



THE WORLD BANK

Orientation of Teachers
about Developing and Conducting Formative
Assessment through SESLOAF 2023
Final Report



Organized by

Provincial Education Assessment Centre (PEACe)
Directorate of Curriculum, Assessment and Research
Sindh Jamshoro

In collaboration with

Reform Support Unit, School Education & Literacy Department
Government of Sindh
Ministry of Federal Education Professional Training Islamabad
&
World Bank

Developer Team

This report “*Orientation* of Teachers about Developing and Conducting Formative Assessment through SESLOAF 2023” is developed, reviewed and certified by the following professionals

Developed by:

Mushtaq Ahmed

Subject Specialist DCAR Sindh

Tanweer Ahmed Khan

Ex-Deputy Director DCAR Sindh

Reviewed by:

Mr. Khalid Mehmood Memon

Coordinator/Deputy Director PEACe

Mr. Ajeeb Ahmed Noonari

Subject Specialist PEACe

Sayed Saleh Muhammad Shah

Ex- Deputy Director DCAR Sindh

Mr. Muhammad Nawaz Shaikh

Deputy Director DCAR

Certified by

Mr. Piaro Khan Saharan,

Director DCAR Sindh

Ms. Nayyar Rafique,

Addl: Director (Assessment), PEACe

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areas of assessment especially formative assessment is appreciative one especially low achieving districts.

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Acknowledged efforts & gratitude to all Officers and stakeholders

Ms. Nayyar Rafique

Additional Director (Assessment)

Provincial Education Assessment Centre (PEACe)
Directorate of Curriculum Assessment & Research
Jamshoro

List of Abbreviations

ASPIRE	Actions to Strengthen Performance for Inclusive and Responsive Education
CPs	Course Participants
CRQs	Constructed Response Questions
CU	Conceptual Understanding
DCAR	Directorate of Curriculum, Assessment and Research
DEO	District Education Officer
DSE	Directorate of School Education
ERQs	Extended Response Questions
ES&HS	Elementary/ Secondary and Higher Secondary
KUA	Knowledge Understanding Application
MCQs	Multiple Choice Questions
MoF& PT	Ministry of Federal Education & Professional Training
PEACe	Provincial Education Assessment Center
RPs	Resource Persons
SESLOAF	Sindh Education Student Learning Outcomes Assessment Framework
SLOs	Student Learning Outcomes
TEO	Taluka Education Officer
ToS	Table of Specification

Orientation of Teachers about Developing and Conducting Formative Assessment through SESLOAF 2023

Introduction and Background

Formative assessments greatly promote learning. It provides information to check progress, modify instruction, and be responsive to students' instructional needs. The data of formative assessment helps to make decisions about individualized instruction that are more specific.

Student learning outcomes depends upon many factors including proper assessment. However, researches have proved that students who are assessed formatively perform better. In order to provide support to teachers about conducting formative and summative assessment, Provincial Education Assessment Center (PEACE) developed a policy document entitled as **Sindh Education Students' Learning Outcomes Assessment Framework (SESLOAF)** in collaboration with British Council.

PEACE Sindh developed six subjects' specific booklets in Sindhi, Urdu, English, Mathematics, Science and Social Studies (I to VIII) on SLO based assessment with the collaboration of British Council in 2015 that was followed by a policy dialogue. The SESLOAF was deliberated upon this intervention and later notified by the Government of Sindh vide letter no. SO G (III) E&LD/ PEACE/ SESLOAF/2015 dated: 16-09-2015 to implement this document in all over Sindh. The **Sindh Education Students' Learning Outcomes Assessment Framework 'SESLOAF'** is developed & alignment with standard base Curriculum but for system improvement. The SESLOAF aims at providing a model for a standardized approach to formative, performance and summative assessments of students learning outcomes. In 2017, British Council with technical support of European Union (EU), planned the implementation of SESLOAF in six regional district Headquarters (Larkana, Sukkur, MirpurKhas, Hyderabad and Karachi) and trained 744 Teachers (Male, Female) to develop high order question, frame balanced test and conduct formative and summative assessment.



Based on SESLAOF policy document, PEACe conducted a round of training to develop guide teachers in assessment who can further help their management to conduct further training sessions of other teachers and develop standardized assessments. The training was conducted in 2018-19 in all districts of Sindh. During this program overall 1506 teachers were trained.

Ministry of Federal Education & Professional Trainings (**MoF & PT**) in collaboration with World Bank identified few districts across Sindh Province as lagging districts. However, Dadu, Shaheed Benazirabad, Umerkot and Tharparkar were identified as such districts. MoF & PT planned to intervene in these districts under Actions to Strengthen Performance for Inclusive and Responsive Education (**ASPIRE**) Program.

ASPIRE program aims to provide better learning opportunities to students from selected district. Based on the previous experiences, Provincial Education Assessment Centre, Directorate of Curriculum Assessment & Research Sindh Jamshoro proposed further trainings in the lagging district under **ASPIRE** program to build capacity of teachers in assessment areas especially formative & summative assessment and to develop a pool of guide teachers, who can assist, train and support others to conduct formative and summative assessment. Under this program intervention **90** Teachers (PSTs/JESTs) from each district were trained as guide teachers including a large number of females (**Annexure I**).

S/No	District	Male	Female	Total
01	Tharparkar	53	37	90
02	Umerkot	52	38	90
03	Dadu	51	38	89
04	Shaheed Benazirabad	53	37	90
TOTAL		209	150	359

Subsequently, these teachers would not only practice the formative assessment in classroom but also:

- a) train and support other teachers in their respective Schools.
- b) develop standardized test items for PEACe.
- c) help District Education Authorities to develop and conduct summative assessment.

To make successful and sustained, this program was planned in three phases. Following are the details of phases.

Phase-wise activities and purpose

Phase	Activity	Duration	Purpose
I	Orientation of SESLOAF	04 days	To train teachers to implement formative & summative assessment practices in schools, develop good quality test items, and support other teachers in their respective Schools.
II	Field Visit of Resource Persons to trainee teachers' schools	03 days	To provide on-site support to teachers regarding the issues and challenges they face during implementation of SESLOAF.
III	Follow up trainings	02 days	To assist further through training especially clarifying weak areas, overcoming challenges and to make them aware with District & Taluka Authority for utilize their learnings.

Objectives of the Workshops

- To understand subject wise curriculum from grade 1 to 8.
- To understand SESLOAF document from grade 1 to 8.
- To familiarize trainee teachers with standardized approach for formative, performance and summative assessments based on students learning outcomes.
- To familiarize participants through hands-on-activities in developing and reviewing SLOs based test items (I to VIII) in core subjects.
- To prepare trainees as guide teachers who can further disseminate SESLOAF in their relevant districts
- To develop a pool of assessment experts to help district education authority in developing summative assessment.

Program Correspondence

Initially, draft concept paper was prepared and submitted to Reform Support Unit (RSU) along with budget expenditure. Program Officer (Quality) RSU-Mr. Tariq Ali Tunio, and Subject Specialist DCAR-Mr. Mushtaq Ahmed Ansari were nominated as focal persons for better coordination and sharing of information and resources. Series of meetings were held in between Chief Program Manager RSU-Mr. Junaid Hameed Samo, Senior Program Manager RSU-Ms. Erum Rind, Director DCAR-Mr. Piaro Khan Saharan and Additional Director (Assessment)-Ms. Nayyar Rafique.

After deliberating, finalizing the plan, requirements and all codal formalities, MOU was signed between CPM & Director DCAR Sindh. Later formal approval was given by RSU to administer and implement SESLOAF in lagging districts of Sindh under **ASPIRE** program. In PEACe /DCAR, a pool of Resource Persons (RPs) was formed. Most of the RPs have already conducted workshops on SESLOAF in 2018 and 2019.

Following was the team of RSU, DCAR/PEACe leadership and RPs.

PROGRAM LEADS		
RSU TEAM		
1.	Dr. Junaid Hameed Samo	Chief Program Manager
2.	Ms. Erum Rind	Senior Program Manager
3.	Mr. Tariq Ali Tunio	Program Officer
4.	Ms. Shazia Shaheen Shaikh	ASPIRE Coordinator
PEACe / DCAR		
1	Mr. Piaro Khan Saharan	Director, DCAR Sindh Jamshoro
2	Mr. Abdul Majeed Bhurt	Additional Director, DCAR Sindh
3	Ms. Nayyar Rafique	Additional Director Assessment, PEACe
4	Mr. Qurban Ali Memon	Deputy Director (E&A) DCAR.
RESOURCE PERSONS		
1	Mr. Muhammad Idress Jatoi	Ex-Additional Director, DCAR
2	Sayed Saleh Muhammad Shah	Ex-Deputy Director, DCAR
3	Mr. Tanweer Ahmed Khan	Ex-Deputy Director, DCAR
4	Mr. Muhammad Nawaz Shaikh	Ex-Deputy Director, DCAR
5	Mr. Khalid Mehmood Memon	Deputy Director/Coordinator PEACe
6	Ms. Zahida Bangash	Subject Specialist, PEACe
7	Mr. Zaheer Hussain Abbasi	Subject Specialist, DCAR
8	Mr. Abdul Hameed Khoso	Subject Specialist, DCAR
9	Ms. Majida Soomro	Subject Specialist, PEACe
10	Ms. Rozina Channar	Subject Specialist, PEACe
11	Mr. Ajeeb Ahmed Noonari	Subject Specialist, PEACe
12	Mr. Mushtaque Ahmed Ansari	Subject Specialist, DCAR & Focal Person

Note: Mr. Noor Ahmed Khoso and Mr. Muhammad Yousuf Joyo were also supported as RPs in last phase. (3rd phase).

In order to provide maximum facilities during workshop and keeping close coordination with District Education Authorities, DCAR nominated Focal Person and Center Incharges in each district (**Annexure II**).

Selection of the Trainee Teachers

Provincial Education Assessment Centre (PEACe) Sindh, Directorate of Curriculum Assessment and Research DCAR, Sindh, Jamshoro requested to nominate 90 teachers (PSTs/JSTs/JESTs) from each respective district for training. These teachers will not only practice the formative assessment in classroom but also conduct summative assessment. Following Criteria was given for the selection of SESLOAF trainee teachers

Required Criteria/TORs:

(Selection should be made: PSTs 60 = 30M+30F, JSTs/JESTs 30 = 15M+15F Total 90 Teachers in each District)

1. Must belong to the School Education and Literacy Department, Government of Sindh.
2. Preferably Master in any Elementary Subject.
3. Have Professional Degree (B.Ed/ M.Ed/ M.Phil etc).
4. Qualified teachers from IBA, NTS, STS, Sindh University may be given preference.
5. Be familiar with curriculum & pedagogy knowledge.
6. Have experience in Item writing.
7. Have know-how of information communication technology.
8. Have collaborative and partnership skills.
9. Equal participation of male & female may be considered.

Resource Material for Training

Following resource material was developed by the Resource Persons.

Booklet for Teachers

PEACe and DCAR team developed booklet for teachers as resource material for workshops, containing content to be delivered and activities format to be used during orientation. The booklet for teachers was reviewed and certified by Sindh Teacher Education Development Authority (STEDA). Furthermore, booklet for teachers covered following content.

- *Overview of Curriculum*
- *Understanding of Basic Term of Curriculum*
- *Subject Wise Curriculum Description*
- *Bloom Taxonomy*
- *Subject wise Categorization of SLOs by Cognitive Level*
- *Table of Specifications (ToS)*
- *Subject wise Test Specification for Summative and Formative Assessment*

- *Test Item Development Process*
- *Marking Scheme – Rubrics*
- *Guideline for Categorization of SLOs by Cognitive Level*
- *Summative Assessment*
- *Formative Assessment*
- *Performance Assessment*
- *Alternative Assessment Techniques*
- *Use of ICT during assessment*

Activity Template

In addition to the Booklet for Teachers, following activities' templates were also developed. (Annexure III)

Template 1:	Alignment of textbook with curriculum by SLOs
Template 2:	Categorization of SLOs by Cognitive Level
Template 3:	Scheme of Assessment
Template 4:	Test Specification
Template 5:	MCQ Development Form
Template 5:	CRQ Development Form

(Note: MCQs & CRQs Development Forms were also available online)

Here it is the link of MCQs Items development Form.

<https://docs.google.com/forms/d/e/1FAIpQLScBguqGzqVRdHpu4Ws0dklVjNVgVGcuk6cyUxD1H9BXDmWROA/viewform>

Here it is the link of CRQs Items development Form

https://docs.google.com/forms/d/e/1FAIpQLSf6vogHCW1GWqMg-s4fSaH2E_5-U0_eIJJBbYSoyEEkcLhH1A/viewform

For measuring the impact of workshop pre-test and post-test were also developed.

Phase wise schedule of activities

PHASE I			
No	District	Date	Venue
1	Tharparkar	26 to 29 April, 2023	GECE (M/W) Mithi
2	Shaheed Benazirabad	26 to 29 April, 2023	PITE Nawabshah
3	Dadu	2 to 5 May, 2023	GBPS New Town Dadu
4	Umerkot	2 to 5 May, 2023	GECE (M/W) Umerkot

PHASE II			
No	District	Date	Venue
1	Tharparkar	17 to 19 May, 2023	Selected Schools from All Talukas of Concerned District
2	Shaheed Benazirabad	17 to 19 May, 2023	
3	Dadu	22 to 24 May, 2023	
4	Umerkot	22 to 24 May, 2023	

PHASE III			
No	District	Date	Venue
1	Shaheed Benazirabad	29 to 30 May, 2023	HM Khoja No-1, DC High School, Nawab Shah
2	Dadu	29 to 30 May, 2023	GBPS New Town Dadu
3	Umerkot	31 May to 1 June, 2023	GECE (M/W) Umerkot
4	Tharparkar	31 May to 1 June, 2023	GECE (M/W) Mithi

PHASE I: Four Day Orientation of SESLOAF



Proceedings

The workshop was conducted from 9:30 am to 4:00 pm daily. All the participants completed their registration & TA/DA forms before start the session activity. Every day, three sessions were conducted. The Resource Persons adopted interactive mode of delivery and participants were given more chances of self and Peer Learning. Presentation, discussion and hands-on practice by filling the developed different documental proforma were the key strategies. Overall methodology in all sessions was learner-centered in subject-wise and larger groups. The sessions were full of learning and sharing in a two way communications.



The first day proceeding was started with recitations. In opening session the resource persons shared objectives of the workshop and ethics of the training to follow. The formal activities began with the Pre-test. Later, the Curriculum Framework of each subject was discussed. Then through the discussion, and enquiry-based learning participants comprehended the major terms related to Curriculum. **The alignment of textbook with curriculum** by SLOs was assigned in a group and asked participants to align at least one subject competency, standard, benchmark, SLOs and shared with larger group. (The activity template # 1 “Alignment of Textbook with Curriculum)



Later, SESLOAF document was discussed and made aware about key stages of the development process of **SESLOAF** like SLO categorization, development of assessment scheme, test specification for **formative/summative/performance** assessment. Next, development of the SLO based item was carried out and participants were given task to review items in pairs. On the same day, the participants also learned about **Bloom Taxonomy, domains and its Cognitive Levels**. Moreover, the resource persons explained the cognitive levels in relation to Lower Order

Thinking Skills (**LOTS**) to Higher Order Thinking Skills (**HOTS**) with the help of examples, key verbs and SLOs statements. The assessment and types of assessments (when, why and how) was covered through brainstorming as well as elaborating with examples by asking different questions for better understanding. All the responses were collected and chalked on white board and then the same was summarized.



At the end of each day, debriefing session was also followed upon with the objectives to identify

strengths and weaknesses of the day, share next day strategies and techniques to engage all participants actively. Next day proceeding was done with reflection and connecting the previous learning. All participants were divided into six groups by subject Sindhi, Urdu, English, Mathematics, Science and Social Studies. Then, the resource persons provided the template “**Categorization of SLOs**” subject-wise. Before using the template, some concrete examples of different subjects were shown to the participants for the sake of developing



understanding and clarifying topic. Each group was asked to categorize SLOs in terms of Cognitive Level (K, U and A) Later, resource persons provided another template-3 “**Scheme of Assessment**” and asked them to find out the

overall scheme of assessment. In continuation of the previous activity, another template provided to each subject participants and asked them to developed **test specification** including all type of Assessments (35% FA, 50% SA and 15% PA). Finally, table of Specification for

Summative Assessment with types of items and marks allocation were developed and presented in classroom. The participants were given chance to calculate procedural weightage according to assessment type. The resource persons rounded each participant and provided feedback for better understanding and conceptual cache in this activity. In the light of instruction, all the participants designed subject-wise table of specification for 50 marks



paper setting. The developed ToS contained two types of items **MCQs and CRQs** with the weightage of 70% and 30% respectively. Subject related examples of rubric/marking scheme were also discussed. At the end of day, resource persons assigned home task to develop test items subject-wise according to SLOs.

On third day, participants were asked to develop MCQs and CRQs individually and discuss it in group. All the participants developed test items which went through the peer review also.



Finally, each reviewed item was written on the given formats for MCQs and CRQs. Later, resource persons explained the development process of rubrics, marking Scheme and alignment, difficulty level, reliability and validity. Much time of the day sessions was served to group activity on test item development and presentation of tasks before the class. On this day, District School management officers also visited the training sessions and observed the learnings. They also inquired about the

facilities, environment, and delivery mode. The District Authority ensured their full support and cooperation likewise trainings. They also expressed that DCAR has the credit in building capacity of teacher in assessment areas.

On last day of workshop, participants were engaged to browse the educational website through mobile and discussed how ICT may be used in education. Later, participants learned about implementation of various formative assessment techniques and demonstrated role play in



classroom. The participants also prepared future plan for next days after this workshop like: what they will do, which task they have to complete and how this learning be kicked towards others. The Honourable Director DCAR, Additional Director (Curriculum) also visited to monitor the sessions on the last day. Last activities were Post-Test, Workshop Evaluation, vote of thanks and photo sessions. Full schedule is given in annexure (**Annexure IV**)

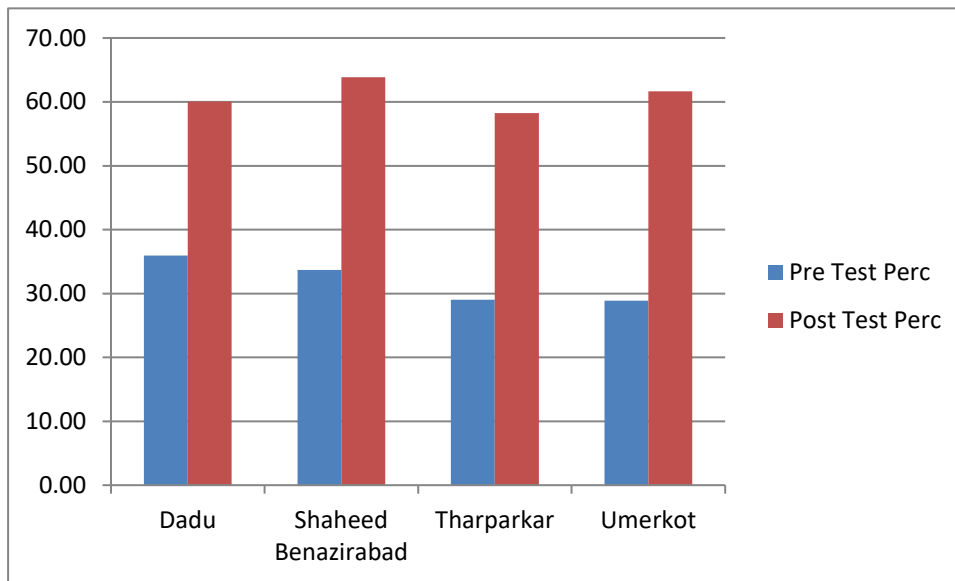
Pre and Post Test Analysis

In order to measure the impact of training pre and post tests were conducted in all the orientation classes. The test was consisting of 20 MCQs related with content covered in booklet for teachers' curriculum, assessment and blooms terminology.

Trainee teachers' performance in Pre and Post Test by District (figure)

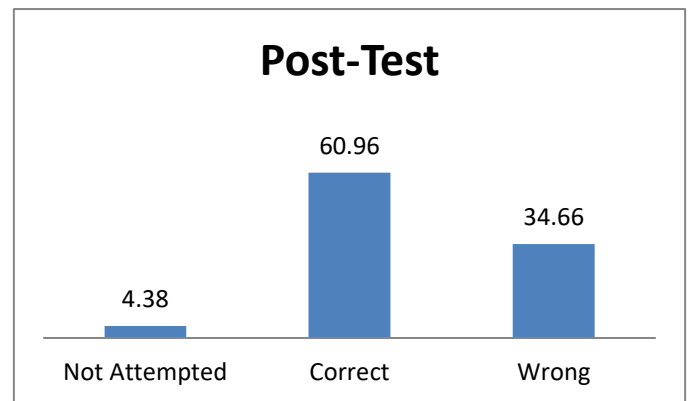
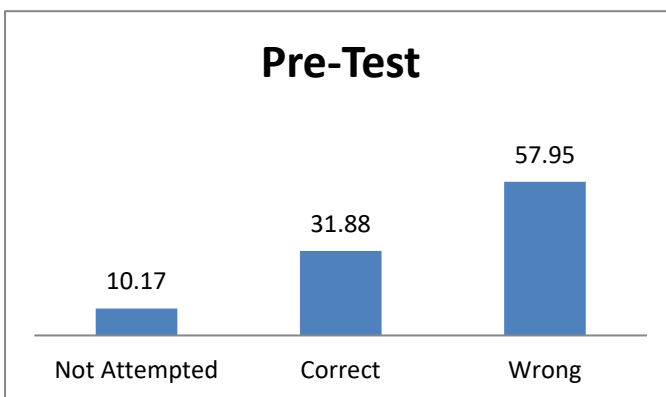
No	District	Pre Test % Mean Score	Post Test % Mean Score	% Mean Difference
1	Dadu	35.96	60.06	24.10
2	Shaheed Benazirabad	33.69	63.86	30.17
3	Tharparkar	29.04	58.26	29.21
4	Umerkot	28.89	61.67	32.78

Trainee teachers' performance in Pre and Post test by District (graph)



The above results show the prior knowledge of trainees of Dadu was 35.96%, Shaheed Benazirabad was 33.69%, Tharparkar was 29.04% and Umerkot was 28.89% but the training impact on their performance and they enhanced knowledge Dadu 60.06%, Shaheed Benazirabad 63.86%, Tharparkar 58.26% and Umerkot 61.67%.

This is evident that this training was effective as a big difference in pre and post-test performance is witnessed. Following chart shows the change in correct responses before and after training.



Phase-II: Field Visit of Resource Persons to trainee teachers' schools



Purpose and Field visit

The phase-II was related to **ASPIRE** program for SESLOAF was field visit of those schools where trainee teachers were posted. The main objectives/purposes of this phase were:

- to interact with SESLOAF trained teachers for tasks completions
- to collect data by filling up the trainees task & consent related observation form
- to discuss on advocacy with their colleagues regarding SESLOAF implementation
- to encourage their efforts of practices in terms of assessment techniques.
- to ensure for the development of model summative papers with rubrics.
- to share the major challenges/ difficulties/hurdles in implementing formative assessment techniques and developing test items
- to enquire about assessment areas for elaboration, support and clarity

The resource persons visited most of the schools where trainee teacher were posted in extreme hot weather. They visited both urban and rural areas schools and interacted with teachers face to face. Each resource person was assigned nine schools to visit daily basis. In



this way total 144 schools were planned & covered randomly. However, 146 schools of trainee teachers were visited and teachers were interviewed. All the trainee teachers were excited and full of spirit on these committed tasks. In spite of their busy schedule due to local exams, they strived hard to do the assigned tasks. For the observation

of the assigned tasks and taking consent to work in future and data collection regarding effectiveness of SESLOAF training, a filed observational pro forma was developed and utilized during interaction with trainee teachers.

SNO#	Districts	Dates	No. of Schools of Trainee Teachers Visited
1	Tharparkar	17 th May -19 th , 2023	27
2	Shaheed Banazirabad	17 th May -19 th , 2023	40
3	Umerkot	22 nd May -24 th , 2023	39
4	Dadu	22 nd May -24 th , 2023	40
TOTAL			146

Findings of Phase II

Following are description regarding findings of field visits based on trainee teachers' experiences/ feedback/ comments/ suggestions recorded by RPs in tools. (**Annexure V**)

1 Which major Challenges/ difficulties/ hurdles do you feel in sharing/ developing items?

- Most of the participants shared that after training they do not feel any difficulty during development of items. However, about sharing the information they had different opinion.
- Few participants didn't get time to share with colleagues.
- Most of responses show that head teachers had showed great interest for that training and asked trainee teachers to share learning with peer teachers.
- Some of the teachers had some difficulty to develop ERQ, Rubric and Marking Scheme so they need more support.

2 Which areas do you feel still need to be elaborated for more clarity?

- The trainee teachers responded that following areas need to be elaborated further:
- Rubric and Marking Scheme
- Table of Specification
- Categorization of SLOs
- Develop higher order items
- Summative assessment paper

3 How this learning be continued? What support do you expect from PEACe, DCAR & District Management?

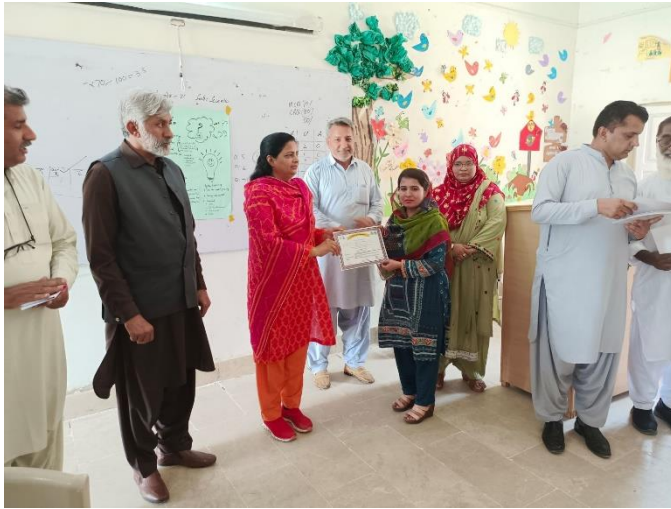
- Most of the trainee teachers asked to create more opportunity for such training. They also demanded that such training should be arranged twice in a year all Taluka wise.
- Trainee teachers expressed that online training session is good concept to increase the skills of teacher and this should happen on regular basis.
- Teachers also viewed they should be engaged in developing question papers at local examination system.
- Trainee teachers opinioned that PEACe/ DCAR to provide more opportunities for such training.

4. Any Suggestion/comment

- The duration of training may be increased for more concentration and clarity of topics in detail.
- SESLOAF is a very good learning document. It should be shared and provided to every school for its implementation.
- Online trainings should be arranged timely.
- Other teachers should also be trained about SESLOAF.
- The learning related to this training and curriculum should be continued by PEACe/ DCAR.

The trainee teachers expected that PEACe / DCAR will continue support them either in-person or face to face. They want to get proper feedback and encouragement for their work. The trainees are very excited about further online sessions and meetings. The trainees also asked to arrange such training for other teachers.

PHASE III: Follow-up Training



Purpose

This two -day follow-up training workshop on SESLOAF for the teachers of lagging districts was a part of the series of previous training workshops and field visits conducted by the officers of DCAR & PEACe. The content of this training was same and only to elaborate the basic concepts related to assessment for more clarity. The inclusion of



theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands-on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum and SESLAOF documents. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

Proceedings

The first day of the follow-up teachers' training workshop began with the registration of all the participants. Formally, one of the participants recited a verse of the Holy Quran then resource persons and course participants introduced themselves. After that training Objective were also shared with them. For creating affable learning environment, previously shared rules were made with the consent of the participants.

Reflections on previous workshops and field visits

Participants were asked to share previous learning and express those areas, points, topics, or tools that need to be elaborated further in these two days so that all covered concepts may be clear and understandable to every participant. The trainee teachers then shared reflections of the previous days. Some of the concerns and queries were also discussed which are given below:

Concerns/points of elaborations

- Subject wise SLOs categorization.

- Proper rubrics and how to select main criteria areas.
- Item development/ Questions of authentic assessment.
- On line Item development and proper review feedback.
- How to handle large number of students in a class during formative assessment using different techniques?
- Alignment of SLOs and items and how to check its difficulty level
- Sharing of way forwards through best possible manners

The resource persons asked participants to think of some possible solutions and discuss in groups. Each group was assigned one topic related to SESLOAF to prepare presentation before class. Later each group gave presentation and remaining trainee teachers gave feedback. The responses of the participants were received with appropriate suggestions. Participants also practiced on line development of test items on prescribed pro forma and ensured that this practice will be continue in future from their part. Lastly a grand award ceremony was organized to distribute certificates among participants for their commitment, actively engaged and full cooperation in overall phases of SESLOAF training under ASPIRE Program. This grand ceremony of certificate distribution was attended by DEO (Secondary), DEO (Primary), TEOs, Additional Director (Assessment), Additional Director (curriculum) and Deputy Director from DCAR including Resource persons and focal person. All appreciated the



training and ensured firmly that the efforts will be utilized through best possible ways in future. The session ended with vote of thanks from Focal Person.

Involvement of District Education Authorities

DCAR was successful to achieve an important object which was the coordination with district education authorities. DEOs of all districts were invited to visit the training centers along with their team. Following is the list of DEOs and TEOs who visited the centers and attended the closing ceremony district wise.



Umerkot

- Mr Bilawal Ahmed Bhatti, DEO (ES&HS) Umerkot
- Mr. Muhammad Aslam Shah, DEO (Primary)
- Mr. Muhammad Iqbal Palli, TEO- Primary Umerkot
- Mr. Rano Mal TEO Secondary Umerkot

Shaheed Benazirabad

- Mr. Qurban Ali Rahu, DEO (ES&HS)
- Mr. Javed Ahmed Unar, Deputy DEO

Dadu

- Mr Muhammad Hassan Shah DEO (ES&HS) Dadu
- Mr Muhammad Anwer Odhano, DEO (Pry) Dadu
- Mr Muhammad Hassan Shah DEO (ES&HS) Dadu
- Ms. Farah Naz Channa, Deputy DEO (Primary) Dadu
- Ms. Sughran Mallah, TEO Female (Pry) Dadu.
- Mr. Mushtique Ahmad Panhwer TEO (ES&HS) Dadu.
- Mr Manzoor Samejo TEO(Pry) Johi

Tharparkar @ Mithi.

- Mr. Shams uddin Rathore DEO (Secondry) Tharparkar.
- Mr. M.Bachal Halepoto DEO (Primary) Tharparkar.

- Mr. Munwar Ali Shah
- Mr. Khanghar Singh

TEO (Mithi)

TEO (Kaloi)



Monitoring Officer

PEACe-DCAR nominated four monitoring officer to examine the overall proceedings and facilitations of SELOAF workshops in all four districts. The monitoring officers were also handed over the pro forma to evaluate the entire program of SESLOAF and its practicality. According to the evaluation form filled and submitted by monitoring officers, revealed that the trainee teachers were present in their respective centers. The participants reached in time



at centers and resource material was available to every trainee. Environment, facilities and mode of delivery at each center was satisfactory. According to monitoring officer, the overall program of the entire workshop was satisfactory. The RPs showed their professional attitude in better ways. However, participants' dedication towards learning process was remarkable. The cooperation of the center in-charge also was admirable (**Annexure I**).

Post- Training Self Evaluation

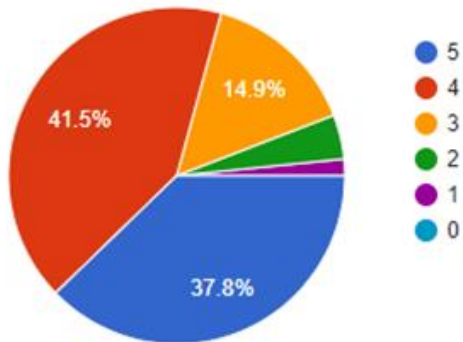
At the end of the program, the trainee teachers were asked to fill-up an online survey form in which they would rate their leaning in different areas from 0 to 5. Where 0 was the lowest and 5 was the highest. The areas included:

1. Understanding about curriculum
2. Understanding about SESLOAF
3. Bloom's Taxonomy and level of cognition (K-U-A etc)
4. Assessment and its types: (Formative- Summative- Performance)
5. Item development (MCQs, CRQs)
6. Developing Rubrics and Marking Scheme
7. Developing Table of Specification
8. Alternative Classroom Assessment Techniques

Around 50% of the trainees submitted this data. Here are the results based on responses of trainees:

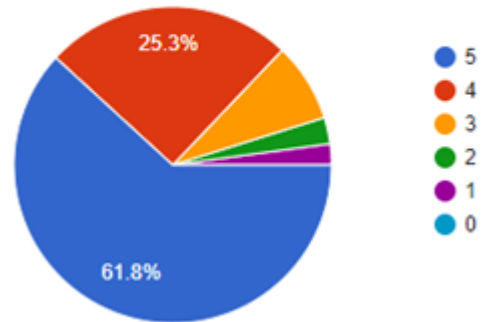
01. Understanding about curriculum

188 responses



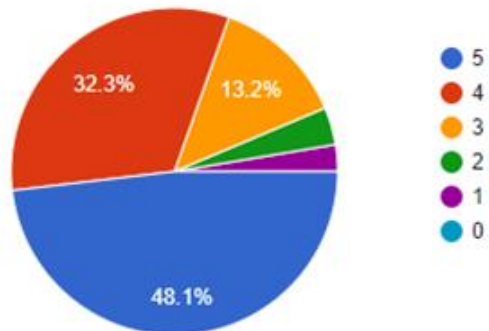
02. Understanding about SESLOAF

186 responses



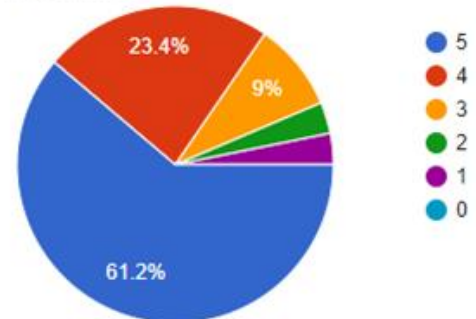
03. Bloom's Taxonomy and level of cognition
(K-U-A etc)

189 responses



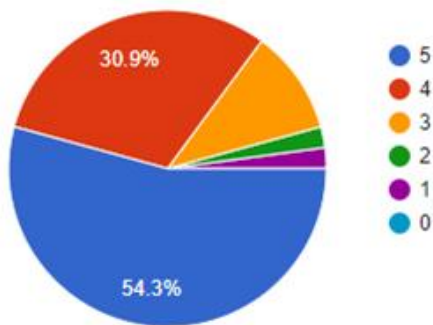
04. Assessment and its types:
(Formative- Summative- Performance)

188 responses



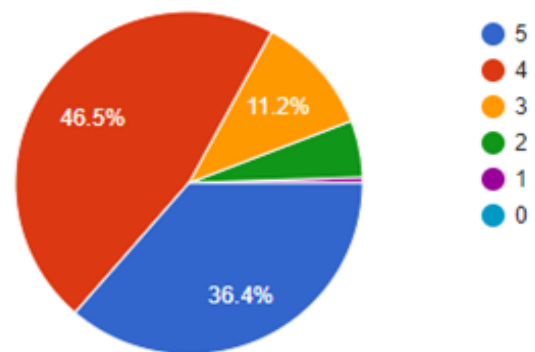
05. Item development (MCQs, CRQs)

188 responses



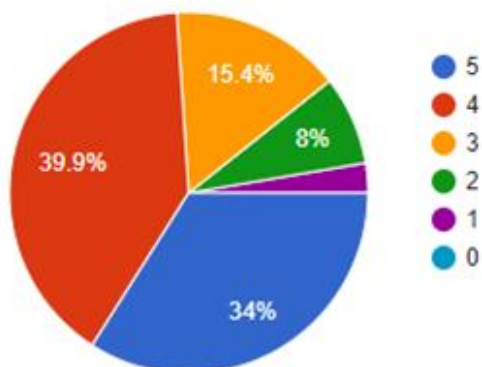
06. Developing Rubrics and Marking Scheme

187 responses



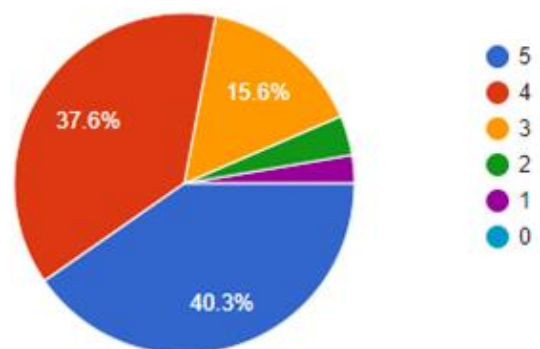
07. Table of Specification

188 responses



08. Alternative Classroom Assessment Techniques:

186 responses



These pie charts show that majority of the trainee teachers are satisfied with their learning. **Understanding about SESLOAF** 87% trainees rated themselves 4 or above. Likewise, in **Assessment and its types: (Formative- Summative- Performance)**, 84.6% teachers rated 4 or above and **Item development** (MCQs, CRQs), 84% 4 or above.

However, **Developing Table of Specification** 26% trainees rated their learning below 4, **Alternative Classroom Assessment Techniques** 22% below 4, and **Understanding about curriculum** 21% below 4 are the areas of concern. DCAR is determined to cover the areas by providing further training through online mode.

The full representation of data may be viewed from

https://docs.google.com/forms/d/1Zsp1gBhioCyoSqvd3m6yjTYpQMSzQi_DVfmnopL_iBx8/edit#responses

(Note: Access Permission will be required)

Reflections of trainee teachers in their words

I am privileged to be a partaker of this training. I look forward to applying the skills I gained in my career and profession. The training was innovative and mind enlarging. Rather than teach us everything, we were made to reason out the 'why' behind things and solve problems on our own, regarding students, academic school or social as well.

Abdul Sattar, JEST, RK GHS VIRAWAH

It was learning full of experience we all are gone through. It's really a new learning platform that helps us in professional life with guidance about assessment, which is very much important part of teaching and learning process. This training provides us lot of knowledge regarding SLOs based assessments which leads us to develop and conduct an authentic, reliable and valid assessment. It was a fruitful learning we have got during these training sessions. I will surely apply this learning in school in order to bring positive changes in our current teaching and learning process.

Komal Bai, JEST, Govt: Girls High School Main Campus Mithi Tharparkar.

SESLOAF provided us with the opportunity to polish and make our professional skills productive. We learnt the proper framework of assessment by rubrics and ToS through which

we have improved our teaching and assessment skills. It enabled us to enhance the learning of our pupils. Thanks SESLOAF.

Rafique Ahmed Memon GBPS Main campus KN Shah

I really enjoyed being a part of SESLOAF training group. As a learner I tend to find training tedious because of travel distances. However, this training delivered by our respected MTs was useful, interactive, and highly engaging which helped me massively in order to absorb the training and actually enjoy it.

Rehana Kalhor, JEST @ GGLSS Aghamani Mehar.

Training session of SESLOAF which consist on 6 days ,was very informative , and amazing , i learnt from this , how to develop test items , scheme of marking , CRQs ,ERQs ,MCQs , and know about rubrics. And best thing about this training,to engage the CPs by given a task and ASPIRE share their link for submission MCQs. All techniques to developing items. I shall implement in my school, Inshallah .I suggest further training sessions will held on face to face ,also on zoom.

Adeela Aslam from GGPS Memon Kunri .

SESLOAF training opportunity was not only an opportunity but is a blessing of Allah almighty who made us close to those who are well educated n great personalities (Trainers). I learnt a lot especially 'I learnt unclear(not easily understood) topics where i had much confusion to understand these topics(Rubrics, bloom's taxonomy and curriculum)and the uses of such topics in our professional life. Professional and experienced trainers made these topics too easy to perceive (thanks).we are lucky to have this opportunity that provided us such precious information that made our doubts clear. All credit goes to Trainers.

Najeebullah GHS Pahrrio Farm taluka Samaro.

Overall, the formative assessment program was very helpful. I learned a lot about how to assess my students' learning in a way that is both informative and helpful. I am confident that I can use this knowledge to improve my teaching and help my students learn more effectively.

Muhammad Aqeel, JEST, Govt. Dost Muhammad Khoso, SBA

Challenges

Challenges	Steps to Overcome
Due to financial issue, DCAR was compelled to schedule this program at the time when the academic year was ending. Teachers could not practice formative assessment in their classroom. They could not focus on Item Writing due local and Boar Exams.	Teachers have committed to practice formative assessment as school will open. Teachers will share item online also. DCAR will remain connected with teachers online as well as in person.
The extreme hot weather was also an issue.	This was a big issue but with serious commitment of Center In-charge, Focal Person, RPs and Trainee Teachers all phases were completed in given time.
The initial professional training and LSBE training were also going on so, getting the venue was very difficult.	An alternate venue was managed as well as dates were scheduled when the venues were free. In Shaheed Benazirabad the venue was changed due to unavailability of PITE.
At the time of Phase III, many trainee teachers were engaged in tests conducted Sindh Public Service Commission.	The best possible dates were scheduled with the consultation of focal persons.
There were few areas where teachers needed some reinforcement like Alternative, Classroom Assessment Techniques, Table of Specification, Rubric and Marking. Teachers have also asked through online survey that which area they need more support.	Firstly, these areas were covered in the two day training in Phase III. Secondly, DCAR is committed to conduct online session for the trainees for further learning.
Field Visit was very challenging. Some of the teachers were busy in trainings. Few were transferred due to promotion. It was extremely hot weather and RPs had to travel in far flung areas.	Due to the commitment of RPs, more than target schools were visited. The trainee teachers also cooperated. Few teachers also provided logistic support to the desired schools.

Way Forward

Leadership and Resource Persons of PEACe/ DCAR are determined to develop a pool of assessment experts by providing opportunity through further training so that they can continue learning and practicing formative and summative assessment in classroom and district level. In this regard PEACe/ DCAR has proposed plan.

1. PEACe has planned to offer further online training to these teachers. Here is the tentative plan:

Directorate of Curriculum, Assessment and Research Sindh will provide continuous support to ASPIRE Trained teachers. In this regard, a series of workshops will be conducted after the face to face workshops. If the trainees will be interested more workshops will be conducted in future.

SR	Tentative Date	Medium	Topic
1	15 June, 2023	Zoom	Core Curricula and their structure
2	22 June, 2023	Zoom	SLO Based Assessment and Developing High Order Items
3	10 July, 2023	Zoom	Planning and Conducting Summative Assessment
4	24 July, 2023	Zoom	Formative Assessment Techniques

2. PEACe/DCAR has developed Online Google Form where trainee teachers can send their work and items. Till now we have received 250+ items. Here is the link of the document.

<https://docs.google.com/forms/d/e/1FAIpQLScBguqGzqVRdHpu4Ws0dklVjNVgVGcuk6cyUxD1H9BXDmWROA/viewform>

This is common repository of PEACe/DCAR and teachers which may be used to develop better assessment. The experts from PEACe/DCAR will provide feedback time to time that trainee teachers continue to excel in this area.

3. PEACe/DCAR is advocating with District Education Authorities that the expertise of these teachers may be used for a) developing summative assessment and b) training other teachers too. In this regard, initial meetings with DEOs have been done. In future, with the collaboration of district authorities meetings will be arranged for trained teachers that they can share their experiences.

4. It will be immense beneficial if RSU takes measure to recognize this pool of trained teachers as assessment experts and assign them the task to mentor other teachers in their cluster hub school regarding assessment.

In order to achieve these objectives a list of role and responsibilities have been chalked out.

Task for Trainees

- Trainees will develop items online and on paper.
- Will develop a Summative paper during summer holidays.
- Attend 4 online sessions till July.2023
- Practice Formative Assessment during teaching in the month of August.
- Conduct one session for teachers during August 2023.

Resource Persons

- Will share simple task and observe trainees' progress.
- Provide feedback on items and paper (subject wise).
- Will share relevant material with teachers.

Leadership of PEACE and DCAR

- Will conduct online sessions for teachers
- Will advocate at RSU and STEDA to utilize services of trainees in Cluster Hun Schools as Assessment Experts.
- Will conduct Taluka wise meeting in month of August to provide support.
- Will be in contact will focal person and DEOs to support trainees.



ANNEXURES

Annexure I: List of Trained Teachers (District Wise): Tharparkar

Sr. No	Name	M/F	Designation	Place of Posting
1	Kale Khan	M	PST	GBPS Muhammad Siddique Gaju
2	Liaquat Ali	M	PST	Mokrio Nagar Parkar
3	Durga Bai	F	JEST	GGLSS Udeni Chachro
4	Yasmeen	F	JEST	GGLSS Middle School Gurrabah
5	Shankuntala Devi	F	PST	GGPS Sooji Jo Tar
6	Muhammad Waris	M	PST	GBPS Bijar Khan Ji Dhani
7	Aneeta Bai	F	PST	GGPS Rais Achar Khan
8	Hakima Saeeda	F	PST	GGPS Mai Bhagi
9	Sughran	F	PST	GGPS Faqir Sulleman Chandio
10	Muhammad Hashim	M	JEST	GBLSS Karihar
11	Bakhtawar	F	JEST	GGELSS Chaznor Gaju
12	Daim	M	PST	GGPS Kot Ji Veri
13	Khalilullah	M	PST	GBELS Islam Kot Main
14	Ram Singh	M	PST	GBPS Muhammad Saleh Lund
15	Om Parkash	M	PST	GBPS Bugar
16	Sarwan	M	PST	GBPS Diplo
17	Govand Kumar	M	PST	SALB GHSS Islamkot
18	Imtiaz	M	JEST	GBLSS Bilawal Otho
19	Muhammad Ismail	M	JEST	GBHS Sedio
20	Ghulam Mustafa	M	JEST	GBLSS Dabho
21	Mukesh Kumar	M	PST	GBPS Bhoro Meghwar
22	Pooja Kumari	F	JEST	GGHS North Colony
23	Rekha Kumari	F	JEST	GGHS North Colony Mithi
24	Pardeep	M	JEST	GBLSS Helario Pir
25	Urmla	F	PST	GGPS C.M Khetlari
26	Marvi	F	PST	GGPS Khatleri
27	Ravina Bai	F	PST	GGPS VEE Hingorja
28	Jamna	F	JEST	GGLSS Modoor
29	Rukkaya	F	PST	GGPS Saghrore
30	Bharte	F	JEST	GGHS Mithi
31	Neelam	F	JEST	GGLSS Vinjhinyari
32	Irum	F	PST	GGPS Bhomji Paro Cheihar
33	Reena Kumari	F	JEST	GGEHS Dharmani Colony
34	Suneeta Bai	F	PST	GGPS Jhimiro
35	Pushpa Bai	F	PST	GGHS Hothi Jo Tar

36	Ume Habiba	F	PST	GGES Ranger Bangli
37	Koshila Bai	F	JEST	GGLSS Udani
38	Meena Bai	F	PST	GGPS Jugto Charan
39	Monat	F	PST	GGPS Mitho Jo Goth
40	Sorath Bai	F	PST	GGPS Balani Paro
41	Suhail	M	PST	GGPS Karnorio
42	Rajesh Kumar	M	JEST	GBLSS Dabho
43	Dileep Kumar	M	JEST	GHS Gorrabah
44	Hamir Chand	M	JEST	GBHS Arnaro
45	Dahoo Mal	M	PST	GBPS Dhaklo
46	Dolat	M	PST	GBPS Punhoon Ji Wandh Chelhar
47	Muhammad Haroon	M	PST	GBPS Abdul Azeem Ji Dhani
48	Imdad Ali	M	PST	GBPS Allahdino Sangrasi
49	Suneel Kumar	M	JEST	GBLSS Djarmani Colony
50	Ashok Kumar	M	JEST	GBLSS Lunihar
51	Pardeep	M	PST	GBPS New Ranivero Diplo
52	Muhammad Hashim	M	PST	GBPS Meghwar Paro Dan Bhario
53	Abdul Qayoom	M	PST	GGPS Faqir Suleman Chandio
54	Kastooro	M	PST	GBPS Turkia Colony Mithi
55	Abdul Ghani	M	PST	GBPS Sabharo Saman
56	Rahul Dev	M	JEST	GBLSS Devhar
57	Tilok Chand	M	PST	GBPS Parkuwa
58	Muhammad Hanif	M	PST	GBPS Muhammad Sharif Paro Joojharoy-Jo-Par
59	Jeetesh Kumar	M	PST	GBPS Soothar Colony Mithi
60	Komal Bai	F	JEST	GGHS Main Mithi
61	Abdul Sattar	M	JEST	GHS Virawah Rpplo Kolhi
62	Munesh Kumar	M	PST	Mau Colony Mithi
63	Ramesh Chander	M	JEST	GHS Arnaro Waghoria
64	Wagho Mal	M	PST	GBPS Jam khan jo wandhio
65	Aakash	M	JEST	GHS Lakhmir
66	Mashooque Ali	M	PST	GBPS Harho
67	Shahid Habib	M	JEST	GBLSS Saghror
68	Vijanti Mala	F	PST	GGPS West Mithi
69	Kanta Kumari	F	PST	GGPS Mukhi Ranomal Ralhi Chelhar
70	Yasmeen	F	PST	GGPS Haji Umar
71	Darshana Kumari	F	PST	GBPS Kumbhar Colony
72	Tarshana	F	JEST	GGLSS Chachro

73	Erum	F	PST	GGPS Koorio
74	Poonam Kumari	F	JEST	GGHS Mithi West
75	Umran Zadi	F	PST	GGELC School Rangar Bangli
76	Ameenat	F	PST	GGPS Allah Jurio Kalimhar
77	Mahmood	M	PST	GBPS Kazi Allah Jurio
78	Nand Lal	M	PST	GBPS Suleman Bajeer
79	Muhammad Essa	M	PST	GBPS Rehmanabad
80	Tannu	M	PST	GBPS Mehrand
81	Abdul Ghani	M	PST	GBELS Joglar
82	Inamullah	M	PST	GBPS Siyar Sameja
83	Muhammad Siddique	M	JEST	MGKK GHS Nagarparkar
84	Amir Khan	M	PST	GBPS Main Diplo
85	Harish Kumar	M	JEST	GBLSS Bajeer Colony
86	Vimal Kumar	M	JEST	SALB GHSS Islamkot
87	Anila	F	JEST	GGLSS Veenjhiryari
88	Zahida	F	PST	GGPS Soodra Para
89	Anwar Ali	M	PST	GBPS Khut Kari
90	Partab Rai	M	PST	GBPS Amar Jagdish Kumar Colony

List of Trained Teachers (District Wise): Umerkot

S.No	Name of Teacher	M/F	Designation	Place of Posting
1	Vaneeta	F	JEST	GGHS Gharibabad
2	Pooja Bai	F	JEST	GGHS Gharibabad
3	Tulsi Bai	F	JEST	GGHS Gharibabad
4	Sanam	F	PST	GGPS M. Hussain Nohri
5	Nazia	F	PST	GGPS Umed Ali Maliho
6	Nida Bahir	F	JEST	GGHS Vehro
7	Rasheeda	F	PST	GBPS Abdul Khaliq Nohri
8	Syeda Ain Noor-ul-ain	F	PST	GGHS Campus Akri Pithoro
9	Tooba	F	PST	GBLSS Bustan
10	Zakia	F	PST	GGPS Kharoro Charan
11	Ambreen	F	PST	GBPS Meghwar Para
12	Sapna Bai	F	JEST	GGHS Umerkot
13	Rubab	F	PST	GBPS Taluka Umerkot
14	Rabeel	F	JEST	GGHS Gharibabad
15	Tanveer Ahmed Khan	M	PST	GBPS Taluka Umerkot
16	Javed Hussain	M	JEST	GBHSS Pithoro
17	Muhammad Afzal	M	PST	GBPS Bhagat Narain Bheel
18	Ehsan Panhwar	M	JEST	GBHS Bacha Band
19	Danish Ali	M	PST	GBPS Muhammad Qasim Soomro
20	Aslam	M	PST	GBPS Nazar Muhammad Dars
21	Abdul Hayee	M	PST	GBPS Attaullah Junejo
22	Ali Imran	M	JEST	GBHS Umerkot No.II
23	Arshad Ali Shah	M	JEST	GBHS Daro Kolhi
24	Anwer Ali	M	PST	GGPS Umer-ul-Din Samejo
25	Naresh Kumar	M	JEST	GBHS Daro Kolhi
26	Najeebullah	M	JEST	GBHS Padhrio Farm
27	Muhammad Hafiz	M	PST	GBPS Kharoro Syed
28	Shamshad Ali	M	JEST	GBHS Kharoro Syed
29	Rashid Abid	M	JEST	GBHSS Samaro
30	Waseem Hyder	M	PST	GBPS Hashmat Ali Khan KK
31	Sindhu	F	JEST	GGHS Gharibabad
32	Naintara	F	JEST	GGHS Umerkot
33	Um-e-Rubab	F	JEST	GGHS Umerkot
34	Lubna	F	JEST	GGHS Gharibabad
35	Sumera	F	JEST	GGHS Gharibabad
36	Rehana	F	PST	GGPS Punhal Nagar
37	Mehnaz	F	PST	GBPS Gharibabd
38	Kaweeta Bai	F	PST	GBPS Gharibabd
39	Aneela Bai	F	PST	GBPS Jogi Colony
40	Aneela	F	PST	GBPS (N) Pathshala
41	Rahila	F	HST	GGHS Umerkot

42	Jaiwanti	F	SLT	GGHS Umerkot
43	Akhter Bano	F	O.T	GGHS Umerkot
44	Jamalul-Din	M	JEST	GBLSS Senhrani
45	Tauqeer Ahmed Khan	M	PST	GBPS Taluka Umerkot
46	Santosh Kumar	M	JEST	GBHS Umerkot No.II
47	Vikram Kumar	M	JEST	GBHS Vehro
48	Mola Bux	M	PST	GBPS Taluka Umerkot
49	Khenraj Mal	M	PST	GBPS Taluka Umerkot
50	Mukesh Kumar	M	JEST	GBHSS Umerkot
51	Kanji Mal	M	PST	GBPS Haji Achar
52	Amir Iftikhar	M	JEST	GHS Fazel-e-Umer Kunri
53	Ali Muhammad	M	JEST	GHS Fazel-e-Umer Kunri
54	Faiz Muhammad	M	PST	GBPS Jani Fakir
55	Shah Nawaz	M	PST	GBPS Qazi Noor Muhammad Palli
56	Muhammad Ali	M	JEST	GBHSS Umerkot
57	Jagmal	M	PST	GBPS Jogi Colony
58	Mehmood	M	PST	GBPS Qazi Noor Muhammad Palli
59	Akber Ali	M	PST	GBPS Qabool Ahmed Soomro Dhoronaro
60	Shahnawaz	M	PST	GBPS Daro Kolhi
61	Fareeha	F	PST	GBPS Fazal-e-Umer Kunri
62	Noreen Kanwal	F	PST	GGPS M.siddique Bhatti
63	Sana Irum	F	PST	GBLSS Damoon Meghwar
64	Sehar	F	PST	GBLSS Rasoolabad
65	Abida Parveen	F	PST	GGPS M. Umer Gishkori
66	Fozia Tabassum	F	PST	GGPS Haji M. Azam Awan
67	Muneeba	F	JEST	GGHS Ghazali Kunri
68	Hira Gul	F	JEST	GGHS Ghazali Kunri
69	Adeela Munir	F	JEST	GGHS Nusrat Kunri
70	Faiz-un-Nisa	F	PST	GGPS Kunri Memon
71	Adeela Aslam	F	PST	GGPS Kunri Memon
72	Aneel Hussain	M	PST	GBPS Daro Kolhi
73	Aakash Kumar	M	PST	GBPS Bhano Ranjeet Oad
74	Khushal Das	M	PST	GBPS Daro Kolhi
75	Irshad Allah Bachayo	M	PST	GBPS Ab. Wahid Kunbhar
76	Zohaib Akhtar	M	PST	GBPS Fazal-e-Umer Kunri
77	Jaswant	M	JEST	GBHS Daro Kolhi
78	Assan	M	PST	GBPS M. Uris Bajeer
79	Muhmmad Ameen	M	PST	GBPS Talhi Old
80	Ali Nawaz	M	JEST	GBHS Samaro Raod
81	Bilal Alam	M	JEST	GBHSS Qazi Sultan Kunri
82	Papoo Hansraj	M	JEST	GBHSS Nabisar Road
83	Chander	M	PST	GBPS Jamal Khoso Nabisar Raod
84	Babar Ali	M	PST	GBPS Atta Ullah Junejo
85	Mathan Chakar Wati	M	PST	GBPS Samaro Raod

86	Kanwar Kumar	M	PST	GBPS Comrade Omoon Mal
87	Rughweer Parshad	M	PST	GBPS Jamal Samejo
88	Muhammad Ramzan	M	PST	GBPS Syedpur
89	Hatesh Kumar	M	JEST	GBHS Daro Kolhi
90	Imran Ali	M	PST	GBPS Haji Khan Muhammad Mangrio

List of Trained Teachers (District Wise): Dadu

SR.No	Name of Teacher	M/F	Designation	School Name
1	Sabeena Panhwer	F	JEST	GGHS Khudabad
2	Muhammad Amin	M	JEST	GHS Taga, Piaro, Dadu
3	Kalsoom Panhwer	F	ECE	GGHS Phakka Dadu
4	Amna Ayoub	F	JST	GGES Bhai Khan Lashari
5	Erum Hussain Panhwer	F	JST	GG K.G High School Dadu
6	Quratulana D/o Altaf Ahmed Memon	F	JEST	GGLS Samtani Dadu
7	Shareen D/o Mola Bux Rustamani	F	JEST	GGELSS Bazmal Khoso
8	Abdul Hameed Lund	M	JEST	GHS Thariri Jado Shaheed
9	Masroor Ahmed	M	JEST	GGBHS Shahwaz Mastoi
10	Zubida Ayoub	F	JEST	GBHSS Phulji Station Dadu
11	Aizaz Ahmed S/o Khalil Ahmed Memon	M	JEST	GBHS Duabo
12	Mansoor Ahmed	M	PST	GPS Mehar Main Campus Near GBHS No.1
13	Khadium Hussain	M	JEST	GHSS Kakar
14	HUma W/o Sajad Ali Soomro	F	JEST	GGELSS Bazmal Khoso
15	Asif Jamal Shaikh	M	PST	GBPS Juma Khan Chaoran Dadu
16	Abdullah Ghadhi	M	PST	GBPS Muhammad Haroon Solangi
17	Ali Raza Hasbani	M	PST	GBPS Ahmad Khan Birhmani Makhdoom Bilal
18	Marvi Jamali	F	PST	GGPS Molvi Jamaluddin Solangi
19	Lubna Panhwer	F	PST	GBPS Phakka
20	Habib Ahmed	M	PST	GBPS Campus Railway Shed Dadu
21	Shahid Ali Iarik	M	PST	GBPS Gharibabad Dadu
22	Nazar Muhammad Shahani	M	PST	District Education Office M/F Dadu
23	Ali Asghar Panhwar	M	PST	GPS New town Dadu
24	Ali Akbar	M	PST	GBPS Ibrahim Laghari Talka Johi
25	Zahid Hussain	M	PST	GBPS Johi Main Johi Dadu
26	Farzana	F	PST	GGPS Chano Shahabad Dadu
27	Abid Hussain Bhand	M	PST	GBPS Mubarak Gopang Talku Johi
28	Abdul Fatah Shahani	M	PST	GBPS New Town
29	Sarfaraz Ahmed	M	PST	GBPS Qadir Bux Deepar
30	Naheed Akhtiar	M	PST	GBPS Veenjhar Muhalla
31	Suhail Ahmed Vighio	M	JST	GBHS (PH) Pilot Dadu

32	Amir Ali Mallah	M	JEST	GBPS New town Dadu
33	Sahar Moomal	F	ECE	GBELSS (PHQ) Dadu
34	Muhammad Yahya	M	JEST	GBHS Pilot Dadu
35	Najiba Babar	F	JEST	GGHSS Johi
36	Munzreen Babar	F	ECT	GBLSS Murad Khoso K.N Shah Dadu
37	Ali Saifan	M	JEST	GBLSS Elementary Fish Market Dadu
38	Rehana Kalhoro	F	JEST	GGLSS Aghamani Talku Dadu
39	Sayed Aftab Hussain	M	JEST	GBPS New Town (Iqra)
40	Musarat Chandio	F	PST	Hafiz Meer Muhammad Kalhoro
41	Sadaf Khaskhali	F	PST	GBPS Molvi Jamal-u-ddin Solangi Dadu
42	Maryium Jamali	F	PST	GBPS Gul Muhammad Dahri
43	Shabana Soomro	F	PST	GPS Saidanko Potho U.C Muradabad
44	Sana Panhwer	F	PST	GBHS Markhpur
45	Abdul Jabbar Panhwer	M	PST	GBPS New Town Dadu
46	Manzoor Ali	M	PST	GBLSS Irrigation Colony Dadu
47	Javed Ahmed Chandio	M	PST	GBPS Haji Bachal Chandio
48	Humera	F	PST	GGPS Phulji Station Dadu
49	Salamat Ali	M	PST	GBPS New Town Dadu
50	Aisha Begum Memon	F	PST	GGPS Pir Bux Colony Dadu
51	Muneer Ahmed	M	PST	GPS Mollo Hassan Panhwar
52	Muhammad Ismail Shaikh	M	PST	GBPS Housing Society
53	Mujeeb ur Rehman Shahani	M	PST	TEO (M) Johi
54	Nazeer Ahmed Solangi	M	PST	TEO (M) Johi
55	Rafique Ahmed Memon	M	PST	GBPS Main Campus K.N Shah
56	Akhtiar Ali	M	PST	GBPS Rehmani Road
57	Zeeshan	M	PST	GBLSS (Campus) Khuhra Village
58	Tasleem Shaikh	F	PST	GGPS II Mehar
59	Lal Muhammad Vighio	M	PST	GPS Railway Colony
60	Shahid Hussain Mangi	M	JEST	GBHS Khan Muhammad Piaro Station
61	Fozia Jamal Shaikh	F	ECE	GGEL School Bhai Khan Lashari
62	Sobia	F	JEST	GGLS School Piaro Shahnawaz Talku Dadu
63	Reshma Qambrani	F	JEST	
64	Fakhra Sindhu	F	JEST	GGES Ghulam Hussain Gadhi
65	Muhammad Ismail Chandio	M	JEST	GBHS K.N Shah
66	Arsalan ghadhi	M	JEST	GBHS Khairpur Nathan Shah
67	Neeli Maryam	F	PST	GGP Urdu School Gareebabad Dadu

68	Badshah Zadi	F	PST	New Town Dadu
69	Hina	F	PST	GGPS Pir Bux Colony Dadu
70	Anam	F	PST	GGPS Markhpur School Dadu
71	Rehman Ali Dawach	M	PST	GBLSS Irrigation Colony Dadu
72	Rajib Ali Shahani	M	PST	GBPS Saeed Khan Shahani
73	Nazia	F	PST	GBPS Shamsululoom Buth Muhala Dadu
74	Sayed Fahad Ali	M	PST	GBPS BRR Colony Dadu
75	Farhana	F	JEST	GGELS TAGA
76	Imtiaz Memon	M	PST	GPS Campus Railway Shah Dadu
77	Aneela	F	PST	GGPS Kumbhar Muhalla
78	Imamzadi Qambrani	F	PST	GBPS Molvi Jamal din Solangi Taluka Johi
79	Abdul Nabi Shahi	M	PST	GBPS Ahmed Khan Kharwani Talku Johi
80	Kalsoom Babar	F	PST	GGPS Memon Muhalla Dadu
81	Razia Qambrani	F	PST	GGPS Mitho Khan Qambrani
82	Muhammad Khalid Khoso	M	PST	GBPS Noor Colony at Shahbaz Colony K.N Shah
83	Ajeeb ullah Qambrani	M	PST	GBPS Sindhi Buttrs
84	Abdul Raheem Abro	M	PST	GBPS Muhammad Piaro Samo K.N Shah
85	Abdul Nabi Chandio	M	PST	Main Mehar
86	Abdul Samad Bughio	M	PST	GBPS Daua Mahessar Mehar
87	Manzoor Ali	M	PST	GBPS Al: Madina Colony Mehar
88	Rizwana	F	PST	GGPS Shahabad
89	Bashir Ahmed	M	PST	GBPS New Town Dadu

List of Trained Teachers (District Wise): Shaheed Benazirabad

Sr. No	Name	M/F	Design	School Name
1	Fatima Abbasi	F	JEST	GGMS Mari Sabki Sakrand
2	Shama	F	JEST	GGES Jalalani Sakrand
3	Safia Abbasi	F	PST	GGPS KhurSheed Begam NawabShah
4	Shabana	F	PST	GG Elemen School Kashmir Colony Nawabshah
5	Saiqa Naseem	F	PST	GGELS Kashmir Collony Nawabshah
6	Sajeela	F	PST	GGPS Police Line Nawabshah
7	Maryam Amir	F	JEST	GGHS Mehran Collony Nawabshah
8	Mahjabeen Lakho	F	PST	GG Elemen School Khabar Lakhmir Sakrand
9	Sehrish Parveen	F	JEST	GGHSJam SAHIB
10	Waheeda	F	JEST	GGHSJam SAHIB
11	Hina	F	JEST	GGHS Bucheri
12	Yasmeen	F	PST	GBDS Sakrand 11 @ Mehar Ali Jamali
13	Shamas u Nisa	F	JEST	GBDS Sakrand 11 @ Mehar Ali Jamali
14	Parveen	F	JEST	GBDS Sakrand 11 @ Mehar Ali Jamali
15	Amjad Ali	M	PST	GBELS Haji Bajhi khan Zardari
16	Miral	M	PST	GBLSS Ghanwar Mahar
17	Jiando Khan	M	PST	GBPS Hashi Haroon
18	Allah Wasayo	M	PST	GB Eleme School GBEKS Haji Bajhi Khan Zardari
19	Muhammad Asghar	M	PST	GBHSS Fatuhal Zardari
20	Asif Ali	M	JEST	GBELS Satpuri
21	Abdul Hameed Lakhmir	M	JEST	GBELS Palyo Magsi
22	Zafar Ali Khan	M	JEST	GBLSS Bakhsho Magsi
23	Muhammad Aqeel	M	PST	GBPS Dost Muhammad Khoso
24	Fazul rehman	M	PST	GBPS Dost Muhammad Khoso
25	Abdul Aleem	M	PST	PITE Nawabshah
26	Ali Raza Shah	M	PST	GBPS Gabar Dahri
27	Hadi Bux	M	PST	GBPS Zanwar Ghulam Hussain
28	Subhan Ali	M	PST	GBPS Zanwar Ghulam Hussain
29	Parveen Bhati	F	JEST	GGHS Ghulam Hyder Shah Colony Nawabshah
30	Mehwish Umer	F	JEST	GGHS Ghulam Hyder Shah Colony Nawabshah
31	Muhammad Shafiq Rajput	M	JEST	GBELS Juma Khan Zardari
32	Riaz Ahmed	M	JEST	GBELS Haji Ameer Bux gabool
33	Mukhtiar Ali	M	JEST	GBHSS Cheezal abad

34	Sajjad Hussain Kaleri	M	JEST	GBELS Awami Colony Nawabshah
35	Shahid Ali	M	JEST	GBLSS Baloo Ja Quba
36	Muhammad Sabir	M	JEST	GBHSS Haji Khan Jamali
37	Ali Ahmed	M	JEST	GBHS Haji Khan Jamali Daur
38	Zafarullah	M	JEST	GBLSS Karam Ali Jamali
39	Muhammad Saleem	M	PST	GBPS naya Madrsah N. Shah
40	Misbah Yonis	M	PST	GGELS Niazi Khan Siyal
41	Haji Allah Dad	M	PST	GBPS Mehmood Khan Jamali
42	Toufique Ahmed	M	JEST	GBHS New Socity NawabShah
43	Aman Ali	M	JEST	GBELS Haji Juma Khan Zardari
44	Jan Muhammad unar	M	PST	GBELS shahmir Khoso
45	Muhammad Atif Shaikh	M	JEST	GBELS Haji Juma Khan Zardari
46	Sitwat Anila	F	JEST	GGHSSCourt Road N. Shah
47	Anam	F	PST	BDS Qazi Ahmed
48	Fatima Memon	F	JEST	BDS No 1 Nawabshah
49	Iqra	F	JEST	BDS No 1 Nawabshah
50	Sehrish	F	PST	GGHSS Taj Azam Collony Nawabshah
51	Baby Eram	F	PST	BDS Qazi Ahmed
52	Shamim Akhtar	F	JEST	GGHSS Taj Azam Collony Nawabshah
53	Verda	F	HST	GGHSS Gharibabad
54	Shaista Hassan Bhati	F	HST	GGHS Gharibabad
55	Rabia	F	JEST	GGHSS Fatima Jinah NawabShah
56	Shazia Khan	F	JEST	GGHSS Fatima Jinah NawabShah
57	Hamid Ali	M	JEST	GBHS New Socity NawabShah
58	Naheed Akhtar	F	PST	GGELS Zanwar ghulam Hussain
59	Reshma Parveen	F	PST	GGELS Zanwar ghulam Hussain
60	Danish Zia	M	JEST	GBHS Afzal Shah
61	Zulfiqar Ali	M	JEST	GBELS Muhbat Ali Sethar 60 Mail
62	Ashique Hussain	M	JEST	GBELS Haji Bajhi khan Zardari
63	Anwar Ali	M	JEST	GBHS 60 mile
64	Ghulam Mustafa	M	JEST	GBELS Aqeel Rahu
65	Riaz Ali	M	PST	GBELS Haji Bajhi khan Zardari
66	Muhammad Ali	M	JEST	GBHSS Nawab Ali Muhammad
67	Rukhsana	F	PST	GGELS Dehphuled
68	Iqra	F	JEST	GGHS Bucheri
69	Ali Raza	M	JEST	GBELS Toti
70	Itfaq Ali	M	JEST	GBHSS Hamal Kaloi Qazi Ahmed
71	Syed Fakhar-ul- Hassan Shah	M	JEST	GBLSS Dost Muhammad Hesbani
72	Kanwal Naz	F	PST	GGE school Deh Phulel
73	Naveed Ahmed	M	JEST	GHSS Ghulam Muhammad Punjabi
74	Tanzil Ahmed	M	JEST	GBELS Dourai Mehar

75	Mir Hassan	M	JEST	GBLSS Dost Muhamad hesbani
76	Faqeer Rasool Bux	M	JEST	GBELS Shahmir Khan ardari
77	Nusrat Shah	F	JEST	Govt.Benazir District School Nawabshah 1
78	Fazul Rahman	M	JEST	GBELS Jhando Jhan Chandio
79	Sain Bux	M	JEST	GBELS Ramzan Rahu
80	Asif Ali	M	JEST	GBHS 60 mile
81	Ameer Ali	M	PST	GBHSS Lab Nawabshah
82	Ameer-u-ddin Zardari	M	PST	GBHS Lab School PITE NawabShah
83	Hina TabSum	F	JEST	GGHSS new Society N. Shah
84	Huma Ghazal	F	JEST	GGHS School Mehran Colony Nawabshah
85	Pirah Memon	F	JEST	GGHSS Mehran Colony Nawabshah
86	Suhail Raza	F	JEST	GBLES Morio Lakho
87	Shah Nawaz Shah	M	JEST	GBLSS Shoukat Abad
88	Mehtab Ali	M	JEST	GBHS Afzal Shah
89	Ghulam Mustafa	M	JEST	GBHS Afzal Shah
90	Zohaib Ali	M	PST	GBHS New Society NawabShah

Annexure II: Monitoring Team, District Focal Persons & Centre In-charge

Monitoring Team		
1	Mr. Piaro Khan Saharan	Director, DCAR Sindh Jamshoro
2	Mr. Abdul Majeed Bhurt	Additional Director, DCAR Sindh Jamshoro
3	Ms. Nayyar Rafique	Additional Director (Assessment) PEACe Jamshoro
4	Dr. Shah Nawaz Sahito	Additional Director, DCAR Sindh Jamshoro
District Focal Persons		
SN#	Name	Designation & District
1	Ms. Farzana Mallah	Deputy Director PITE, Shaheed Benazirabad.
	Dr. Zakir Hussain Gopang,	HM GBLSS Haji Naseer, Shaheed Benazirabad.
2	Mr. Jeetandar Maheshwari	Assistant Professor, GECE (M/W) Mithi.
3	Mr. Abdul Wahid Samoo	Assistant Professor, GECE (M/W)Umerkot.
4	Mr. Arif Jamal Shaikh	HM GPS New Town IQRA (Campus) Dadu
Centre In-charge		
SNO#	Name of Center In-charge	District
1	Ms. Nusrat Kalhoro DG PITE	Shaheed Benazirabad
	Mr. Javed Ahmed Unar H.M. HM Khoja High School Nawabshah.	
2	Mr. Wali Muhammad Mangrio, Principal, GECE (M/W) Mithi.	Tharparkar @ Mithi
3	Mr. Tikam Das, Principal, GECE (M/W) Umerkot.	Umerkot
4	Mr. Asif Jamal Shaikh, HM GPS New Town IQRA (Campus) Dadu	Dadu

Annexure III: Activity Templates

Template No. 1: Alignment of textbook with curriculum by SLOs

Align at least one subject competency, standard, benchmark, SLO and sharing with large group.

Subject:**Grade:**.....

No	SLO	Competency	Textbook Page No	Where Covered Content/ Activity/ Assessment / Visuals
1				
2				
3				
4				
5				
6				

Template 4: Test Specification

Subject:..... Grade:.....

English Grade-V (Summative Assessment)

Competencies / Key Learning Area	NO. of SLO Per Level			Total SLOs	Summative Assessment 50% of the Overall Assessments.				Number of MCQs in the Paper. Number of Marks 70%	Number of CRQs in the Paper. Number of Marks 30%
	K	U	A		K	U	A	T		
	Reading	11	11		24	46	05	05		
Writing	04	13	22	39	02	06	11	19	-	05 Questions (6 Marks each)
Oral Communication	04	-	12	16	0	-	-	-	-	-
Lexical Aspects of Language	06	16	41	63	03	08	21	32	38 Questions(1 mark each)	-
	25	40	101	164	10	19	44	73	70 marks	30 marks

Competencies/ Key Learning Area	NO. of SLO Per Level			Total SLOs	Formative Assessment 35% of the Overall Assessments.				Number of MCQs in the Paper. Number of Marks 70%	Number of CRQs in the Paper. Number of Marks 30%
	K	U	A		K	U	A	T		
				100						

Template 5: MCQ Development Form

Subject: Mathematics Languages (Sindhi/Urdu) Science English Social Studies

Grade: _____

Item Writer Name:

Competency/Skill/Area:

SLO:

Cognitive Level:	<input type="checkbox"/> Knowledge	<input type="checkbox"/> Understanding	<input type="checkbox"/> Application
Difficulty Level:	<input type="checkbox"/> Easy	<input type="checkbox"/> Moderate	<input type="checkbox"/> Difficult

Source:

Stimulus (If Any): (Please use backside of the page or enclose attachment, if required)

Stem:

Key Options

A

B

C

D

Template 6: CRQ Development Form # 2

Subject: Mathematics Languages (Sindhi/Urdu) Science English Social Studies

Grade: _____

Item Writer Name:

Competency/Skill/Area:

SLO:

Cognitive Level:	<input type="checkbox"/> Knowledge	<input type="checkbox"/> Understanding	<input type="checkbox"/> Application
Difficulty Level:	<input type="checkbox"/> Easy	<input type="checkbox"/> Moderate	<input type="checkbox"/> Difficult

Source: (Attach Reference Material if needed)^{1*}

Stimulus (If Any): (Please use backside of the page or enclose attachment, if required)

Question:

Marks:

Possible Answers/ Marking Scheme/ Rubric: (Please use backside of the page, if required)

Annexure IV: Schedule

**Provincial Education Assessment Centre (PEACe) Sindh
Directorate of Curriculum Assessment & Research Sindh Jamshoro**

ORIENTATION OF TEACHERS (PSTs/ JESTs) ABOUT DEVELOPING AND CONDUCTING FORMATIVE ASSESSMENT THROUGH SESLOAF

**Under Actions to Strengthen Performance
for Inclusive and Responsive Education (ASPIRE) Program**

Schedule Phase-I

Workshop Objectives

- Develop understanding of SESLOAF document and curriculum related basic terms.
- Define and discuss notion of assessment; meaning, uses, purposes and types
- Plan way to integrate formative, summative and continuous assessment in classroom assessment practices
- Establish connections between SLOs and assessment items
- Engaging participants in design and review of assessment items (I to VIII) in alignment with SLOs given in the subject specific textbook.
- Preparing the participants to design future plan and procedure to conduct session for colleagues, conduct formative assessment techniques in classroom and administering test items

Day 1

Ses sion	Time	Activity	Resource(s) Method	Responsibility
1 st	9.30 - 10.00	Registration		Participants
	10.00 – 10:10	Recitation of Holy Quran		Participants
	10.10 – 10.30	Introduction of: Resource Team & Participants PEACe/ DCAR Objectives Capacity Building Workshop	Presentation/ white board/chart/ markers	Resource Persons & Participants
	10.30 – 11.00	Pre- Assessment	Pre-test	Participants
	11.00 – 11.30	Tea Break		
2 nd	11.30 – 12. 00	Overview of SESLOAF document Finding of PAT (2022)	SESLOAF booklet/Assess ment finding	Resource Persons & Participants
	12. 00 -1.00	Curriculum description subject wise: Understanding of the basic terms related to Curriculum Alignment of textbook with curriculum by SLOs (What is there.....could be.....) [Group work: 6 group subject wise]	Group work & Presentation/Cu rriculum/textbo ok	Resource Persons & Participants
	1.00 – 2.00	Lunch & Prayer		
3 rd	2.00 – 3.00	Understanding assessment: Summative, Formative and performance Assessment in classroom practices. (Meaning/Purpose/Differences)	Brainstorming/d iscussion/white board	Resource Persons & Participants

	3.00 – 4.00	Working Tea Bloom Taxonomy Content of curriculum with action verbs (Examples by subjects): Learning of the day	Presentation/ Hand- outs	Resource Persons & Participants
	4:00 – 4:15	Meeting of Resource Person		Resource Persons

Day 2

Ses sion	Time	Activity	Resource(s) Method	Responsibility
1 st	9.30 - 10.00	Recitation of Holy Quran Overview on previous day Learning	Interactive discussion	Participants
	10.00 – 10.30	(Group work: 6 groups/subject wise) continue Categorization of SLOs by cognitive level around units (Template#)	Textbooks/curr iculum /Template/ Group presentation	Resource Persons & Participants
	11.00 – 11.30	Tea Break		
2 nd	11.30 – 1.00	Same as above [continue] Scheme of assessment (K, U and A)	Hands out/Template Group work	Resource Persons & Participants
	1.00 – 2.00	Lunch & Prayer		
3 rd	2.00 – 3.00	Specification for all type of Assessments (35% FA, 50% SA and 15% PA) Table of Specification for formative assessment (80% MCQs and 20% CRQs)	Hands out/Template Group work	Resource Persons & Participants
	– 4.00	Working Tea Choosing a unit from the text book and planning a full scheme of assessment Table of specification (Individual task by subject)	Textbook/temp late	Resource Persons & Participants
	4:00 – 4:15	Meeting of Resource Persons (SWOT Analysis)		Resource Persons

Day 3

Ses sion	Time	Activity	Resource(s) Method	Responsibility
1 st	9.30 - 10.00	Recitation of Holy Quran Overview on previous day Learning	Interactive discussion	Participants
	10.00 – 11.00	Test item development process Type of Test Items Best Example of Higher Order Test Items (Subject Wise)	Guiding Questions/Hands out/white board	Resource Persons & Participants

	10.30 – 11.00	Practicing writing items multiple choice & short Question	Item writing pro forma /textbook	Resource Persons & Participants
	11.00 – 11.30	Tea Break		
2 nd	11.30 – 1.00	Same activity as above [continue] Review of Items based on professional judgement Presentation of items and feedback Marking scheme – Rubric	Charts/white board	Resource Persons & Participants
	1.00 – 2.00	Lunch & Prayer		
3 rd	2.00 – 3.00	Same activity as above [continue] Formative Assessment Tools and Techniques Classroom	Discussion/Hands out	Resource Persons
	3.00 – 4.00	Home assignment for developing few items Introducing online item writing form	Textbook/item development form/demonstration	Resource Persons & Participants
	4:00 – 4:15	Meeting of Resource Persons (SWOT Analysis)		Resource Persons

Day 4

session	Time	Activity		Responsibility
1 st	9.00 - 9.30	Recitation of Holy Quran Overview on previous day Learning	Interactive discussion	Resource Persons & Participants
	9.30 – 10.30	Peer review on developing items Enabling teachers to understand and use Formative Assessment in Classroom effectively	Group work/Discussion	Resource Persons
	– 11.00	Using Technology for Formative Assessment	Presentation and Discussion	Participants
	11.00 – 11.30	Tea Break		
	12.00 -1.00	Same activity as above [continue]	Presentation and Discussion	Participants
	1.00 – 2.00	Lunch & Prayer		
3 rd	2.00 – 3.00	Preparing Future Planning regarding implementing formative assessment techniques in classroom Follow up and support mechanism in developing item/paper and conduct assessment in classroom	Discussion Template	Resource Persons & Participants

	3.00 – 3.30	Post-Assessment Reflection and Evaluation	Post Test/evaluation form	Resource Persons & Participants
	3.30 – 4.00	Closing Ceremony		Resource Persons & Participants



Provincial Education Assessment Centre (PEACE) Sindh

Directorate of Curriculum Assessment & Research Sindh Jamshoro



Tentative Schedule

2 Day SESLOAF Follow- up Training for Teachers in Lagging District of Sindh

Tentative Schedule

Day 1

session	Time	Activity	Resource(s) Method	Responsibility
1 st	9.30 - 10.00	Registration		Participants
	10.00 – 10:10	Recitation of Holy Quran		Participants
	10.10 – 11.00	Recap of Training	Presentation	Resource Persons & Participants
	11.00 – 11.30	Tea Break		
2 nd	11.30 – 12.00	Reinforcement of difficult concepts like Rubric and Table of Specification. Online Item Development	Presentation and SESLOAF Documents	Resource Persons & Participants
	12:00 – 1:00	• Implementation Challenges from the Field Success Stories		
	1.00 – 2.00	Lunch & Prayer		
3 rd	2.00 – 3.00	Group Wise Review of Item Developed by the Trainees		
	3.00 – 4.00	Developing Table of Specification Setting Paper according to Table of Specification		
	4:00 – 4:15	Meeting of Resource Persons (SWOT Analysis)		Resource Persons

Day 2

session	Time	Activity	Resource(s) Method	Responsibility
1 st	10.00 – 10:10	Recitation of Holy Quran		Participants
	10.10 – 11.30	<ul style="list-style-type: none"> • Reflections and challenges by the Trainees 		
	11.30 – 11.50	Tea Break		
2 nd	11.50 – 12.30	<ul style="list-style-type: none"> • WhatsApp Group for further communication 	Presentation and SESLOAF Documents	Resource Persons & Participants
	12:30 – 1:00	<ul style="list-style-type: none"> • Presentation highlighting the program aims and scope for the District Education Official • Introduction of participants will local administration • Sharing expectations and plan with the District Education Officials 		
	1.00 – 2.00	Lunch & Prayer		
3 rd	2.00 – 3.30	<ul style="list-style-type: none"> • Future Plan by the Trainees focusing • Closing Ceremony 		



Annexure V: Tool for School Visits



Implementation of Sindh Education Student Learning Outcome Assessment Framework under ASPIRE Project 2023

Phase-II

School Observation Form (Field Visit)

District		Taluka	
Name of Trainee Teacher			
Designation of Trainee Teacher			
School Name & Location		SEMIS	
Date & Time of Visit		Day of Field Work	
Observer			

A. Checklist

No	Statement	Y	N	Remarks
1	On the day of visit trainee teacher was present in the school.			
2	The School Administration was informed for observation visit.			
3	The trainee teacher has revisited SESLOAF booklet after training			
4	The trainee teacher shared content & learning of SESLOAF with other teachers/colleagues clearly and systematically.			
5	The trainee teacher developed test items of any subject. (CRQs/ MCQs- Ruberic)			
6	The trainee teacher applied formative assessment techniques in the classroom.			
7	The trainee teacher has clarity about systematic assessment procedure like: SLOs, ToS, Marking Scheme, while making items.			
8	The trainee teacher conducted any session related to SESLOAF at School Level (within or outside school.			

B. Please share your consent:

No	Statement	Yes	No
1	Would you like to join a subject wise team which may develop summative assessment?		
2	Can you develop and send item online?		
3	Would you like to participate in further training which may be online?		

4	If you have not completed the task, can you please complete it before two days face to face training?		
5	Are you the member of WhatsApp Group?		
6	Are willing to be the member of subject wise examination committee (district / taluka leve).		
7	In which subject you are strong and can develop formative and summative assessment?		

C.Descriptive Responses: Use any preferred Language (Sindhi/ Urdu/ English)

Q 1: Which major challenges/ difficulties/hurdles do you feel in sharing/developing items? State in detail.

--

Q 2: Which areas do you feel still need to be elaborated for more clarity?

--

Q 3: How this learning be continued? What support do you expect from PEACe- DCAR and District Management?

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Q 4: Any other suggestion/ comment?

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Thanks for trainee Teacher

Annexure VI- : Some Glimpses of Program



