

## ISLAMIC EDUCATION STANDARD LEVELS (PERFORMANCE EVALUATION MEASURES) YEAR 08

Field	Emerging	Developing	Secure	Mastering
	E1- E2	D1-D2	S1-S2-S3	M1-M2
<b>Divine revelation</b>	<ul style="list-style-type: none"> <li>- Recites the Quran surahs included in the curriculum with many errors and hesitation.</li> <li>- Interprets the general meanings of them, but finds it hard to connect the meanings of verses.</li> <li>- Applies hardly the rules of Al Madd.</li> <li>- Recites the hadiths included in the curriculum with many errors and hesitation.</li> <li>- Interprets the general meanings, but he/she finds it hard to connect the meanings of hadiths and the actual life.</li> </ul>	<ul style="list-style-type: none"> <li>- Recites the Quran surahs included in the curriculum with partial success.</li> <li>- Connects the meanings of verses with errors from time to time.</li> <li>- Applies partially the rules of Al Madd.</li> <li>- Recites the hadiths included in the curriculum with partial success.</li> <li>- Interprets the general meanings of hadiths with connecting with the actual life, with errors from time to time.</li> </ul>	<ul style="list-style-type: none"> <li>- Recites the Quran surahs included in the curriculum correctly most time.</li> <li>- Interprets successfully the meanings of verses of the Quran surahs included in the curriculum.</li> <li>- Applies often the rules of Al Madd.</li> <li>- Recites correctly the hadiths most the time.</li> <li>- Explains successfully the general meanings of hadiths included in the curriculum and connects them with the actual life.</li> </ul>	<ul style="list-style-type: none"> <li>- Recites accurately the Quran surahs included in the curriculum.</li> <li>- Interprets accurately the general meanings of verses of the Quran surahs included in the curriculum.</li> <li>- Applies accurately the rules of Al Madd.</li> <li>- Recites accurately the hadiths included in the curriculum.</li> <li>- Explains accurately the general meanings of hadiths included in the curriculum and connects them with the actual life.</li> </ul>
<b>Islamic Creed</b>	<ul style="list-style-type: none"> <li>- States the meanings of Allah's names briefly (The Survivor and The Forbearing).</li> <li>- Finds difficulty to carry out the survey process.</li> <li>- With the teacher encouragement, participates in the school activities projects.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains the meanings of Allah's names (The Survivor and The Forbearing).</li> <li>- Discovers limited features of the divine forbearing in the human reality.</li> <li>- Participates in the school activities projects relating to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains the meanings of two of Allah's names (The Survivor and The Forbearing).</li> <li>- Discovers some features of the divine forbearing in the human reality.</li> <li>- Contributes in the school activities projects relating to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains the meanings of two of Allah's names (The Survivor and The Forbearing) as detailed social explanation.</li> <li>- Discovers in details the features of the divine forbearing in the human reality.</li> <li>- Leads the projects relating to the subject.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Values and Morals of Islam</p>	<ul style="list-style-type: none"> <li>- Connects rarely between the work and worship in Islam.</li> <li>- Concludes to a limited extent the impact of fearing of Allah on the behavior through a narrative situation.</li> <li>- Proves narrowly the virtue of humility.</li> <li>- Provides evidences incorrectly on his / her compliance with the value of tolerance in his/her dealings and humanitarian relations.</li> <li>- Recites in an incorrect way at all the prayer of expiation for bad meetings.</li> <li>- States to a limited extent the morals of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- Connects artificially between the work and worship in Islam.</li> <li>- Concludes partially the impact of fearing of Allah on the behavior through a narrative situation with errors.</li> <li>- Proves partially the virtue of humility.</li> <li>- Provides evidences partially on his / her compliance with the value of tolerance in his/her dealings and humanitarian relations.</li> <li>- Recites the prayer of expiation for bad meetings with many errors and with hesitation.</li> <li>- Explains partially the morals of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- Connects deeply between the work and worship in Islam.</li> <li>- Concludes correctly the impact of fearing of Allah on the behavior through a narrative situation.</li> <li>- Proves completely the virtue of humility.</li> <li>- Provides evidences correctly and completely on his / her compliance with the value of tolerance in his/her dealings and humanitarian relations.</li> <li>- Recites completely the prayer of expiation for bad meetings.</li> <li>- Explains completely the morals of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- Connects extensively between the work and worship in Islam, explaining its impact on the society development.</li> <li>- Concludes completely and correctly the impact of fearing of Allah on the behavior through a narrative situation.</li> <li>- Proves extensively the virtue of humility, supporting that with mentioning some situations that prove his/her humility.</li> <li>- Provides evidences correctly and completely on his / her compliance with the value of tolerance in his/her dealings and relations, explaining the importance of tolerance with others.</li> <li>- Recites completely and fluently the prayer of expiation for bad meetings, explaining the general meaning.</li> <li>- Explains extensively the morals of meetings, explaining the importance of complying with them.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Islam rulings and purposes</p>	<ul style="list-style-type: none"> <li>- States some provisions of permissions in purity and prayer.</li> <li>- States to a limited extent the traditional practices of fast-breaking zakat and the rules of washing.</li> <li>- States partially the types of voluntary prayer.</li> </ul>	<ul style="list-style-type: none"> <li>- Connects artificially the provisions of permissions in purity and prayer and their Sharia purposes.</li> <li>- Explains partially the traditional practices of fast-breaking zakat and the rules of washing.</li> <li>- Explains partially the types of voluntary prayer and their impact on the Muslim life.</li> </ul>	<ul style="list-style-type: none"> <li>- Connects deeply and completely the provisions of permissions in purity and prayer and their Sharia purposes.</li> <li>- Explains completely the traditional practices of fast-breaking zakat and the rules of washing.</li> <li>- Explains completely and accurately the types of voluntary prayer and their impact on the Muslim life.</li> </ul>	<ul style="list-style-type: none"> <li>- Connects extensively the provisions of permissions in purity and prayer and their Sharia purposes, and compares them.</li> <li>- Explains extensively the traditional practices of fast-breaking zakat and the rules of washing.</li> <li>- Explains extensively the types of voluntary prayer and their impact on the Muslim life, explaining that with examples.</li> </ul>

<b>Syrah and Characters</b>	<ul style="list-style-type: none"> <li>- Can narrate the Battle of Al Ahzab and Al Hdaybiah Reconciliation, with confusion and many errors.</li> <li>- Can't conclude situations in which the Prophet keenness to prevent the blood shedding and promote peace through the Battle of Al Ahzab and Al Hdaybiah Reconciliation.</li> <li>- Can narrate aspects of Rufaida Al Aslamiyah and Imam Abu Hanifa life, with confusion and many errors.</li> <li>- Can't conclude lessons from the biography of Rufaida Al Aslamiyah and Imam Abu Hanifa.</li> </ul>	<ul style="list-style-type: none"> <li>- Can describe the Battle of Al Ahzab and Al Hdaybiah Reconciliation, with simple errors.</li> <li>- Finds difficulty to conclude situations in which the Prophet keenness to prevent the blood shedding and promote peace through the Battle of Al Ahzab and Al Hdaybiah Reconciliation.</li> <li>- Can narrate aspects of Rufaida Al Aslamiyah and Imam Abu Hanifa life.</li> <li>- Finds difficulty to conclude lessons from the biography of Rufaida Al Aslamiyah and Imam Abu Hanifa.</li> </ul>	<ul style="list-style-type: none"> <li>- Can accurately describe the Battle of Al Ahzab and Al Hdaybiah Reconciliation.</li> <li>- Can conclude situations in which the Prophet keenness to prevent the blood shedding and promote peace through the Battle of Al Ahzab and Al Hdaybiah Reconciliation.</li> <li>- Can speak with a proper language on aspects of Rufaida Al Aslamiyah and Imam Abu Hanifa life.</li> <li>- Can conclude some lessons from the biography of Rufaida Al Aslamiyah and Imam Abu Hanifa.</li> </ul>	<ul style="list-style-type: none"> <li>- Can accurately summarize the Battle of Al Ahzab and Al Hdaybiah Reconciliation.</li> <li>- Concludes accurately situations of preventing the blood shedding and promoting peace through the Battle of Al Ahzab and Al Hdaybiah Reconciliation.</li> <li>- Can accurately summarize aspects of Rufaida Al Aslamiyah and Imam Abu Hanifa life.</li> <li>- Concludes lessons from the biography of Rufaida Al Aslamiyah and Imam Abu Hanifa.</li> </ul>
<b>Identity and Issues of the Age</b>	<ul style="list-style-type: none"> <li>- Realises the meaning of civilization in general, concludes hardly the principles on which the Islamic civilization is built, and can't design a project on the civilization.</li> <li>- Realises the gap between the rich and poor people and the concept of Zakat and charity, but can't design a project using the multimedia to make comparison between the life of rich and poor people.</li> </ul>	<ul style="list-style-type: none"> <li>- Realises the meaning of civilization in general, concludes often the principles on which the Islamic civilization is built, and can't design a modal project on the Islamic civilization.</li> <li>- Interprets partially the gap between the rich and poor people and the concept of Zakat and charity, but finds difficulty to design a project using the multimedia to make comparison between the life of rich and poor people.</li> </ul>	<ul style="list-style-type: none"> <li>- Realises the meaning of civilization clearly and connects between the characteristics of the Islamic civilization and the principles on which the Islamic civilization is built, and designs a complete project on the Islamic civilization.</li> <li>- Interprets completely the gap between the rich and poor people and the concept of Zakat and charity, but finds difficulty to design a project using the multimedia to make comparison between the life of rich and poor people.</li> </ul>	<ul style="list-style-type: none"> <li>- Realises the meaning of civilization accurately and connects between the results of the Islamic civilization and its principles on which the it is built, and designs a comprehensive project on the Islamic civilization in UAE.</li> <li>- Designs accurately a project using multimedia to carry out a comparison between the life of rich and poor people, concludes the reasons, and suggests solutions for the problem on the basis of his/her national heritage.</li> </ul>