



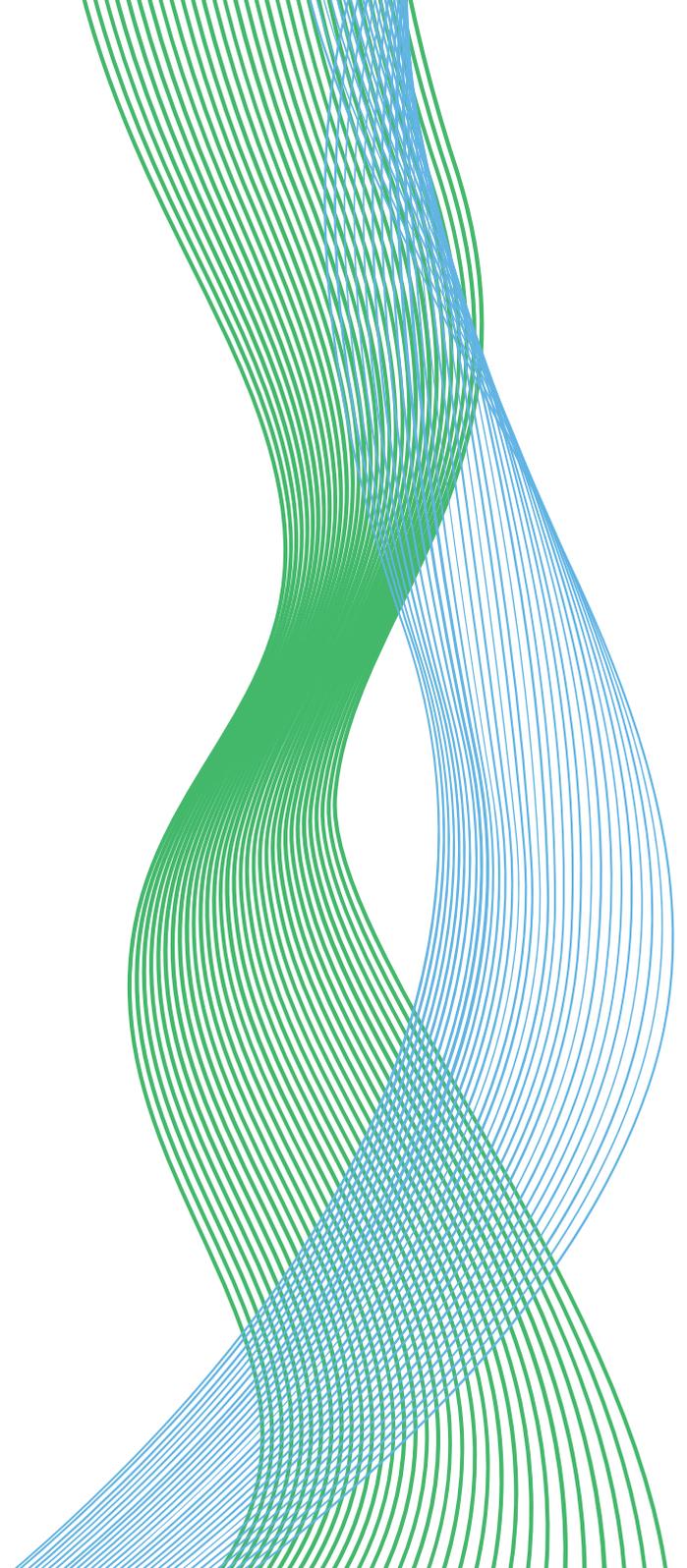
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Pakistan Institute of Education (PIE)  
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**NATIONAL**

# **FOUNDATIONAL READING & NUMERACY BENCHMARKS**

Ministry of Federal Education & Professional Training  
Pakistan Institute of Education (PIE), Islamabad  
National Assessment Wing (NAW)







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## National Foundational Reading and Numeracy

### Benchmarks

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**Policy Definitions of the National Foundational Learning Benchmarks:**

**Partially Meets:** Students are beginning to develop the foundational knowledge and skills outlined in the national benchmarks for reading and numeracy but have not yet reached the expected level of proficiency.

**Approaching Meets:** Students are developing the foundational knowledge and skills outlined in the national benchmarks for reading and numeracy and are close to meeting the expected proficiency level.

**Meets:** Students demonstrate the foundational knowledge and skills specified in the national benchmarks for reading and numeracy at the expected level of proficiency.

**Exceeds:** Students demonstrate advanced proficiency in the foundational knowledge and skills outlined in the national benchmarks for reading and numeracy, surpassing the expected level.

## Performance Level Benchmarks for the National Foundational Numeracy

Domain	Partially Meets	Approaching Meets	Meets	Exceeds
Number and operation	Count in whole numbers up to 30.	Count in whole numbers up to 100.	Count backwards from 20	Count backward from 30
	Read and write whole numbers up to 30 in words and in numerals.	Read and write whole numbers up to 100 in words and in numerals.	Compare and order whole numbers up to 100.	N/A
	Compare and order whole numbers up to 30.	Compare and order whole numbers up to 100.	N/A	N/A
	Identify and represent the equivalence between whole quantities up to 10 represented as objects, pictures, and numerals.	Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals.	N/A	N/A
	Add or subtract numbers within 20 using concrete objects or fingers.	Adds and subtracts within 20 using mental or written strategies.	Add and subtract numbers including 4-digit numbers with 1, 2, 3, and 4-digit numbers.	Accurately adds and subtracts numbers beyond 4 digits, applies various mental and written strategies to solve complex addition and subtraction problems.

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Domain	Partially Meets	Approaching Meets	Meets	Exceeds
	Attempts estimation informally; guesses answers without using strategies; limited awareness of number size.	Estimates roughly by rounding or using simple methods for numbers within 100.	Estimate the answer to an addition and subtraction question (using various approaches).	Consistently uses rounding, front-end estimation, and other methods accurately for large numbers; explains and justifies strategies in different contexts.
	Understands multiplication as repeated addition; can multiply numbers within 20 with supports (e.g., arrays, counters).	Demonstrates computational skills like doubling within 20; recognizes basic multiplication patterns.	Multiply 2-digit numbers by a 1-digit number and 3-digit numbers by a 1-digit number.	Fluently multiplies larger numbers (including 4-digits) by a 1-digit number; applies multiplication in multi-step real-world problems.
	Understands division conceptually as sharing or grouping; divides numbers within 20 with help or through visual supports.	Demonstrates basic division/halving and understanding informally within 20; may use drawings or repeated subtraction.	Divide 2-digit numbers by a 1-digit number and 3-digit numbers by a 1-digit number (with and without remainder).	Fluently divides numbers beyond 3-digits by 1-digit divisors; interprets and explains remainders.
	Solve simple real-world problems using addition and subtraction facts within 10 (i.e., where the sum or minuend does not surpass 10).	Solve simple real-world problems using addition and subtraction facts within 20 (i.e., where the sum or minuend does not surpass 20).	Solve simple real-world problems involving addition and subtraction of whole numbers within 30 (i.e., where the sum or minuend does not surpass 30).	Solve simple real-world problems involving addition and subtraction of whole numbers within 40 (i.e., where the sum or minuend does not surpass 40).

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Domain	Partially Meets	Approaching Meets	Meets	Exceeds
<b>Measurement</b>	Measure the length of objects using non-standard units	Use non-standard units to estimate and compare the length of objects	N/A	N/A
	Tell time using an analog clock without referring to the nearest hour.	Tell time using an analog clock to the nearest hour.	Tell time using an analog clock to the nearest half hour.	N/A
	Locate specific days of any events in a weekly and a monthly solar calendar.	Solve problems, including real-world problems, using a solar calendar.	Solve problems, including real-world problems, using both solar and Islamic calendar.	N/A
	Count simple combinations of two commonly (5 and 10) used coins and notes denominations in Pakistan.	Count combinations of 10 and 20 notes.	Count combinations of 10, 20, and 50 notes.	Count combinations of 5 (coin), 10, 20, and 50 notes.
	Combine commonly used currency denominations to make a specific amount within 50.	Combine commonly used currency denominations to make a specific amount within 100.	Combine commonly used currency denominations to make a specific amount within 200.	Combine commonly used currency denominations to make a specific amount within 500.
	<b>Statistics and probability</b>	Read pictograph, bar-graph, and tally chart with two categories and a single-unit scale.	Compare between categories of a tally chart, bar graph, or pictograph with up to four categories and a single-unit scale, using	Interpret and represent data by using tally chart, bar graph, or pictograph with up to four categories.

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Domain	Partially Meets	Approaching Meets	Meets	Exceeds
		terms such as more than or less than.		
<b>Geometry</b>	Recognize familiar positions (e.g., inside, outside, above, below, etc.)	Apply positional terms that describe the location of an object with more precision	N/A	N/A
	Recognize and name basic shapes	Recognize and name shapes that are regular and irregular	Recognize and name two-dimensional shapes and familiar three-dimensional figures in everyday life.	Differentiate and classify three dimensional figures with respect to their attributes.
	Recognize straight and curved lines.	Recognize and name straight and curved lines.	Recognize and identify attributes of line, line segment, and ray.	Differentiate lines, line segments, and rays.
	Recognize when a two-dimensional shape has been rotated.	Recognize when a two-dimensional shape has been rotated and reflected	Identify reflective symmetry in two-dimensional shapes.	Recognize when a three-dimensional shape has been rotated and reflected
<b>Algebra</b>	Copy repeating patterns of items such as colors and shapes.	Recognize repeating sets in a pattern and use this to identify a missing element and extend the pattern in colors and shapes.	Recognize and extend a given number pattern in increasing and decreasing order.	Using a pattern rule, describe the pattern found in a given table or chart.

## Performance Level Benchmarks for the National Foundational Reading

Reading Core Skills	Partially Meets	Approaching Meets	Meets	Exceeds
<b>Phonological awareness</b>	Identify a few beginnings sounds and syllables but inconsistently associate them with letters or spellings.	Identify and recognize sounds (beginning, middle, and end) and syllables consistently.	Recognize and manipulate sounds and syllables consistently.	Demonstrate, articulate, and manipulate sounds and syllables consistently.
<b>Decoding</b>	Read a limited number of sight words.	Read common sight words, some high-frequency words, and a few nonwords.	Read a broader range of sight words, high-frequency words, and some nonwords.	Read less-frequent words and demonstrate increasing accuracy with nonwords.
<b>Oral language comprehension</b>	When listening to a short continuous text, identify explicit information (who, what, when) from the text when there is no competing information.	When listening to a short continuous text, make simple inferences by connecting pieces of prominent, explicit information when there are multiple clues and limited competing information.	When listening to a short continuous text, make simple inferences by connecting pieces of explicit information when the clues are located in different parts of the text and there is limited competing information.	When listening to a short continuous text, make simple inferences by connecting pieces of explicit information when the clues are located in different parts of the text and there is a lot of competing information.
<b>Reading accuracy</b>	Read 100-149 words with accuracy.	Read 150-199 words with accuracy.	Read 200 words with accuracy.	Read 201 - 220 words with accuracy.

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Reading Core Skills	Partially Meets	Approaching Meets	Meets	Exceeds
<b>Reading fluency</b>	To be determined based on the baseline assessment	To be determined based on the baseline assessment	Urdu -> 90 correct words per minute English -> 60 correct words per minute <sup>12</sup>	To be determined based on the baseline assessment
<b>Reading comprehension</b>	Recognize the meaning of very common words.	Recognize the meaning of common words.	Recognize the meaning of less common words from their immediate environment.	Recognize the meaning of less common words from their extended environment.
	Retrieve a single piece of prominent, explicit information from a very short text by direct or close-word matching when the information required is adjacent to the matched word and there is no competing information.	Retrieve a single piece of prominent, explicit information from a text by direct or close-word matching when the information required is adjacent to the matched word and there is no competing information.	Retrieve a single piece of explicit information from a text by direct or close word matching when the information required is adjacent to the matched word and there is limited competing information. This will generally be in response to a "who," "what," "when," or "where" question.	Retrieve a single piece of explicit information from a text by direct or close-word matching when there is a lot of competing information. This will generally be in response to a "who," "what," "when," or "where" question.
	N/A	N/A	Identify the general topic of a text when it is prominent but not explicitly stated.	Identify the general topic of a text when it is less prominent and not explicitly stated.

<sup>1</sup> These numbers are collected based on the existing practices, but they will be finalized based on the baseline 2025-26 assessment.

<sup>2</sup> Sindhi language oral reading fluency benchmarks will be determined based on the regional baseline data.



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## National Foundational Reading and Numeracy Benchmarks

Framework-2025, PIE Islamabad, Dated: 29 April 2025

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