

**EXAMINATIONS SECTION
KARAKORAM INTERNATIONAL
UNIVERSITY
GILGIT-BALTISTAN, GILGIT**



**ASSESSMENT FRAMEWORK
FOR
ENGLISH (COMPULSORY) GRADE-XI
CURRICULUM 2022-23**

ASSESSMENT FRAMEWORK FOR ENGLISH (COMPULSORY) GRADE-XI, CURRICULUM 2022-23

To enhance clarity and accuracy in assessments, the learning outcomes have been divided into two types: formative and summative. This distinction is essential for effectively tracking student progress and understanding. Each Student Learning Outcome (SLO) is clearly labelled as either formative or summative in the newly designed Assessment Framework. Summative SLOs are included in the Final Examination, while formative SLOs are part of regular teaching and learning activities but are not assessed in the Final Examination.

Each SLO is associated with specific cognitive levels: Knowledge (K), Understanding (U), and Application (A). Note that all higher-level cognitive skills are grouped under the "Application" level. For subjects with practical components (lab work), the framework specifies whether an SLO is summative for theoretical exams or for Practical-Based Assessment (PBA). If an SLO is summative for PBA, this means that lab work is required during instruction and will be assessed in the Practical Examination or Practical-Based Assessment.

The Assessment Framework serves as a comprehensive resource for students, teachers, and exam creators. Students can follow clear guidelines for exam preparation, teachers can better understand the curriculum and prepare students effectively, and paper setters can use the framework to guide their question-setting process.

FORMATIVE ASSESSMENT: A KEY COMPONENT OF EFFECTIVE LEARNING

Formative assessment is a fundamental part of the educational process, offering continuous feedback that benefits both students and teachers. Unlike summative assessments, which measure student learning at the end of a term or unit, formative assessments are embedded within the learning process to regularly track student comprehension and inform instructional choices.

The main goal of formative assessment is to identify gaps in understanding and correct misconceptions as they arise, enabling timely support. This responsive approach allows teachers to adjust their methods based on student needs. For example, if a teacher notices through a quick quiz or class discussion that many students are struggling with a particular concept, they can review it, introduce alternative explanations, or employ different teaching strategies. This flexibility is essential for helping students build a stronger grasp of the material.

Formative assessments come in various forms, from informal techniques like discussions, observations, and questioning to more structured methods like quizzes, peer assessments, and self-reflection exercises. These assessments can extend beyond traditional paper tasks and include digital tools that provide instant feedback. This adaptability helps teachers address different learning styles, ensuring that every student is actively engaged and supported in their educational journey.

Additionally, formative assessment fosters a positive classroom environment by shifting the focus from grades to the learning process itself. Students see assessments as opportunities to grow rather than final judgments of their abilities, reducing stress and increasing motivation and engagement in their studies.

In summary, formative assessment is an empowering educational strategy that, when used effectively, enriches the entire learning journey! It offers invaluable insights to both teachers and students, igniting a growth-focused environment and cultivating essential skills along the way. As education evolves, formative assessment will undoubtedly remain at the heart of creating meaningful, impactful, and successful learning experiences for every student.

SUMMATIVE ASSESSMENT: ACHIEVEMENT AND MASTERY THROUGH FINAL EXAMINATIONS

Summative assessment is an exciting culmination of the learning journey, designed to evaluate student achievements at the end of an instructional period. Unlike formative assessments, which provide continuous feedback, summative assessments serve as a conclusive measure of what students have mastered. Conducted at the end of a unit, course, or academic year, summative assessments gauge how well educational goals have been achieved.

The primary purpose of summative assessment is to assess the full impact of learning and teaching, capturing a comprehensive view of students' progress. Through tests, final projects, or standardized exams, these assessments reveal a student's level of mastery in a subject, often culminating in grades or scores that reflect their dedication and hard work throughout a specific period.

Summative assessments also play a pivotal role in shaping students' academic paths, helping to make important decisions about advancement, certification, or placement. Beyond individual evaluation, these assessments provide valuable insights for curriculum development, as educators can analyze results to identify trends, strengths, and areas for growth within instructional methods. This feedback loop is key to refining and enhancing future learning experiences.

Summative assessment is a vital part of the learning journey, offering students an opportunity to demonstrate their achievements and understanding at the end of an instructional period. While formative assessments guide learning along the way, summative assessments provide a focused, culminating moment for students to showcase their hard work and knowledge.

This final evaluation not only highlights each student's growth but also gives educators a valuable measure of the success of their instructional strategies. By analyzing these outcomes, teachers gain insights into what worked well and areas for future enhancement, ultimately strengthening the learning experience for all students. Together, formative and summative assessments create a balanced and supportive framework for learning, combining ongoing feedback with milestone achievements. In this way, summative assessment plays a key role in both celebrating progress and setting the stage for continued academic success.

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National Curriculum of Pakistan 2022-2023
ASSESSMENT FRAMEWORK ENGLISH GRADE-XI

Details of Content Areas/ SLOs

Keys Points the Document

1. **Summative.** Summative assessment is an assessment administered at the end of an instructional unit in a course. Unlike formative assessment, this assessment model is intended to evaluate student learning by comparing performance to a standard or benchmark. (Question(s) will be asked in annual examination)
2. **Formative.** Formative assessment includes both formal and informal techniques of assessment that teachers employ during the learning process. It is also referred to as formative evaluation, formative feedback, or assessment for learning, including diagnostic testing. The objective is to improve student achievement by modifying teaching and learning activities. (Question(s) will not be asked in annual examination)

Competency	SLO No.	SLO Description	Type of Assessment
A: Oral Communication Skills	[SLO: E-11-A1-01]	Establish roles and apply dramatic approaches with confidence, especially in a four to five-act play.	Formative
	[SLO: E-11-A1-02]	Respond to texts for different purposes (including arguments and discussions).	
	[SLO: E-11-A2-01]	Demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation.	
	[SLO: E-11-A2-02]	Respond to questions on a range of communicative purposes.	
	[SLO: E-11-A2-03]	Use complex questions for a range of audiences.	
	[SLO: E-11-A2-04]	Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech.	
	[SLO: E-11-A3-01]	Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).	
	[SLO: E-11-A3-02]	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues	
	[SLO: E-11-A1-02]	Respond to texts for different purposes (including arguments and discussions).	
	[SLO: E-11-A2-01]	Demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation.	
[SLO: E-11-A2-02]	Respond to questions on a range of communicative purposes.		

	[SLO: E-11-A2-03]	Use complex questions for a range of audiences.	
	[SLO: E-11-A2-04]	Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech.	
	[SLO: E-11-A3-01]	Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).	
	[SLO: E-11-A3-02]	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues	
	[SLO: E-11-A4-01]	Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.	
B1: Reading and Critical Thinking	[SLO: E-11-B1-01]	Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	Formative
	[SLO: E-11-B1-02]	Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)	Summative
B2: Reading and Critical Thinking	[SLO: E-11-B2-01]	Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.	Summative
	[SLO: E-11-B2-02]	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
	[SLO: E-11-B2-03]	Critique reading interpretations.	Summative
	[SLO: E-11-B2-04]	Analyse organisational patterns in a text: a. list/ sequence of ideas/ events comparison-contrast b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion	Summative
B3. Reading for Meaning	[SLO: E-11-B3-01]	Provide an objective summary of fiction and fiction, non-fiction and poetry summary of a range of texts of a range of texts. poetry texts. texts. including fiction, non-fiction and other types of text.	Summative
	[SLO: E-11-B3-02]	Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge.	Summative

	Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc.	
[SLO: E-11-B3-03]	Explain whether predictions about the content of a text are acceptable or should be modified and why	Summative
[SLO: E-11-B3-04]	Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.	Summative
[SLO: E-11-B3-05]	Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.	Summative
[SLO: E-11-B3-06]	<ul style="list-style-type: none"> • Examine how an author develops and contrasts point of view of different characters or narrative in text. • Critique the plot development with respect to different aspects of the story. 	Formative
[SLO: E-11-B3-07]	<ul style="list-style-type: none"> • Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). • Identify rhyme schemes and figurative language in poems. • Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	Summative
[SLO: E-11-B3-08]	Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis Use summary skills to 1. Extract salient points and develop a mind map to summarize a variety of informational texts. 2. Transfer the written text to a table, diagram, flowchart or work plan.	Summative
[SLO: E-11-B3-09]	Practice précis writing skills.	Summative
[SLO: E-11-B3-10]	Give an informed personal and analytical response to a text and provide some supporting textual reference.	Summative
[SLO: E-11-B3-11]	Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography	Summative

	[SLO:E-11-B3-11]	Evaluate different points of view (e.g., first-person, third person narrative) .Examine an author's point of view or purpose in a text that of others. Critique how the author distinguishes his or her position from that of others.	Summative
	[SLO: E-11-B3-12]	Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. a. contextual information b. writer's viewpoint c. implied information	Summative
	[SLO: E-11-B3-13]	Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Summative
	[SLO: E-11-B3-14]	Analyze multiple interpretations of a story, drama, or poem connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Summative
	[SLO: E-11-B3-15]	Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures) f. Interpersonal text (informal/formal letters, notices, emails) g. Factual recounts (e.g. eye-witnessed accounts, news bulletins) h. Drama (playscript) i. Explanation (e.g. how something works) j. Expositions (e.g. reviews, arguments)	Summative
	[SLO: E-11-B3-16]	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Summative
C1: Vocabulary	[SLO: E-11-C1-01]	Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of	Summative &

		strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Formative
	[SLO: E-11-C1-02]	Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Summative
	[SLO: E-11-C1-03]	Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Summative
	[SLO: E-11-C1-04]	Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	Summative
	[SLO: E-11-C1-05]	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.	Summative
	[SLO: E-11-C1-06]	Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	Summative
C2: Grammar	[SLO: E-11-C2-01]	Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	Summative
	[SLO: E-11-C2-02]	Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	Summative
	[SLO: E-11-C2-03]	Identify and use compound prepositions and prepositional phrases in writing.	Summative
	[SLO: E-11-C2-04]	Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.	Summative

C3: Punctuation	[SLO: E-11-C3-01]	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. <ul style="list-style-type: none"> Observe hyphenation conventions. Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization. 	Summative
C4: Tenses	[SLO: E-11-C4-01]	Use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing.	Summative
C5: Sentence Structure	[SLO: E-11-C5-01]	Construct sentences using the sentence patterns and structure for grade specific genres	Summative
	[SLO: E-11-C5-02]	Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity for grade specific genres.	Summative
	[SLO: E-11-C5-03]	Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation and varying degrees of complexity for grade specific genres	Summative
	[SLO: E-11-C5-04]	Change tense in indirect/direct speech (present, past and perfect tenses, future, models, time and questions, orders, request, suggestions and advice) in narrative paragraphs	Summative
D1: Writing Readiness and Fluency	[SLO: E-11-D1-01]	Apply editing and proofreading skills to a range of different texts and contexts	Summative
D2. Writing for Understanding	[SLO: E-11--D2-01]	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	Summative
	[SLO: E-11-D2-03]	Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	Summative
	[SLO: E-11-D2-04]	Write and critique (self /peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.	Summative
D3: WRITING FOR MEANING	[SLO: E-11-D3-01]	Write multiple paragraphs essays/stories; multi-stanza poems or play-script using mechanics of correct writing.	Summative
	[SLO: E-11-D3-02]	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Formative

		<ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	
	[SLO: E-11-D3-03]	<ul style="list-style-type: none"> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes. it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	Formative

		<ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	
	[SLO: E-11-D3-04]	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	Summative
	[SLO: E-11-D3-05]	Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.	Summative
	[SLO: E-11-D3-06]	Write a formal letter to people in extended academic and (professional) environments for various purposes.	Summative
	[SLO: E-11--D3-07]	Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment	Summative
	[SLO: E-11-D3-08]	Write a book review report.	Formative
	[SLO:E-11-D3-09]	Develop precis writing skills. Write precis effectively	Summative
	[SLO: E-11-D3-10]	Use paraphrasing skills to paraphrase a poem.	Summative

	[SLO: E-11-D3-11]	Use summary skills to write an objective summary of the given text and poems.	Summative
	[SLO: E-11-D3-12]	Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in: <ul style="list-style-type: none"> • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • reference words, connectives/transitional devices, punctuation and spelling. 	Summative