boosts their confidence in academics and encourages them to have a growth mind-set.

Enhances Learning

Remedial education makes learning fun and interesting by going beyond memorization. It takes complex concepts and breaks them down into easier chunks, so students can understand them better. For example, imagine learning fractions by using colourful shapes and objects.

This approach not only ensures better comprehension but also remember what they learn for a long time. Remedial education facilitates a deeper understanding of the subject matter and enhances learning.

Reduce Learning Gap

In a diverse classroom, learners are bound to have varying academic abilities. Some may grasp concepts faster than others, creating a learning gap. Remedial Teaching reduces learning gap. It supports students who are struggling in certain areas by identifying their weaknesses and using special teaching methods to improve those areas.

For instance, if a student has difficulty with multiplication, the educator provides extra practice and visual aids for better understanding. This ensures all students can succeed and promotes fairness in the learning environment by offering additional support where necessary.

Personalized Learning Strategies

Every learner has a unique way of processing information, known as their learning style. Some students might be visual learners, while others might prefer auditory or kinaesthetic learning. Remedial Teaching takes this into account and uses personalized learning strategies to make learning effective and enjoyable.

For example, use diagrams or videos help the visual learner to understand the content. This way, the teacher can incorporate personalized learning strategies that suit them best.

Promotes Independent Learning

Remedial Teaching is more than just a band-aid solution for academic difficulties it promotes independent learning. It imparts essential skills and strategies that enable learners to overcome their unique challenges independently.

By fostering self-reliance and self-efficacy, it develops skills and confidence in students to develop the skills and confidence to tackle challenges in various aspects of life, such as work or personal endeavours.

Handout 5

Diagnostic Assessment Tools

The Diagnostic Assessment evaluates a learner's current understanding of the topics or Student Learning Outcomes (SLOs) to be covered in a specific grade. Its purpose is to provide a snapshot of students' current knowledge levels, allowing the teacher to make informed decisions about instructional strategies and approaches for teaching new content.

Diagnostic Assessments are commonly used in pre-remedial learning classes. This approach enables teachers to monitor students' progress by comparing pre- and post-test results, helping them identify areas where additional support may be needed.

Furthermore, Diagnostic Assessments help pinpoint areas that require further attention. This may include topics that the entire class struggles with collectively, or individual students who face challenges in specific areas.

The diagnostic assessment tools are comprehensive evaluations designed to gauge a student's understanding of the Student Learning Objectives (SLOs) from the preceding two grades, specifically Kindergarten (KG) and Grade 1. These assessments are crucial in identifying areas where students may require additional support or remediation to bridge any gaps in their learning.

In the diagnostic assessment for Urdu and English, there are two main components: an oral section and a written section. The written part of the assessment is completed independently by the student, requiring them to respond to questions or tasks that assess their grammar skills, comprehension, and application of concepts. On the other hand, the oral section involves direct interaction between the student and the teacher. During this part, the teacher engages the student in conversation, asks probing questions, and observes their language proficiency, pronunciation, and ability to express ideas orally.

In the mathematics diagnostic assessment, students are presented with a variety of mathematical problems, ranging from basic arithmetic operations to more complex problem-solving tasks. These problems are designed to assess students' understanding of foundational mathematical concepts such as addition, subtraction, multiplication, division, patterns, shapes, and measurement.

Each subject assessment, whether Mathematics, Urdu or English, is allocated a total of 50 marks. These marks are distributed across the different components of the assessment, with varying weights assigned to different types of questions or tasks.

To ensure adequate time for completing the assessment tasks, a duration of 60 minutes is allotted to students. This timeframe allows students to work through the questions methodically, review their responses, and seek clarification from the teacher if needed.

Teacher Guidelines for Diagnostic Assessment

تشخیصی جانچ (Diagnostic Assessment) کے لیے ہدایات برائے اساتذہ

1. یہ جانچ ہر طالب علم کو انفرادی طور پر حل کرنا ہے۔
2. تشخیصی جانچ کو دیے گئے وقت ہی میں مکمل کرنا ہے۔
3. اساتذہ طلبہ کو یقین دلائیں کہ یہ سرگرمی آپ کی قابلیت کا امتحان نہیں، بلکہ اس کی مدد سے ہم یہ فیصلہ کریں گے کہ آنے والے ہفتوں میں کیا پڑھنا ہے۔
4. اساتذہ اس بات کا خاص خیال رکھیں کہ جماعت کے کمرے میں امتحان کا خوف یا اچھے نمبر حاصل کرنے کا دباؤ نہ ہو۔ طلبہ کو بتایا جائے کہ اس کا مقصد کسی بھی موضوع سے متعلق آپ کے فہم کو بڑھانا ہے۔ اچھے یا بُرے نمبروں کا اس سے کوئی تعلق نہیں۔

Diagnostic Assessment Guidelines for Teachers

1. Have the students complete this assessment individually.
2. Ensure that the diagnostic assessment is completed within the given time frame.
3. Assure the students that this is simply an activity to help teachers decide what to teach in the coming weeks.
4. Ensure that there is no pressure on students to achieve good marks; instead, motivate them by explaining that this is merely an assessment, and there are no good or bad marks in the diagnostic assessment.

English

Diagnostic Assessment Marking Criteria for English Written Part

Q No.	Marks	Marking Criteria
1.	02	0.5 mark for each picture recognition [$0.5 \times 2 = 1$] 0.5 mark for writing each picture name [$0.5 \times 2 = 1$]
2.	03	0.5 mark for each correct answer [$0.5 \times 6 = 3$]
3.	02	0.5 mark for writing each correct plural [$0.5 \times 4 = 2$]
4.	04	0.5 mark for each picture recognition [$0.5 \times 4 = 2$] 0.5 mark for categorizing each naming word [$0.5 \times 4 = 2$]
5.	02	0.5 mark for each picture recognition [$0.5 \times 2 = 1$] 0.5 mark for writing each correct spelling [$0.5 \times 2 = 1$]
6.	01	1 mark for underlining each verb correctly [$0.5 \times 2 = 1$]
7.	02	0.5 mark for encircling each option correctly [$0.5 \times 4 = 2$]
8.	02	0.5 mark for each correct opposite [$0.5 \times 4 = 2$]
9.	01	1 mark for each correct answer [$0.5 \times 2 = 1$]
10.	05	1 mark for writing each meaningful sentence [$1 \times 5 = 5$]
11.	02	0.5 mark for each correct answer [$0.5 \times 4 = 2$]
12.	02	0.5 mark for each correct plural [$0.5 \times 4 = 2$]
13.	03	1 mark for correct insertion of exclamation mark 1 mark for correct insertion of full stop 1 mark for correct insertion of question mark
14.	02	0.5 mark for each correct feminine noun [$0.5 \times 4 = 2$]
15.	02	0.5 mark for each possession word [$0.5 \times 4 = 2$]

Obtained Marks (Written + Oral Sections) = [_____ + _____ = _____ /50]

Remediation Written Diagnostic Assessment English

Name: _____

Class and Section: _____

Date: _____

Obtained Marks [_____ /35]

Time: 45 minutes

Topics from Grade - 1

Marks [_____ /07]

Q1) Look at the pictures below. Write the correct word to name each object. _____/2



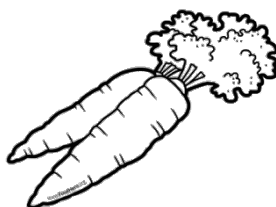


Q2) Look at the pictures below. Fill in the blanks with 'he', 'she', 'I', 'it', 'you' and 'they'. _____/3













Q3) Look at the pictures. Use 'a' or 'an' for the given words.

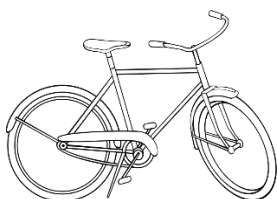
_____/2



_____ umbrella



_____ candle



_____ bicycle



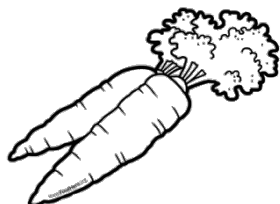
_____ elephant

Topics from Grade - 2

Marks [____/28]

Q.4) Look at the pictures. Classify the naming words as fruits or vegetables. Write your answers in the table below.

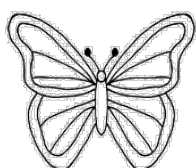
____/4



fruits	vegetables

Q.5) Look at the pictures below. Write the names of the objects using correct spelling. Make sure to leave spaces between words.

_____/2





Q.6) Underline verb in the sentences below.

_____/1

1. She writes with a pen.
2. Aleena runs fast.

Q.7) Read the passage carefully. Answer the questions below the passage. ____/2

One evening, Asad's father asked him, "How was school today?"

"It was good. We started a new lesson in English about birds," said Asad.

"What was the most interesting thing about birds you learned today?" asked father.

"Birds move from one place to another when the season changes," answered Asad.

1. Who learned about birds at school?

- a) teacher b) Asad c) father

2. At what time of day did Asad and his father talk about school?

- a) afternoon b) morning c) evening

3. How was the lesson about birds?

- a) interesting b) difficult c) boring

4. What do birds do when the season changes?

- a) sleep b) move c) hide

Q.8) Write opposites of the given words.

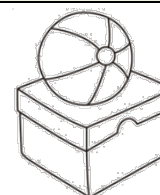
_____/2

sad	
up	
old	
big	

Q.9) Look at the pictures carefully. Choose the correct position word for each sentence. ____/1

1. The ball is _____ the box.

- on
- in
- to



2. Ali is going _____ school.

- on
- in
- to



This image shows a full page of a document template designed for handwritten notes or essays. It features a series of evenly spaced, light blue horizontal lines across the entire width of the page. The margins are consistent on all sides, providing ample space for writing. There are no pre-printed questions, headings, or other markings on the page.

 /2

1. They _____ best friends.
2. Saba _____ an intelligent student.
3. I _____ seven years old.
4. He _____ my best friend.

 /2

Q.13) Put question mark (?), exclamation mark (!) and full stop (.) in the given sentences. _____/3

1. Oh there is a snake coming
2. What is your favourite fruit

Q.14) Write feminine nouns of the given masculine nouns. _____/2

Masculine Noun	Feminine Noun
bull	
lion	
uncle	
son	

Q.15) Fill in the blanks using 'has' or 'have'. _____/2

1. I _____ a pet cat.
2. Nasir _____ a red car.
3. He _____ a new bicycle.
4. They _____ a white puppy.

Remediation Oral Diagnostic Assessment English

Note: For this section, the teacher will:

- call each student individually and conduct their assessment.
- record the marks for each child for each section on the Topic-wise Monitoring and Evaluation Form.
- ask questions in English and will not translate.
- encourage students to answer in a complete sentence rather than one word.

Total Marks [_____/15]

Time: 15 minutes

Topics from Grade - 1

Marks [_____/04]

Q16) Show a chart with the following words and ask students to point out: _____/2

- a) 'in' word (teacher says the 'in' sound and does not point to 'in' words)
- b) 'ch' word (teacher says the 'ch' sound and does not point to 'ch' words)
- c) 'bl' word (teacher says the 'bl' sound and does not point to 'bl' words)
- d) 'at' word (teacher says the 'at' sound and does not point to 'at' words)

(Total: 2 marks. 0.5 mark for each correct word)

tin	tan	cot	bat
man	bun	fan	chop
nose	pulp	block	clock

Q17) Ask the following questions. _____/2

(Total: 2 marks. 0.5 mark for each correct answer)

- a) How old are you?
- b) Where do you live?
- c) How many brothers and sisters do you have?
- d) What is your favourite fruit?

Topics from Grade - 2**Marks [____ /11]****Q18) Ask the students to read the given rhyming words.****____/2***(Total: 2 marks. 0.5 mark for each correct answer)***Q19) Ask the students to read the given two-syllable and three-syllable words.****____/3***(Total: 3 marks. 0.5 mark for each correct answer)*

Words	Syllable Division
little	lit-tle
perfect	per-fect
victory	vic-to-ry
lovely	love-ly
improve	im-prove
banana	ba-nan-a

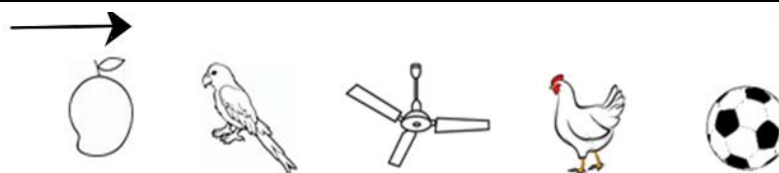
Q20) Ask the students to recite the following poem with actions.**____/2***(Total: 2 marks. 1 mark for recitation and 1 mark for actions)*

And when the rain had gone away
 And the sun was shining everywhere,
 I ran out on the walk to play
 And found a little bug was there.
 And he was running just as fast
 As any little bug could run.

Q21) Ask the students to read aloud the following sentences.**____/3***Total: 3 marks*

*1 mark for fluency, 2 marks for correct pronunciation without mistakes
 (1 mark if there are 1-2 mistakes in pronunciation)*

A long time ago, there lived a boy with his parents.
 His father was a farmer. His mother used to fetch water from the nearby canal.
 The boy wanted to attend school, but the family did not have enough money.

Q.22) Show the picture below to the students. Ask them to identify the position of the objects (from left to right) using ordinal numbers.**____/1***(Total: 1 mark. 0.5 mark for each correct answer)*

- What is the 1st item?
- Which item is 5th?

Mathematics

Diagnostic Assessment Marking Criteria for Mathematics Tool

Q No.	Marks	Marking Criteria
16.	03	i)1 mark for choosing the correct option ii)0.5 mark for ordering each correct number in ascending order [$0.5 \times 4 = 2$]
17.	02	1 mark for solving each correct addition question [$1 \times 2 = 2$] [0.5 mark for correct answer at ones place + 0.5 mark for correct answer at tens place]
18.	02	1 mark for solving each correct subtraction question [$1 \times 2 = 2$] [0.5 mark for correct answer at ones place + 0.5 mark for correct answer at tens place]
19.	02	1 mark for identifying each correct object [$1 \times 2 = 2$]
20.	03	1 mark for each correct matching [$1 \times 3 = 3$]
21.	02	i)1 mark for writing the correct position of the dog ii)1 mark for choosing the correct option
22.	04	1 mark for writing each number in words correctly [$1 \times 4 = 4$]
23.	02	i)1 mark for choosing the correct option ii)1 mark for writing the correct position of the digit
24.	01	1 mark for choosing the correct option
25.	02	0.5 mark for writing each correct number [$0.5 \times 2 = 1$] 1 mark for encircling the correct smaller 3-digit number
26.	02	0.5 mark for writing each correct missing number [$0.5 \times 4 = 2$]
27.	02	0.5 mark for writing each correct missing number [$0.5 \times 4 = 2$]
28.	03	1 mark for correct answer at ones place 1 mark for correct answer at tens place 1 mark for correct answer at hundreds place
29.	03	1 mark for correct answer at ones place

Q No.	Marks	Marking Criteria
		1 mark for correct answer at tens place 1 mark for correct answer at hundreds place
30.	02	1 mark for correct answer at ones place 1 mark for correct answer at tens place
31.	03	1 mark for correct answer at ones place 1 mark for correct answer at tens place 1 mark for correct answer at hundreds place
32.	03	1.5 marks for correct comprehension of each statement (cars produced, cars sold and remaining cars $0.5 \times 3 = 1.5$) 1.5 marks for its correct solution (0.5 mark for correct answer at ones place 0.5 mark for correct answer at tens place and 0.5 mark for correct answer at hundreds place)
33.	03	1 mark for correct answer at ones place 1 mark for correct answer at tens place 1 mark for correct answer at hundreds place
34.	03	1 mark for writing each correct answer [$1 \times 3 = 3$]
35.	02	1 mark for writing each correct answer [$1 \times 2 = 2$]
36.	01	0.5 mark for writing each correct answer [$0.5 \times 2 = 1$]

Remediation Diagnostic Assessment Mathematics**Obtained Marks (Part-1 and Part-2) = (____ + ____ / 50]**

Name: _____

Class and Section: _____

Date: _____

Time: 60 Minutes**Part 1 - Topics from Grade 1****Marks [____ /12]**

Q.1

(i) Tick (✓) the set of numbers in descending order. (____/ 1 mark)

(i) 49, 5, 155, 65

(ii) 155, 65, 49, 5

(iii) 5, 49, 65, 155

(ii) Arrange the set of numbers in ascending order. (____/ 2 marks)

42	15	21	36
----	----	----	----

Answer

--	--	--	--

Q.2 Solve (____/ 2 marks)

$$\begin{array}{r}
 \text{(i)} \quad \begin{array}{cc} \text{Tens} & \text{Ones} \\ 2 & 1 \\ + 5 & 3 \\ \hline \end{array} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{(ii)} \quad \begin{array}{cc} \text{Tens} & \text{Ones} \\ 3 & 4 \\ + 2 & 0 \\ \hline \end{array} \\
 \hline
 \end{array}$$

Q.3 Solve (____/ 2 marks)

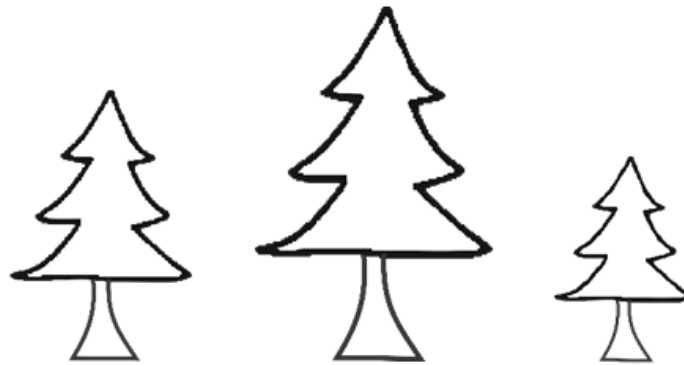
$$\begin{array}{r}
 \text{(i)} \quad \begin{array}{cc} \text{Tens} & \text{Ones} \\ 4 & 7 \\ - 1 & 2 \\ \hline \end{array} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{(ii)} \quad \begin{array}{cc} \text{Tens} & \text{Ones} \\ 3 & 8 \\ - 1 & 4 \\ \hline \end{array} \\
 \hline
 \end{array}$$

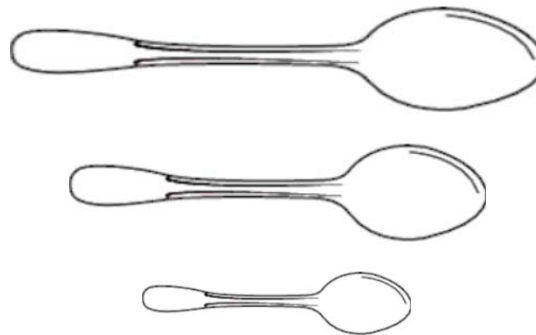
Q.4 Compare the following:

(_____/ 2 marks)

(i) Tick (✓) the highest tree



(ii) Tick (✓) the longest spoon



Q.5 Match the time.

(_____/ 3 marks)

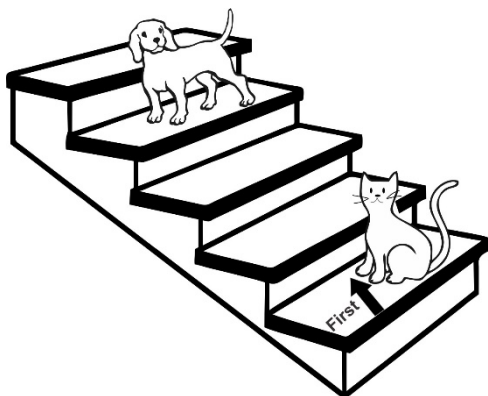


Part 2 - Topics from Grade 2

Marks [____ /38]

Q.6.

(i) The cat is on the first stair, write down the position of the dog. (____/ 1 mark)



(ii) If January is the first month of the year, then what is the ordinal number for the month of October? Tick the correct option. (____/ 1 mark)

- a) 8th
 b) 10th
 c) 12th

Q.7 Write the given numbers in words. (____/ 4 marks)

11	
43	
75	
100	

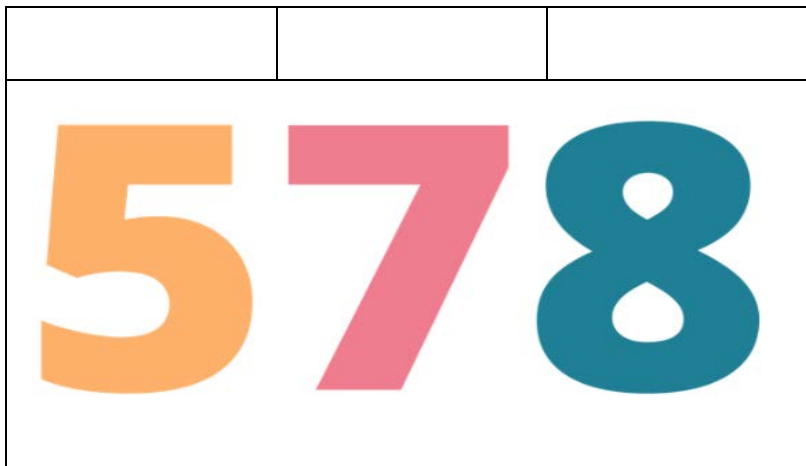
Q.8 (i) What is the place value of digit 2 in the number 327? Choose the correct option.

(____/ 1 mark)

- a) 2
 b) 27
 c) 20

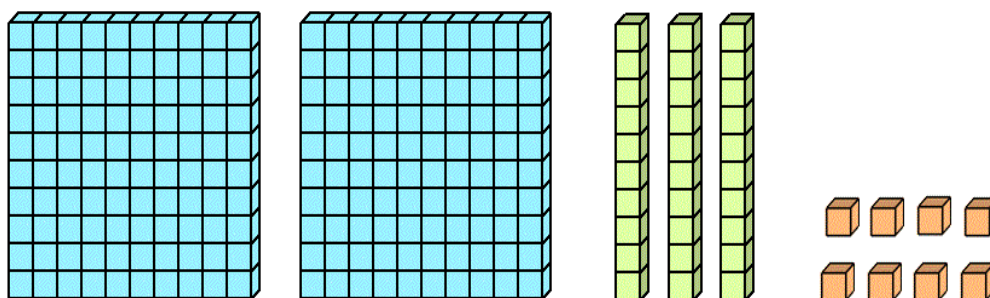
(ii) What is the position of digit 5 in the number 578? Write your answer above the digit 5.

(____/ 1 mark)



Q.9 Look at this image of base 10 blocks and choose the correct number.

(____/ 1 mark)



- a) 238
- b) 831
- c) 381

Q.10 Compare 3-digit numbers by using the given model 1 and 2. Write the numbers and circle the smaller 3-digit number.

(____/ 2 marks)

Model-1	Model-2

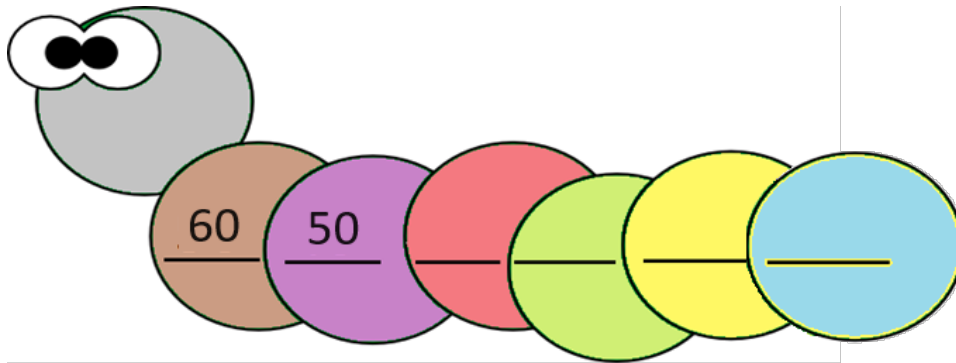
Q.11 Count in 100s and fill in the blanks.

(____/ 2 marks)

200, 300, _____, _____, 600, _____, _____, 900

Q.12 Count 10 steps backward and write the missing numbers.

(____/ 2 marks)



Q.13 Solve

(____/ 3 marks)

H	T	O
9	4	6
+	3	3

Q.14 Solve

(____/ 3 marks)

H	T	O
7	6	4
+	1	4

Q.15 Solve

(____/ 2 marks)

T	U
9	3
-	4

Q.16 Solve

(____/ 3 marks)

	H	T	O
	5	7	4
-		5	3

Q.17

(____/ 3 marks)

A factory produces 594 cars in a year. If 372 cars are sold, how many cars are left behind in the factory?



Cars produced =

Cars sold =

Remaining cars =

H	T	O

Q.18 Solve

(____/ 3 marks)

	H	T	O
	5	1	3
-	1	5	8

Q.19 Fill in the blanks

(____/ 3 marks)

(i) $4 \times 3 =$ _____

(ii) $3 \times 7 =$ _____

(iii) $5 \times 6 =$ _____

Q.20 Solve the following.

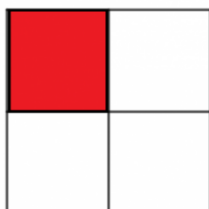
(____/ 2 marks)

i) $60 \div 10 = \underline{\hspace{2cm}}$

ii) $14 \div 2 = \underline{\hspace{2cm}}$

Q.21 Look at the coloured/shaded part of each shape and write the fraction.

(i)



(ii)



Urdu

حصہ اول۔ لکھائی کے لیے مارکنگ کرائیٹریا		
سوال نمبر	مختص نمبر	نمبروں کی تقسیم
7	1	ہر درست ہم آواز لفظ لکھنے پر 0.5 نمبر $[0.5 \times 2 = 1]$
8	2	ہر لفظ میں موجود حروف کو توڑ کر لکھنے پر 0.5 نمبر $[0.5 \times 4 = 2]$
9	2	ہر تصویر کا درست نام لکھنے پر 0.5 نمبر $[0.5 \times 4 = 2]$
10	2	درست ہے کے استعمال پر 1 نمبر درست ہیں کے استعمال پر 1 نمبر
11	2	ہر واحد کی درست جمع لکھنے پر 0.5 نمبر $[0.5 \times 4 = 2]$
12	2	ہر درست جواب لکھنے پر 1 نمبر $[1 \times 2 = 2]$
حصہ دوم۔ لکھائی کے لیے مارکنگ کرائیٹریا		
سوال نمبر	مختص نمبر	نمبروں کی تقسیم
13	2	ہر درست ضد لکھنے پر 0.5 نمبر $[0.5 \times 4 = 2]$
14	5	تصویر کے بارے میں ہر درست جملہ لکھنے پر 1 نمبر $[1 \times 5 = 5]$
15	2	پہلا رکن ہٹا کر ہر درست لفظ بنانے پر 0.5 نمبر $[0.5 \times 4 = 2]$
16	1	کلمے کی درست پہچان پر 0.5 نمبر، مہمل کی درست پہچان پر 0.5 نمبر
17	1.5	ہر درست حرف پر 0.5 نمبر $[0.5 \times 3 = 1.5]$
18	3	فعل کی درست نشان دہی پر 1 نمبر، فاعل کی درست نشان دہی پر 1 نمبر مفعول کی درست نشان دہی پر 1 نمبر
19	1.5	ہر درست جواب پر 0.5 نمبر $[0.5 \times 3 = 1.5]$
20	3	ہر درست جواب لکھنے پر 1 نمبر $[1 \times 3 = 3]$
21	2	ہر درست جواب پر 0.5 نمبر $[0.5 \times 4 = 2]$
22	3	جملے میں درست جگہ لگانے پر 1 نمبر، جملے میں درست جگہ ختم لگانے پر 1 نمبر جملے میں درست جگہ سوالیہ نشان لگانے پر 1 نمبر
23	4	ہر درست جواب پر 0.5 نمبر $[0.5 \times 8 = 4]$

حاصل کردہ نمبر: 50 / _____ + _____

Remediation Diagnostic Assessment Urdu - Oral

ریمیڈیشن ڈاگناتسک اسسمنٹ اُردو - زبانی

کلاس اور سیکشن:

نام:

کل وقت: 15 منٹ

کل نمبر: 11

تاریخ:

اس سیکشن میں جائزے کے لیے تمام طلبہ سے باری باری سوالات پوچھیں۔ حاصل کردہ نمبر کا اندراج دیے گئے خانے میں کریں۔

(حصہ اول۔ جماعت اول۔ زبانی) کل نمبر (04/)

سوال نمبر 1: دیے گئے باعرب الفاظ کو الگ الگ فلیش کارڈز پر لکھیں۔ بچے کو باآواز بلند کارڈ پر لکھے گئے الفاظ پڑھنے کا کہیں۔

دُم	دل	بَرَف	(1.5/)
-----	----	-------	---------

نوٹ: ہر لفظ کی درست ادائی پر 0.5 نمبر دیا جائے۔

سوال نمبر 2: دیے گئے الفاظ کو الگ الگ فلیش کارڈز پر لکھیں۔ بچے کو باآواز بلند درست تلفظ سے پڑھنے کا کہیں۔

عزّت	خُوش	کھویا	(1.5/)
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نوٹ: ہر لفظ کی درست ادائی پر 0.5 نمبر دیا جائے۔

سوال نمبر 3: دیے گئے الفاظ کو الگ الگ فلیش کارڈز پر لکھیں۔ بچے کو باآواز بلند درست تلفظ سے پڑھنے کا کہیں۔

چاند	یہاں	(1/)
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نوٹ: ہر لفظ کی درست ادائی پر 0.5 نمبر دیا جائے۔

(حصہ دوم۔ جماعت دوم۔ زبانی) کل نمبر (07/)

سوال نمبر 4: دیے گئے الفاظ کو الگ الگ فلیش کارڈز پر لکھیں اور بچے کو ہر لفظ میں موجود ارکان کی تعداد بتانے کا کہیں۔ (2/)

مائی	دروازے	کھلونے	جوتا
------	--------	--------	------

نوٹ: ہر لفظ میں ارکان کی درست تعداد بتانے پر 0.5 نمبر دیا جائے۔

سوال نمبر 5: دی گئی عبارت کو خوش خطی کے ساتھ ایک صفحے پر لکھیں اور بچے کو روانی اور درست تلفظ کے ساتھ پڑھنے کا کہیں۔ (3/)

ہمارے ملک میں ہر سال شجر کاری کا ہفتہ منایا جاتا ہے۔ سکولوں، گھروں، دفاتروں اور سڑکوں پر لوگ پودے لگاتے ہیں۔ ہمارے سکول میں بھی اس سال چودہ اگست پر جھنڈیوں کے ساتھ ایک پودا لانے کا کہا گیا۔ آنے والے وقت میں یہ کام بہت فائدے مند ہوگا۔ یہ پودے بڑے ہوں گے۔ ان سے ہمیں صاف ہوا اور سایہ ملے گا۔

نوٹ: روانی کے ساتھ پڑھنے پر نمبر دیا جائے۔

درست تلفظ کے ساتھ پڑھنے پر ۲ نمبر دیے جائیں۔ (اگر ۵ سے ۶ الفاظ کا تلفظ غلط ہو تو ۱ نمبر دیا جائے۔)

سوال نمبر 6: دی گئی تصویر بچے کو دکھا کر بچے سے اس سے متعلق دیے گئے سوالات پوچھیں۔ (2/)



۱۔ تصویر میں کیا سرگرمی دکھائی جا رہی ہے؟

۲۔ اس تصویر کو دیکھ کر آپ کیا سیکھتے ہیں؟

نوٹ: ہر درست جواب پر 1 نمبر دیا جائے۔

Remediation Diagnostic Assessment Urdu - Written

ریمیڈیشن ڈائگنوسٹک اسسمنٹ اُردو - لکھائی

کلاس اور سیکشن:

نام:

کل وقت: 45 منٹ

کل نمبر: 39

تاریخ:

(حصہ اول - جماعت اول - لکھائی) کل نمبر (11/)

(1/)

سوال نمبر 7: لفظ 'کام' کے دو ہم آواز الفاظ بنائیں۔

_____	_____
-------	-------

نوٹ: ہر درست ہم آواز لفظ بنانے پر 0.5 نمبر دیا جائے۔

(2/)

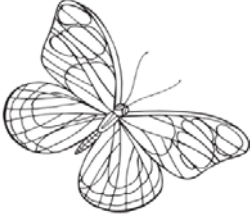
سوال نمبر 8: حروف توڑ کر لکھیں۔

	جھاگ
	استانی
	سیر
	عمارت

نوٹ: ہر درست حروف توڑ کر لکھنے پر 0.5 نمبر دیا جائے۔

(2/)

سوال نمبر 9: دی گئی تصویروں کو غور سے دیکھیں اور ان کے نام لکھیں۔

نوٹ: ہر تصویر کا درست نام لکھنے پر 0.5 نمبر دیا جائے۔

(_____/2)

سوال نمبر 10: 'ہے' اور 'ہیں' لگا کر جملے مکمل کریں۔

1. وہ صائمہ کے موزے _____
 2. یہ میرا طوطا _____
- نوٹ: ہر درست لفظ لگانے پر 1 نمبر دیا جائے۔

(_____/2)

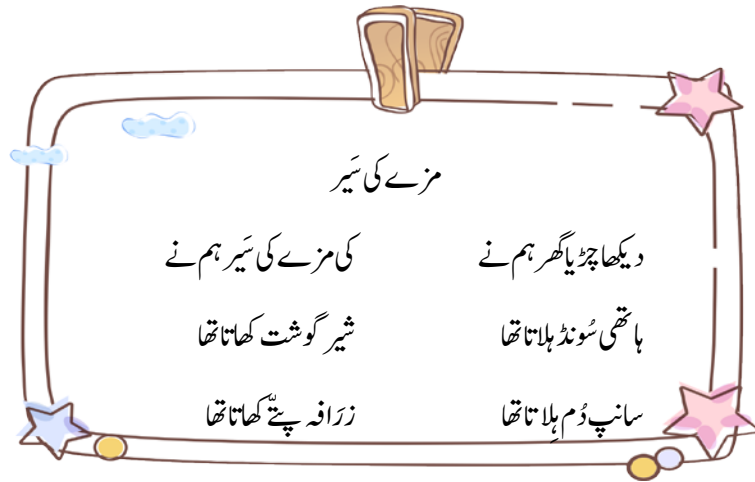
سوال نمبر 11: واحد کی جمع لکھیں۔

واحد	جمع
بچہ	
مرغا	
لڑکا	
پرندہ	

نوٹ: ہر درست جمع لکھنے پر 0.5 نمبر دیا جائے۔

(_____/2)

سوال نمبر 12: نظم پڑھ کر جواب لکھیں۔



سوال: شیر کیا کھاتا تھا؟

جواب _____

سوال: سانپ کیا کر رہا تھا؟

جواب: _____

نوٹ: ہر درست جواب لکھنے پر 1 نمبر دیا جائے۔

(حصہ دوم۔ جماعت دوم۔ لکھائی) کل نمبر (28/)

(2/)

سوال نمبر 13: دیے گئے الفاظ کے متضاد لکھیں۔

الفاظ	متضاد
گرمی	
اوپر	
فائدہ	
اچھا	

نوٹ: ہر درست ضد لکھنے پر 0.5 نمبر دیا جائے۔

(5/)

سوال نمبر 14: دی گئی تصویر کے بارے میں پانچ جملے لکھیں۔



۱۔ _____

۲۔ _____

۳۔ _____

۴۔ _____

۵۔ _____

نوٹ: تصویر کے مطابق ہر درست جملہ لکھنے پر 1 نمبر دیا جائے۔

سوال نمبر 15: دیے گئے الفاظ کا پہلا رکن ہٹا کر نیا رکن لگائیں اور لفظ لکھیں۔ (2/)

شان	مور	مالا	رات

نوٹ: ہر درست لفظ لکھنے پر 0.5 نمبر دیا جائے۔

سوال نمبر 16: دیے گئے جملے میں کلمہ اور مہمل الگ کر کے لکھیں۔ (1/)

ہم نے چڑیا گھر میں سچ مچ کا ہاتھی دیکھا۔

کلمہ _____ مہمل _____

نوٹ: ہر درست پہچان پر 0.5 نمبر دیا جائے۔

سوال نمبر 17: خالی جگہ کو درست حرف جار لکھ کر پُر کریں۔ (1.5/)

نیچے	میں	پچھے
------	-----	------

۱۔ گلاس _____ ٹھنڈا پانی ہے۔

۲۔ میں نے پہاڑ سے _____ دیکھا تو ڈر گیا۔

۳۔ بچے تتلی کے _____ بھاگ رہے ہیں۔

نوٹ: ہر درست حرف پر 0.5 نمبر دیا جائے۔

سوال نمبر 18: دیے گئے جملے میں فعل، فاعل اور مفعول کی نشان دہی کر کے دی گئی جگہ میں لکھیں۔ (3/)

			بانو پانی پی رہی ہے۔
فعل:	فاعل:	مفعول:	

نوٹ: ہر درست نشان دہی کرنے پر 1 نمبر دیا جائے۔

(_____/1.5)

سوال نمبر 19: دیے گئے جملوں کو درست زمانے سے ملائیں۔

زمانہ	جملہ
فعل مستقبل	اسد کتاب پڑھ رہا تھا۔
فعل ماضی	کلثوم پودوں کو پانی دے رہی ہے۔
فعل حال	راشد کل پشاوڑ جائے گا۔

نوٹ: ہر درست جواب پر 0.5 نمبر دیا جائے۔

(_____/3)

سوال نمبر 20: دیے گئے جملوں کا زمانہ تبدیل کر کے جملہ دوبارہ لکھیں۔

۱۔ قاسم کھیل رہا ہے۔ (زمانہ ماضی میں تبدیل کریں)

۲۔ زیر خط لکھے گا۔ (زمانہ حال میں تبدیل کریں)

۳۔ چڑیا گھونسل بنا رہی ہے۔ (زمانہ مستقبل میں تبدیل کریں)

نوٹ: ہر درست جواب پر 1 نمبر دیا جائے۔

(_____/2)

سوال نمبر 21: دیے گئے الفاظ کو الف بائی ترتیب سے لکھیں۔

سبق	مدد	بھائی	دھوبی

نوٹ: ہر درست جواب پر 0.5 نمبر دیا جائے۔

سوال نمبر 22: دیے گئے جملے میں ختمہ (-)، سکتہ (ء) یا سوالیہ (?) کی علامت لگا کر جملہ دوبارہ لکھیں۔ (3/)

۱۔ میں نے بازار سے کتاب قلم اور پنسل خریدی

۲۔ کیا تم سکول جاؤ گے

نوٹ: ہر درست علامت لگانے پر 1 نمبر دیا جائے۔

(4/)

سوال نمبر 23: دی گئی چیزوں کو گن کر لکھیں کتنی ہیں۔

لفظوں میں گنتی	ہندسوں میں گنتی	چیزیں
تین	۳	
		
		
		
		

نوٹ: ہر درست جواب پر 0.5 نمبر دیا جائے۔

Handout 6

Remediation Result Compilation Form

After completing the Diagnostic Assessment for each subject, the teacher documents the students' names in the first column of the Remediation Result Compilation Form (English, Urdu, Mathematics). In the second column, the teacher records the corresponding Diagnostic Assessment Results, which are labeled as Pre-Remedial Diagnostic Assessment Results.

Following this initial assessment, the teacher conducts another diagnostic assessment after six weeks of remedial learning. The results of this assessment are recorded in the third column of the same form, identified as Post-Remedial Diagnostic Assessment Results. Subsequently, the teacher evaluates whether there has been any improvement in the students' scores by filling in the fourth column of the form.

If there is noticeable improvement in the Post-Remedial Diagnostic Assessment results, indicating that students have mastered the targeted concepts, they may resume regular classes. However, if the assessment scores show minimal improvement or continued struggle, the students will continue with an additional six weeks of remedial learning to further reinforce their understanding of the subject matter.

Remediation Result Compilation Form (English)

Name of School: _____

School ID: _____ Academic Year: _____ Class & Section: _____

Total Number of Students: _____

S.No	Students Name	Pre-Remedial Diagnostic Assessment Result Total Marks = 50	Post-Remedial Diagnostic Assessment Result Total Marks = 50	Has there been improvement? If yes, add (✓). If no, add a "X"
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Remediation Result Compilation Form (Mathematics)				
سکول کا نام: _____ سکول آئی ڈی: _____ تعلیمی سال: _____ کلاس اور سیکشن: _____ طلباء کی تعداد: _____				
S.No	طلباء کے نام Students' names	Pre-Remedial Diagnostic Assessment Result کل نمبر = ۵۰	Post-Remedial Diagnostic Assessment Result کل نمبر = ۵۰	Has there been improvement? If yes, add (✓). If no, add a "X"
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Remediation Result Compilation Form (Urdu)

سکول کا نام: _____ سکول آئی ڈی: _____				
تعلیمی سال: _____ کلاس اور سیکشن: _____ طلباء کی تعداد: _____				
S.No	طلباء کے نام Students' names	Pre-Remedial Diagnostic Assessment Result کل نمبر = ۵۰	Post-Remedial Diagnostic Assessment Result کل نمبر = ۵۰	Has there been improvement? If yes, add (✓). If no, add a "X"
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Handout 7

Topic-wise Monitoring & Tracking Form

After conducting the diagnostic assessment, the teacher proceeds to complete the Topic-wise Monitoring & Tracking Form. This form serves as a comprehensive record of all the Student Learning Objectives (SLOs) assessed in the diagnostic assessment, spanning topics from the preceding two grades that are deemed crucial for mastering the SLOs of the current class. In this form, the teacher meticulously records each student's score for every topic assessed in the diagnostic assessment.

To reiterate the decision-making process based on the diagnostic assessment results:

If 70% or more of the students score below 40% in a particular topic, the teacher will choose the 'PUSH IN' intervention approach.

If fewer than 70% of the students score below 40% in a particular topic, the teacher will opt for the 'PULL OUT' intervention approach.

To calculate the percentage of students scoring below 40% in each topic, the following formula is employed:

Avg. percentage for each topic (%) =	No. of students that scored below 40% in a particular topic	×100
	Total no. of students	

Grade 2 (English) Topic-Wise Monitoring & Tracking Form

Grade 2 (English) Topic-Wise Monitoring & Tracking Form																						
School Name																						
School EMIS code																						
Academic Year																						
Class																						
Section																						
Number of Students																						
Student Learning Outcome (SLO)	Grade - 1 (Written)						Grade - 2 (Written)						Grade - 1 (Oral)				Grade - 2 (Written)					
	Use naming words in speech and writing.	Recognize and Use substitution words as subjective case: I, we, you, he, she, it and they.	Recognize and change the number of simple naming words by adding or removing "s" (singular/plural).	Identify a or an as articles.	Apply capitalization to the initial letter of the first word of a sentence. Recognize and use a full stop and a question mark at the end of a statement.	Trace and write simple sentences leaving spaces between words using correct capitalization, punctuation and spelling.	Identify gender of naming words from immediate environment (masculine/feminine).	Use naming words in your speech and writing.	Write simple two/three syllable words with correct spelling. Leave spaces between words.	Identify and use common action words.	Comprehend and respond to simple wh-questions.	Identify and match some pairs of describing words showing quality, size and colour e.g. soft-hard, big-small, black-white.	Provide the missing letter in simple two/three syllable words.	Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.	Recognize and identify consonants and vowels in the English alphabets using common consonant blends (/bl/, /cl/, /br/ and /dr/) and digraphs (/th/, /ph/, /ch/).	Introduce self and talk about family.	Comprehend and respond to simple wh-questions.	Physically respond to and use some common action words.	Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.	Articulate and recognize simple rhyming words.	Identify and pronounce familiar two and three syllable words and common irregular sight words.	Read and recite short poems or nursery rhymes with actions.
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Q.21	Q.22
Total Marks	2	2	2	2	2	2	2	2	3	2	2	3	2	2	2	2	2	4	3	2	3	2
40% of score	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	1.2	0.8	0.8	1.2	0.8	0.8	0.8	0.8	0.8	1.6	1.2	0.8	1.2	0.8
S.NO	Names																					
MARKS OBTAINED IN EACH SLO IN DIAGNOSTIC TEST																						
1																						
2																						
3																						
4																						
5																						
6																						
Total number of students who scored below 40%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% = Total no. of students who scored below 40% in this topic × 100 Total no. of students	####	#DIV/0!	#DIV/0!	####	#DIV/0!	#DIV/0!	#####	####	#DIV/0!	####	#####	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#####	#####	#DIV/0!	#DIV/0!	####	#DIV/0!	#####
Opted for 'PULL OUT' or 'PUSH IN'																						

Grade 2 (Mathematics) Topic-Wise Monitoring & Tracking Form

Grade 2 (Mathematics) Topic-Wise Monitoring & Tracking Form																						
School Name																						
School EMIS code																						
Academic Year																						
Class																						
Section																						
Number of Students																						
		Grade-1										Grade-2										
Student Learning Outcome (SLO)		Identify the place value of the specific digit in a 2 - digit number.	Identify and write missing numbers in a sequence from 1 to 100.	Order the set of numbers from 0 to 99 in ascending and descending order.	Add a 2 – Digit numbers to a 1 – Digit number.	Add two, 2 - Digit numbers	Subtraction of 1-digit number from 2-digit number	Subtraction of 2-digit number from 2-digit number	Compare the heights/lengths of two or more objects using the following terms: • Long, longer, longest • Short, shorter, shortest • Tall, taller, tallest • High, higher, highest	Read and tell time in hours from the analog clock for example 2 o'clock	Write ordinal numbers from first to twentieth	Write numbers 1-100 in words.	Identify the place value of a specific digit in a 3 - digit number	Recognize the place value of a 3 - digit number.	Compare 3 - digit numbers with 3 - digit numbers.	Arrange numbers up to 999, written in mixed form, in ascending or descending order.	Count backward ten steps down from any given number.	Count and write in 100s (e.g. 100, 200, 300, ...)	Add 3 - digit number and 2 - digit number without carrying of tens and hundred.	Add 3 - digit number and 3 - digit number with carrying.	Subtract 2 - digit numbers from 2 - digit numbers with borrowing	
		Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	
Total Marks		4	2	5	2	2	2	2	2	4	2	4	2	1	3	2	2	1	3	3	2	
40% of score		1.6	0.8	2	0.8	0.8	0.8	0.8	0.8	1.6	0.8	1.6	0.8	0.4	1.2	0.8	0.8	0.4	1.2	1.2	0.8	
S.NO	Names	MARKS OBTAINED IN EACH SLO IN DIAGNOSTIC TEST																				
1																						
2																						
3																						
4																						
5																						
6																						
Total number of students who scored below 40%		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total no. of students who scored below 40% in this topic × 100		#DIV/0!	#DIV/0!	#####	#####	#####	#####	#####	#####	#DIV/0!	#####	#####	#####	#####	#DIV/0!	#####	#DIV/0!	#####	####	#DIV/0!	#DIV/0!	#####
Opted for 'PULL OUT' or 'PUSH IN'																						

Grade 2 (Urdu) Topic-Wise Monitoring & Tracking Form

[illegible]



Handout 8

Push-in and Pull-out Interventions

Push-in intervention involves supporting a struggling student inside the classroom. All of the additional support and differentiated instruction happens in the classroom instead of somewhere else. Sometimes the classroom teacher can provide these services, and other times an additional person comes to assist. The main benefit to this method is that it most closely follows the general education routine by keeping students in their normal environment, surrounded by their peers, and with their familiar teacher. The main setback to this method is that less individually focused instruction can happen because both teachers and students can get distracted by other students in the room.

Pull-out intervention is when students are pulled out of the general education classroom and taken to a separate setting for small-group or one-on-one instruction. This is sometimes necessary due to the severity of the reading challenge or certain learning environments. With this method, individual students' needs are able to take centre stage more since it is a smaller group of people in the classroom.

Several studies have noted that with pull-out interventions, "students appeared more confident while working on instructional-level skills away from classmates performing on a higher level, which can also help increase achievement." While there is still the potential for students to feel uncomfortable socially by being removed from the classroom, most of the time, students are exhibiting positive academic reactions to pull-out intervention.

In pull-out intervention a teacher may focus on the abilities that need to be developed in a group of students who are having similar problems by using small-group instruction or teaching. But in cases where a student needs more time, more repetition, and often more resources from teacher to be successful, in that case one-on-one teaching takes place directly between a single student and one teacher. Rather than being in a group setting with other students around, one-on-one instruction provides a setting for more interaction with less distractions to the student.

Before opting for remediation, a diagnostic assessment (details in day-2) is carried out by the teacher.

If 70% or more of the students score below 40% in a particular topic in the Diagnostic Assessment, the teacher will opt for 'PUSH IN'. If fewer than 70% of the students score below 40% in a particular topic in the Diagnostic Assessment, the teacher will opt for 'PULL OUT'.

To calculate percentage use the following formula:

$$\text{Avg. percentage for each topic (\%)} = \frac{\text{No. of students that scored below 40\% in a particular topic}}{\text{Total no. of students}} \times 100$$

For both, remedial lesson plans are same, but ways are different. It is recommended to make groups of maximum of 7 students in a particular topic for pull out method.

Benefits of push-in and pull-out interventions

- Provides an opportunity for students to interact with others who have similar strengths and interests.
- Increase achievement of high ability, high potential students when learning tasks are challenging enough.
- Reduces the range of student needs that the regular classroom teacher has to meet.

A blue parallelogram with an orange border and arrows at the corners, containing the text "Handout 9".

Handout 9

A blue arrow pointing to the right, containing the text "Sample Lesson Plans from the Teaching Guides".

Sample Lesson Plans from the Teaching Guides

- Lesson plans are developed based on the Student Learning Objectives (SLOs) outlined in the National Curriculum.
- Each lesson plan clearly states the topic and objective of the lesson, avoiding broad aims for various activities within a single day's lesson.
- The Teaching Guide maintains consistency across all lessons to provide structure and coherence for teachers.
- Each day typically consists of one period, and the number of activities or periods for lesson plans varies depending on the context and topic.
- Teachers have the flexibility to adjust the number of periods assigned for a particular SLO based on their instructional needs.
- Teachers can adapt the lesson plans by selecting activities from different periods to fit within their instructional time frame.
- For instance, activities from multiple days can be combined if necessary, while ensuring that critical learning objectives are met.
- The number of activities within a lesson is carefully considered to ensure that all essential activities can be completed within the allocated instructional time.
- Different strategies for assessing student understanding are embedded within each lesson to provide opportunities for informal assessment.
- Lesson plans include support and guidance for teachers to recognize and address the individual needs of students during instruction.

Within the Teaching Guide, teachers are presented with a variety of teaching strategies to enhance their instructional practices. While teachers are not obligated to employ every strategy outlined, it is crucial for them to possess an understanding of the available options and the anticipated outcomes. This awareness serves as a foundation for refining teaching methodologies and advancing instructional effectiveness. For example, after delivering the "introduction/anticipation" on the first day, the teacher can proceed to teach activities scheduled for subsequent days if suitable for the chosen skill. Ensure clarity in lesson plans

regarding period allocation by incorporating both the "introduction/anticipation" and "consolidation" stages.

Below are sample lesson plans for English, Urdu and Mathematics.

Grade 2

LESSON PLAN 01

TOPIC

Classifying Naming Words from Immediate Surroundings



STUDENT LEARNING OUTCOME (SLO)

Students will be able to:

- Recognise and classify into different categories, of some naming words from pictures and immediate surroundings e.g. fruits, vegetables.



DURATION: 40 MINUTES



MATERIALS REQUIRED

- Flashcards with pictures of various objects (fruits, vegetables, animals, and household items)
- Chart paper and markers
- Worksheet for categorising naming words
- Whiteboard and markers



INTRODUCTION

05 Min

The teacher will:

- begin with a brief discussion: ask students to name things they see at home, in school, or around them.
- explain that all these names are **naming words** or **nouns**.
- write a few words on the board (e.g., "apple," "pencil," "dog," "sofa").

- introduce the concept of **categorisation** and explain how it helps us organise our thoughts. Tell students they will learn to classify naming words into groups to better understand them.



DEVELOPMENT

Activity 01:

10 Min

The teacher will:

- show a series of flashcards with images of objects from different categories, such as:
 - Fruits:** apple, banana, orange, mango
 - Vegetables:** carrot, potato, peas, onion
 - Animals:** dog, cat, elephant, lion
 - Household Items:** chair, table, bed, sofa
 - Toys:** ball, doll, car, blocks
 - Stationery:** pencil, eraser, notebook, ruler
- write the words on the board in categories

fruits	vegetables	animals	household items	toys	stationery
apple	carrot	dog	chair	ball	pencil
banana	onion	cat	table	doll	eraser
orange	potato	elephant	bed	car	notebook
mango	peas	lion	sofa	blocks	ruler

- for each flashcard, ask the class which category the item belongs to and write the word in the correct column. Reinforce the concept of categories by discussing why certain words fit together.

Activity 02:

10 Min

The teacher will:

- split the class into small groups of 3–4 students each. Each group will work together to complete the activity, fostering teamwork and communication skills.
- explain that each group will be working with a different category of naming words, such as **fruits**, **vegetables**, **animals**, **household items**, **toys**, or **stationery**.

3. distribute a stack of index cards or sticky notes to each group. Each card or note should have a naming word either written or drawn on it, representing objects within their assigned category.
4. example cards could include:
Fruits: apple, banana, orange
Vegetables: carrot, broccoli, onion
Animals: dog, cat, elephant
Household Items: sofa, chair, table
Toys: ball, doll, blocks
Stationery: pencil, eraser, notebook
5. tell each group which category they will be working on (e.g., “Your group will work on **Fruits**”).
6. give them a large sheet of paper or direct them to a section of the board to sort and display their words.
7. instruct the groups to go through their stack of cards and place each word under the correct category on their large sheet of paper or board space.
8. emphasise that they should discuss and help each other to make sure each card is correctly classified.
9. encourage them to look carefully at each word or picture on the card and think about why it belongs in their category.
10. ask each group to review their category and prepare to share their list with the class.
11. bring the class together and have each group present their category. Encourage them to explain why certain words fit, allowing for any feedback or suggestions from classmates.
12. use this opportunity to point out any interesting overlaps or unique items that might fit into multiple categories, fostering further understanding of categorisation.

Activity 03:

10 Min

The teacher will:

1. ask students to turn to **Worksheet # 26** of their study pack, where they will find the worksheet with pictures for this activity.
2. ensure everyone is on the correct page before beginning.
3. instruct students to look at each picture on the worksheet and write the name of the object in the correct category.
4. remind them to carefully study each picture and decide which category it belongs to **fruits, vegetables, animals, household items, toys, or stationery**.

5. point out the blank spaces in each category where they can add new examples of objects that fit each category.
6. encourage them to think creatively and include at least one word for each category based on objects they see in the classroom or schoolyard.
7. allow students to work independently, walking around to provide help if needed.
8. remind them to check their spelling and ensure that each word is correctly placed in its category.



CONCLUSION

05 Min

The teacher will:

1. review the completed Category Chart on the whiteboard. Invite students to share one new word they added to each category.
2. summarise the lesson by reinforcing that naming words help us identify everything around us and that categorising them helps us understand them better.

سبق نمبر

01

جماعت دوم

عنوان

Number Operations (Subtraction of 3 – digit numbers)

Learning Outcome حاصل تعلّم



- Subtract 2 - digit number from 3 - digit number without borrowing.

دورانیہ: 40 منٹ



تدریسی معاونات



درسی کتاب جماعت دوم، لکھائی کے لیے بورڈ مارکر۔ گروپ ورک کے لیے چارٹ، مارکر اور سٹڈی پیک

05 منٹ

تعارف:



- طلبہ کو خوشگوار ماحول میں خوش آمدید کہیں اور اُن سے چند ذہنی مشق کے سوالات پوچھیں جیسے:

o 100 میں سے 50 subtract کریں۔

o 300 میں سے 60 subtract کریں۔

o 200 میں سے 90 subtract کریں۔

- طلبہ سے آج پڑھائے جانے والے عنوان پر بات چیت کریں اور مقصد کی وضاحت کریں:

- آج، ہم سیکھ رہے ہیں کہ 3-digit نمبر سے 2-digit نمبر کو کیسے subtract کیا جائے۔

تصور کی پختگی:



15 منٹ

سرگرمی نمبر 1:

- ds دیا گیا سوال بورڈ پر لکھیں اور ones, tens and hundreds کے بلاکس بنائیں یا تصاویر استعمال کریں۔

$$346-24 = ?$$

- طلبہ کی حوصلہ افزائی کریں کہ 3-digit numbers کے لیے Place value چارٹ بنائیں۔
- مرحلہ وار وضاحت کریں، کہ place value چارٹ میں کس طرح Subtraction کا عمل کریں گے۔
- اگر ممکن ہو تو بصری طور پر ظاہر کرنے کے لیے ones, tens and hundreds کے چارٹس یا place value chart استعمال کریں

	H	T	O
	3	4	6
-		2	4
=	3	2	2

- Subtract the ones from ones: $6 - 4 = 2$
- Subtract the tens from tens: $4 - 2 = 2$
- Subtract the hundreds: $3 - 0 = 3$

- ٹیکسٹ بک سے کچھ مزید سوالات منتخب کر کے طلبہ کو بورڈ پر مشق کروائیں۔
- تمام کلاس کو دو گروپس میں تقسیم کریں اور بورڈ پر دیے گئے سوالات لکھیں۔
- $436-25 = ?$ $879-56 = ?$ $378-44 = ?$ $666-32 = ?$
- دونوں گروپس کو ٹاسک دیں کہ وہ 5 منٹ میں جتنے ممکن ہوں سوالات کو حل کریں۔
- ہر مرحلے کی وضاحت place value chart اور 10 بلاکس کی مدد سے کرنا ضروری ہے۔
- طلبہ کو کام کرنے کے لیے چارٹس اور مارکر دیں۔
- 5 منٹ مکمل ہونے پر ہر گروپ کو اپنے کام کی پیشکش کا موقع دیں زیادہ سوالات، مکمل مراحل کے ساتھ حل کرنے والا گروپ فاتح ہوگا۔

15 منٹ

سرگرمی نمبر 2:

- اب طلبہ انفرادی طور پر کام کریں گے۔
- طلبہ کو Grade 2-Study Pack سے Worksheet # 14 کھولنے کو کہیں۔
- طلبہ کو ورک شیٹ مکمل کرنے کے لیے ضروری ہدایات دیں۔
- طلبہ کو سوالات حل کرنے کے لیے 10 منٹ کا وقت دیں۔
- کمرہ جماعت میں چکر لگائیں اور جن بچوں کو مدد کی ضرورت ہو ان کی راہ نمائی کریں۔
- 10 منٹ کے بعد ورک شیٹ کے سوالات کو طلبہ کی مدد سے بورڈ پر حل کروائیں اور سب کو اپنا کام چیک کرنے کا کہیں۔

05 منٹ

اختتامیہ:



- تصویر کی دہرائی سے سبق کا اختتام کریں۔
- اگر طلبہ کو ابھی بھی تصویر سمجھنے میں مشکلات ہیں تو مزید پیریڈلے کر سرگرمیوں کی مشق کروائیں۔

جماعت دوم سبق 7: تارے (نظم)

سبق نمبر
01



عنوان

کلمہ اور مہمل میں فرق

حاصلِ تعلّم



کلمہ اور مہمل میں فرق کر سکیں۔

دورانیہ: 40 منٹ



تدریسی معاونات



درسی کتاب جماعت دوم، ورک شیٹ نمبر ۱۱ اور ۲، فلیش کارڈز، تختہ تحریر، چاک / مارکر، جھاڑن وغیرہ۔

10 منٹ

تعارف:



طلبہ کو بتائیں کہ آج ہم ایک دل چسپ سرگرمی کریں گے۔ درج ذیل الفاظ پر مشتمل فلیش کارڈز طلبہ کو باری باری دکھائیں / تختہ تحریر پر لکھیں اور طلبہ سے پڑھوائیں۔

جھوٹ موٹ

گپ شپ

کام و ام

بات چیت

سچ مچ

- جب لفظ پڑھ لیں تو طلبہ سے پوچھیں کہ ان میں سے کون سا لفظ استعمال کے لحاظ سے درست ہے۔
- طلبہ کو سوچنے کے لیے وقت دیں۔
- طلبہ سے فلش کارڈ پر دیے گئے الفاظ میں سے بے معنی الفاظ کی پہچان کروائیں۔
- طلبہ کو کلمہ اور مہمل سے متعارف کروائیں۔ طلبہ کو بتائیں کہ کلمہ اس لفظ کو کہتے ہیں جس کے کوئی معنی ہوں اور جو آسانی سے دوسروں کو سمجھ آ سکے۔ مثلاً: مندرجہ بالا مثالوں میں ”سچ، بات، کام، گپ، جھوٹ“ کلمہ ہیں۔
- طلبہ کو مزید بتائیں کہ مہمل اس لفظ کو کہتے ہیں جس کے اپنے کوئی معنی نہ ہوں مگر وہ کسی بامعنی لفظ کے ساتھ استعمال کیا جائے، جیسے مندرجہ بالا مثالوں میں ”ٹُج، چیت، وام، شپ، موٹ“ وغیرہ مہمل ہیں۔
- طلبہ سے کلمہ اور مہمل کی مزید مثالیں اخذ کرواتے ہوئے بورڈ پر لکھیں۔

23 منٹ

تصور کی پختگی:



13 منٹ

سرگرمی 1:

- طلبہ کی دو ٹیمیں (A اور B) بنائیں۔ ذیل میں دیے گئے کلمات پہلے سے کاغذ کی پرچیوں پر لکھیں اور ٹوکری میں ڈال کر میز پر رکھیں۔

گول	گپ	کتاب	گلاس	روٹی
شور	چائے	باغ	ٹوپی	پانی
چھوڑ	دھوم	ٹھیک	چُپ	بچا
				کھانا

- اب پہلے ٹیم A سے ایک طالب علم / طالبہ آکر ٹوکری سے پرچی اٹھائے، پڑھ کر سنائے اور گروپ B اس لفظ کا مہمل بتائے۔
- جو ٹیم درست مہمل بنائے گی اسے ایک نمبر دیا جائے گا جب کہ مہمل نہ بنا سکنے والی ٹیم سے نمبر کاٹا جائے گا۔ یہ مقابلہ تمام پرچیاں ختم ہونے تک جاری رہے گا۔
- تمام طلبہ کی حوصلہ افزائی کریں اور جیتنے والی ٹیم کے لیے تالیاں بجوائیں۔

10 منٹ

سرگرمی 2:

A blue parallelogram with an orange border and two orange arrows pointing in opposite directions along the top and bottom edges.

Handout 10

A blue arrow pointing to the right with the text "Sample Worksheets from the Study Packs" inside.

Sample Worksheets from the Study Packs

Study pack consists of worksheets based on the SLOs of the National Curriculum and complements the activities in the TG. The study pack enhances the learning experience by promoting active engagement, reinforcing concepts, providing assessment opportunities, accommodating diverse learners, supporting independent practice, and offering a structured approach to lesson delivery.

It encourages active learning, where students are actively engaged in the learning process. Instead of passively listening to a lecture, students have the opportunity to apply and practice what they've learned through various exercises on the worksheet.

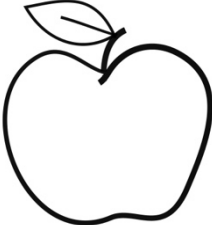
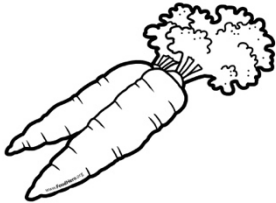
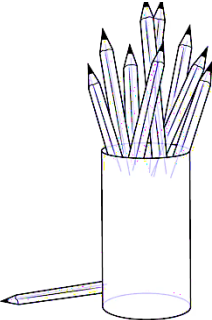
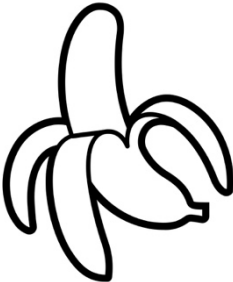
Worksheets also serve as an informal assessment tool for both teachers and students during remedial learning. Teachers can use them to gauge the level of comprehension and identify areas where students may be struggling. Students, on the other hand, can use worksheets to self-assess their understanding of the material. When integrated thoughtfully into lesson plans, worksheets can contribute significantly to the overall effectiveness of teaching and learning.

Below are sample worksheets for English, Urdu and Mathematics.

Worksheet # 26

SLO: Recognise and classify into different categories, of some naming words from pictures and immediate surroundings e.g. fruits, vegetables.

Look at the pictures carefully. Write the name of each noun in the correct category.

			
apple	Bed	Dog	carrot
			
doll	pencils	banana	peas
			
cat	chair	football	bag

fruits	vegetables	animals	household items	toys	stationery

Worksheet # 14:

SLO: Subtract 2 - digit number from 3 - digit number without borrowing.

Solve

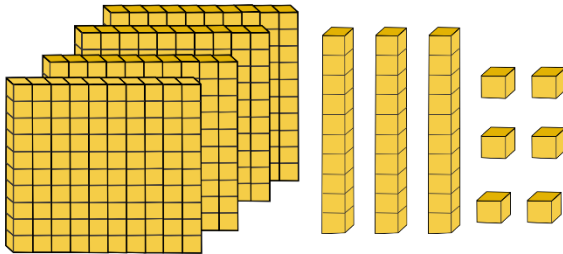
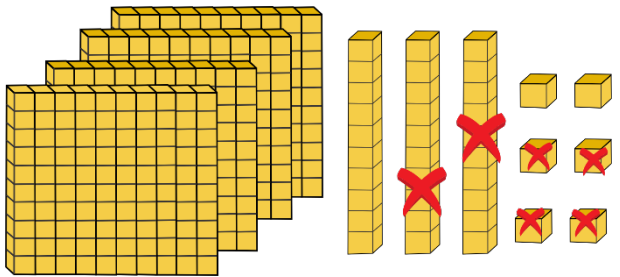
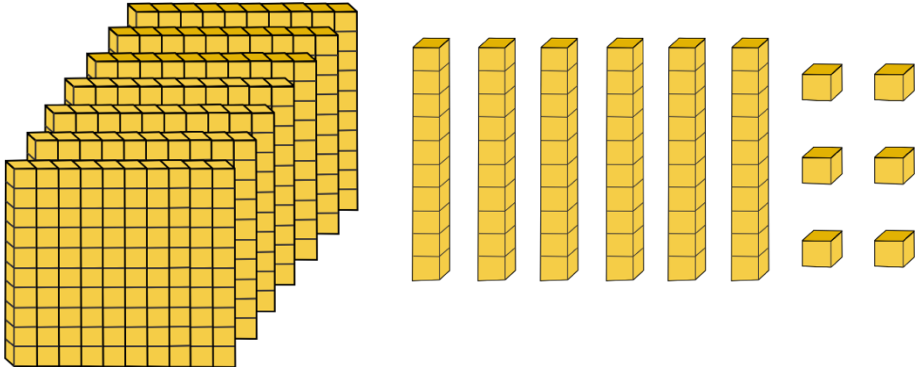
	H	T	O
	7	6	6
–		1	3
=			

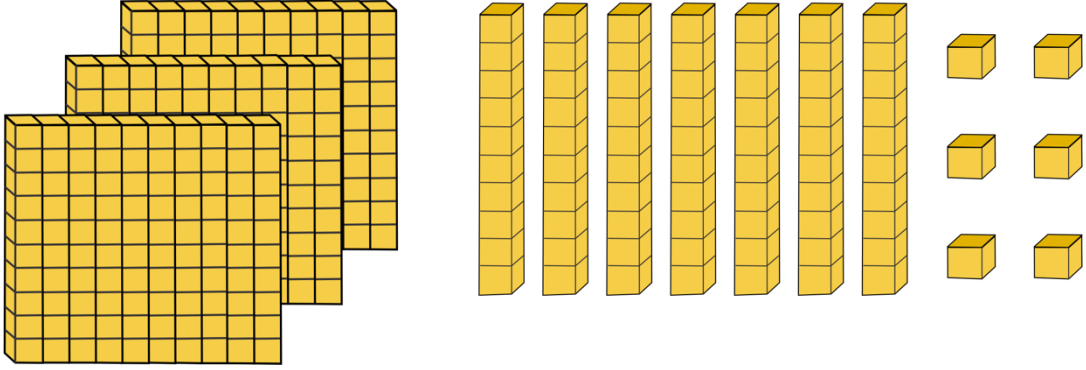
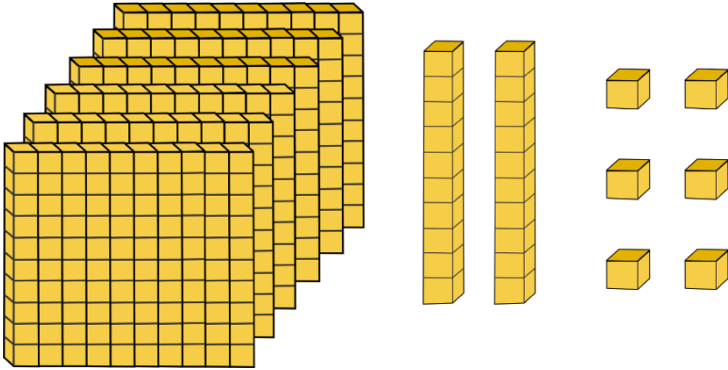
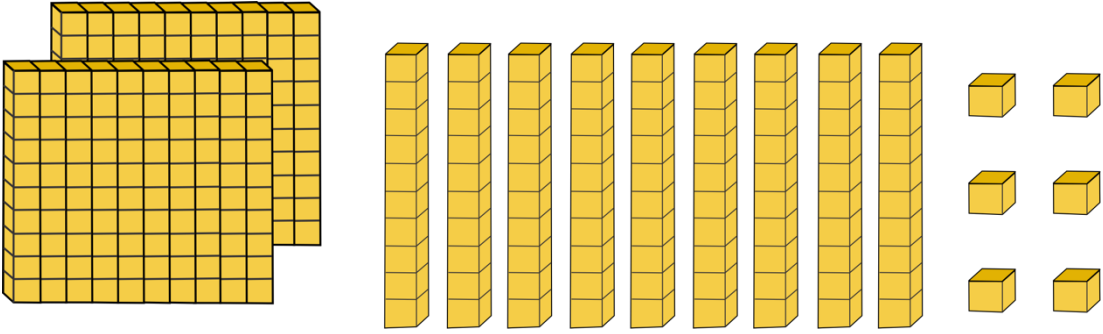
	H	T	O
	3	7	6
–		7	3
=			

	H	T	O
	6	2	6
–		1	1
=			

	H	T	O
	2	9	6
–		8	0
=			

Use the Base-10 blocks to solve the subtraction problems. For each question, cross out the blocks as shown in the sample problem.

	Model Question	Solution
		
	$436 - 24 = ?$	$436 - 24 = 412$
1		
	$766 - 11 = ?$	

2	
	$376 - 73 = ?$
3	
	$626 - 13 = ?$
4	
	$296 - 80 = ?$

ورک شیٹ نمبر: 21

حاصلِ تعلم:

■ کلمہ اور مہمل میں فرق کر سکیں۔

ہدایات:

طلبہ جوڑوں میں ورک شیٹ بغور پڑھیں اور کہانی میں سے کلمہ اور مہمل کی نشان دہی کرتے ہوئے الگ الگ لکھیں۔

مریم کی سال گرہ تھی۔ سال گرہ کی دھوم دھام سے تیاری کی جارہی تھی۔ پورے گھر کو رنگ برنگے غباروں اور خوب صورت جھنڈیوں سے سجایا گیا تھا۔

مریم بہت خوش تھی۔ وہ اپنے خوب صورت لباس میں بچوں کے ساتھ بات چیت کر رہی تھی۔ اس کی سب سہیلیاں بولیں، "سچ مچ، یہ سال گرہ بہت شان دار ہوگی!" لیکن ایک شریر بچہ ہنستے ہوئے بولا، "جھوٹ موٹ کی باتیں نہ کرو، کیک اتنا چھوٹا ہے کہ سب کو نہیں ملے گا!" یہ سن کر سب بچے ہنس پڑے۔

تقریب شروع ہوئی تو مریم نے سال گرہ کا کیک کاٹا۔ کیک نہ صرف بڑا تھا بلکہ بہت مزے دار بھی تھا۔ آخر میں سب نے مریم کو تحفے دیے اور دعائیں دیں۔ یہ دن مریم کے لیے بہت خاص بن گیا۔

مہمل

کلمہ

ورک شیٹ نمبر: 22

حاصلِ تعلم:

■ کلمہ اور مہمل میں فرق کر سکیں۔

ہدایات:

طلبہ انفرادی طور پر ورک شیٹ بغور پڑھیں اور خط کشیدہ کلمات کے فہرست میں سے دُرست مہمل منتخب کر کے جملے مکمل کریں۔

دانی، شرابا، ویز، کرکٹ، چاپ، دھام، پچیل، شپ

۱۔ بچے شور _____ کر رہے تھے۔

۲۔ نہانے سے جسم کا میل _____ دُور ہو جاتا ہے۔

۳۔ ہمیں گلی میں کوڑا _____ نہیں پھینکنا چاہیے۔

۴۔ عاصم نے اپنی سال گرہ خوب دھوم _____ سے منائی۔

۵۔ گپ _____ میں وقت ضائع نہ کرو۔

۶۔ عائشہ ایک کونے میں چُپ _____ بیٹھی تھی۔

۷۔ مائی نے پودوں کو جلدی جلدی پانی _____ دیا۔

۸۔ میری کتابیں میز _____ پر رکھی ہوں گی۔

Handout 11

Sample Assessment Items from Item Bank

The **item bank** is a collection of assessment items aligned with prioritised **Student Learning Objectives (SLOs)** for the entire academic year. This resource was developed and shared with teachers during training to ensure effective and ongoing remediation. Here's how the item bank empowers teachers and supports sustainable remedial practices.

1. Alignment with Prioritised SLOs

- o Covers essential SLOs identified as critical for student success across core subjects.
- o Includes assessment items that address foundational skills and concepts.

2. Diverse Assessment Items

- o Provides a variety of question types, including multiple-choice questions, fill-in-the-blanks, matching exercises, short-answer questions, and practical tasks.
- o Each item is designed to assess specific competencies, ensuring targeted evaluation.

3. Comprehensive Marking Criteria

- o Each item includes detailed marking criteria to ensure consistency in evaluation.
- o Partial credit guidelines are provided where applicable, helping teachers identify specific areas of misunderstanding.

4. Correct Answers and Model Responses

- o Includes the correct answers for all items, allowing teachers to provide accurate feedback to students.
- o Offers model responses to guide teachers in explaining concepts effectively.

5. Subject-Specific Organisation

- o The item bank is categorised by subject and topic, enabling easy access for teachers.
- o Each subject includes prioritised SLOs for the year, ensuring coverage of critical learning objectives.

Below are sample assessment items from item bank for English, Urdu and Mathematics.



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