

Ta'leem for Tarbiyah



CONTENTS

Title	Page
Guidelines	3
Outcomes for Band A	4
Outcomes for Band B	5
Outcomes for Band C	6
BOYS:	7
Outcomes for Band D	8
Outcomes for Band E	9
Outcomes for Band F	10
<i>Wudhu</i> assessment	11
<i>Salah</i> assessment	13
<i>Ghusl</i> checklist	18
GIRLS:	19
Outcomes for Band D	20
Outcomes for Band E	21
Outcomes for Band F	22
<i>Wudhu</i> assessment	23
<i>Salah</i> assessment	25
<i>Ghusl</i> checklist	30

GUIDELINES

- The Ta'leem for Tarbiyah framework is designed to give teachers and parents a list of some functional outcomes for each year group. Parents can use this as guidance on which areas to reinforce at home during the year.
.....
- The framework is **not** indicative of all the content being covered during the year, rather it is a collection of material that the students would benefit from practicing regularly and memorising. Teachers **must** continue to teach the Tarbiyah curriculum as set out in the guidelines from MCE.
.....
- The framework should be shared with parents at the beginning of the academic year, so they can work towards achieving the milestones with their children by incorporating them into their daily routine. Teaching should be done by role modelling with love in the form of fun and play, especially for younger years.
.....
- Teachers and parents are encouraged to use interactive resources such as videos, storybooks, rhymes and games to assist their children in learning.
.....
- Teachers can also use this framework as a form of guidance for preparing some assessments for their students. Content can be assessed in different ways, for example: *Wudhu* may be a physical demonstration whereas assessing the names of the *A'immah* (a) may be a written or verbal assessment depending on the needs of the child. Other material covered in the Tarbiyah curriculum can be assessed in a style that best fits the content.
.....
- Guidelines given to parents in Year 1, should be tested by teachers at the beginning of year 2 to see what the students know/ remember. Parents should be made aware about this before the holidays so they can keep up the practice. This is the case for all year groups.
.....
- Content from previous years can be repeated to ensure students do not forget e.g. Names of *Usul and Furu ad-Din*.
.....
- Outcomes of these assessments can provide the students, parents and madrasah with an indicator of the level and/ or progress of the student rather than a pass/ fail mark.
.....

TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS A

Band A			
AGE 4 - 5 YEARS			
YEAR	OUTCOMES		LESSON NO
1	To recite or recall the following from memory:		
	1	The use of ' <i>Bismillahir Rahmanir Raheem</i> ' correctly with its translation	1A04
	2	The names of the first 3 <i>A'immah</i> (a)	4A02 - 4A04, 4A06 - 4A08
	3	The name of the 12th Imam (a)	5A01
	4	<i>Salawat</i> and its meaning	6A01
	5	How to make yourself <i>tahir</i> after going to the toilet and basic toilet matters	6A03
	6	Common Islamic phrases and when they are used: <ul style="list-style-type: none"> • <i>Alhamdulillah</i> - After we sneeze • <i>Mashallah</i> - When we see / hear something amazing or beautiful • <i>Inshallah</i> - When we plan something • <i>Yarhamukumallah</i> - After someone else sneezes • <i>Jazakallah</i> - To thank someone 	7A01
	7	The <i>Usul ad-Din</i> and their simplified meanings	8A02
E.g. for Common Islamic Phrases- Conduct a playful verbal assessment, where for example, you sneeze and say "Oops I forgot what I have to say after I sneeze! Can you please help me?"			

Band A			
AGE 5 - 6 YEARS			
YEAR	OUTCOMES		LESSON NO
2	To recite or recall the following from memory:		
	1	The <i>kalimah</i> and its translation	1A05
	2	Names of 5 daily prayers and times they are prayed	1A06
	3	Positions of <i>salah</i> and their names	1A08
	4	Recitation of <i>Surat al-Fatiha</i> and <i>Surat al-Ikhlās</i>	1A08
	5	Sayyidah Fatimah (s) is the daughter of Rasulullah (s)	3A05
	6	The method of doing <i>tasbeeh</i> of Sayyidah Fatimah (a)	3A06
	7	The names of the 5 <i>Ahlul-Kisa</i> (a)	4A05
	8	The names of the first 6 <i>A'immah</i> (a)	4A02 - 4A04, 4A06 - 4A08
	9	The correct Islamic greeting and its reply (<i>Salamun alaykum/ wa alaykum as-salam</i>)	7A08
E.g. For positions of <i>salah</i> and their names, do a matching game. If the students need help with reading the arabic names of the position, they can be read out loud.			

TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS B

Band B			
AGE 6 -7 YEARS			
YEAR	OUTCOMES	LESSON NO	EXAMPLES FOR ASSESSMENT
1	To recite or recall the following from memory:		E.g. Ask them to recite <i>Surat al-Ikhlās</i> to you. For the meaning, you could recite each ayah and ask them to tell you what it means.
	1	<i>Surat al-Ikhlās</i> in Arabic with its translation	1B01
	2	Names of the 4 holy books	2B03
	3	The birth date and place of Rasulullah (s)	3B02
	4	The names of the parents of Rasulullah (s)	3B02
	5	Abu Talib was the uncle of Rasulullah (s)	3B03
	6	The birthdate of Imam al-Mahdi (a)	5B01
	7	The names of the Islamic months	6B01
	8	Names of <i>Furu ad-Din</i> and their simplified meanings	6B02

Band B			
AGE 7 - 8 YEARS			
YEAR	OUTCOMES	LESSON NO	EXAMPLES FOR ASSESSMENT
2	To recite or recall the following from memory:		E.g: For deciding which <i>wudhu</i> actions are <i>wajib</i> or <i>mustahabb</i> , they can be given cards with each action. They have to make 2 piles: one for <i>wajib</i> and one for <i>mustahabb</i>
	1	<i>Adhan</i> and <i>Iqamah</i> in Arabic with its translation	1B07
	2	Perform <i>wudhu</i> correctly	1B06
	3	<i>Wudhu</i> actions that are <i>wajib</i> and <i>mustahabb</i>	1B06
	4	The 6 main things to consider before <i>salah</i> can begin (QWIPTIC)	1B08
	5	Names of the 5 <i>Ulul Azm Ambiya</i>	2B05
	6	That Lady Khadijah was the wife of Rasulullah (s)	3B05
	7	The names of the 12 <i>A'immah</i>	4B02 - 4B07
	8	The Holy Qur'an was revealed on <i>Laylat al-Qadr</i>	5B03
	9	<i>Niyyah</i> means 'why we do what we do'	6B05
	10	Examples of 3 <i>najis al-ayn</i> from the following: Urine, stool, blood, dog and pig	6B06
	11	Explain how <i>najasah</i> is removed with water to achieve <i>taharah</i>	6B06
	12	Examples of 3 types of <i>haram</i> food	6B07
	13	How to make yourself <i>tahir</i> after going to the toilet and basic toilet matters	
	14	Correct performance of <i>salah</i>	

TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS C

Band C			
AGE 8 - 9 YEARS			
YEAR	OUTCOMES		EXAMPLES FOR ASSESSMENT
1	To recite or recall the following from memory:		E.g: For names of parents/ grandparents of Rasulullah, give them a family tree with some boxes that are blank for them to fill in
	1	The acts that make <i>wudhu batil</i>	
	2	The <i>dhikr</i> of <i>salah</i> with correct pronunciation	
	3	The names of the parents and grandparents of Rasulullah (s)	
	4	The meaning of <i>taqlid</i> and when it should be done	
	5	The name of their current <i>mujtahid</i> of <i>taqlid</i> e.g. Sayyid Sistani (If they are already baligh)	
	6	Examples of 5 <i>najis al-ayn</i> : Urine, stool, blood, dog and pig	
	7	How to purify oneself after going to the toilet (for both urine and stool)	
	8	The method of performing <i>ghusl</i>	
	9	Basic <i>fiqh</i> facts related to fasting, including <i>niyyah</i> , when to fast and what breaks the fast	
	10	Correct performance of <i>wudhu</i>	
	11	Correct performance of <i>salah</i>	

Band C			
AGE 9 - 10 YEARS			
YEAR	OUTCOMES		EXAMPLES FOR ASSESSMENT
2	To recite or recall the following from memory:		E.g: To find out what they know about things that break the fast, give them some scenarios and see if they can identify if the persons fast is valid or not
	1	Places of burial of the <i>A'immah</i> (a)	
	2	The Friday <i>ghusl</i> is a type of <i>mustahabb ghusl</i> , and when it should be performed	
	3	Basic <i>fiqh</i> facts related to fasting, including <i>niyyah</i> , when to fast and what breaks the fast	
	4	The difference between <i>mahram</i> and <i>ghayr mahram</i> , with examples for each	
	5	Correct performance of <i>wudhu</i>	
	6	Correct performance of <i>salah</i>	
	7	The method of performing <i>ghusl</i>	

BOYS



TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS D

Band D - BOYS				
AGE 10 - 11 YEARS				
YEAR	OUTCOMES		LESSON NO	EXAMPLES FOR ASSESSMENT
1	To recite or recall the following from memory:			E.g: To check <i>wudhu/ salah</i> , ask parents to send a video clip of their child doing <i>wudhu/</i> praying <i>salah</i> , which the teacher can review and assess
	1	Acts of <i>salah</i> that are <i>ruk'n</i> and <i>ghayr ruk'n</i>	1D04	
	2	The meaning of the <i>dhikr</i> of <i>salah</i> : The 2 <i>surahs</i> , <i>tasbeehat al-arba'</i> , <i>ruku</i> , <i>tashahhud</i> and <i>salam</i>	1D06 & 1D07	
	3	Define <i>taharah</i> , <i>najasah</i> , <i>najis al-ayn</i> and <i>mutanajjis</i>	6D05	
	4	List examples of 7 <i>najis al-ayn</i> : Urine, stool, blood, dog, pig, alcohol, dead body	6D05	
	5	How to make clothes or carpet <i>tahir</i> using both <i>kurr</i> and <i>qalil</i> water	6D06	
	6	Meanings of the following terminology: <i>Wajib</i> , <i>mustahabb</i> , <i>haram</i> , <i>makruh</i> , <i>mubah</i> , <i>ihtiyat mustahabb</i> , <i>ihtiyat wajib</i>	Different lessons across bands	
	7	Correct performance of <i>wudhu</i>		
	8	Correct performance of <i>salah</i>		
	9	The method of performing <i>ghusl</i>		
	10	Rules related to fasting including <i>niyyah</i> and timings for fasting	6D10	

Band D - BOYS				
AGE 11 - 12 YEARS				
YEAR	OUTCOMES		LESSON NO	EXAMPLES FOR ASSESSMENT
2	To recite or recall the following from memory:			E.g: For rules related to <i>qasr salah</i> , prepare a written quiz
	1	The mubtilat of <i>salah</i>	1D09	
	2	The number of <i>rak'ahs</i> for each <i>salah</i> of a traveller	1D10	
	3	When <i>qasr salah</i> needs to be prayed	1D10	
	4	Meaning of the term ' <i>hadd al-tarakhus</i> '	1D10	
	5	When <i>Salat al-Ayat</i> becomes <i>wajib</i>	1D11	
	6	The method of performing <i>Salat al-Ayat</i>	1D11	
	7	List the <i>Furu ad-Din</i>	7D08	
	8	Rules of hijab for men and women	7C07, 7D09	
	9	The six types of <i>salah</i> that are <i>wajib</i>	1D11	
	10	Birth months of the <i>A'immah</i> (a)	Different lessons across bands	
	11	Correct performance of <i>wudhu</i>		
	12	Correct performance of <i>salah</i>		
	13	The method of performing <i>ghusl</i>		

TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS E

Band E - BOYS			
AGE 12 - 13 YEARS			
YEAR	OUTCOMES		LESSON NO
1	To recite or recall the following from memory:		
	1	List 10 <i>najis al-ayn</i>	6E03
	2	List 3 types of <i>wajib ghusl</i>	6E05
	3	Describe how to perform <i>ghusl</i>	6E05
	4	List instances when <i>tayammum</i> should be performed	6E05
	5	Describe how to perform <i>tayammum</i>	6E05
	6	Things that are forbidden in the state of <i>janabah</i>	6E06B
	7	Correct performance of <i>wudhu</i>	
	8	Correct performance of <i>salah</i>	
			E.g: For <i>tayammum</i> , ask the students to do an in-class demonstration

Band E - BOYS			
AGE 13 - 14 YEARS			
YEAR	OUTCOMES		LESSON NO
2	To recite or recall the following from memory:		
	1	Know how to remedy a doubt in <i>salah</i>	1E07
	2	Method of performing <i>Salat al-Ihtiyat</i>	1E07
	3	Method of performing <i>sajdat as-sahw</i>	1E07
	4	The basic rules of <i>salat al-Jama'ah</i> and how to join	1E09
	5	The method of reciting <i>Salat al-Jumu'ah</i>	1E10
	6	The names of all the <i>Furu ad-Din</i> and their meanings	6E11, 4E12
	7	To define the following terms in the context of fasting: <i>Qadha</i> , <i>fidyah</i> , and <i>kaffarah</i>	6E10
	8	To explain the basic rules related to the calculation and payment of <i>khums</i>	7E11
	9	Correct performance of <i>wudhu</i>	
	10	Correct performance of <i>salah</i>	
	11	The method of performing <i>ghusl</i>	
			E.g: For names of the <i>Furu ad-Din</i> and their meanings, the students can be asked to make a list. Some clues can be given to help them if needed.

TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS F

Band F - BOYS			
AGE 14 - 15 YEARS			
YEAR	OUTCOMES		LESSON NO
1	To recite or recall the following from memory:		E.g. Your friend is converting to Islam: Write out a list of things they should know how to do
	1	The names of the 4 Eids celebrated by Shias.	3F03, 3F05, 6F05
	2	Islamic guidelines for interaction with the opposite gender	7F04
	3	How to remedy doubts in prayer	
	4	Correct performance of <i>wudhu</i>	
	5	Correct performance of <i>salah</i>	
	6	The method of performing <i>ghusl</i>	

Band F - BOYS			
AGE 15 - 16 YEARS			
YEAR	OUTCOMES		LESSON NO
2	To recite or recall the following from memory:		E.g: For the method of <i>Salat al-Layl</i> , the students can be asked to create a podcast style recording
	1	The daily <i>naflah salahs</i> and their timings	1F10
	2	The method of praying <i>Salat al-Layl</i>	1F10
	3	The ayat of <i>wajib sajdah</i> in the Qur'an	2F08
	4	Food and drink that are <i>halal</i> or <i>haram</i>	6F08
	5	Islamic perspective on <i>riba</i>	7F12
	6	How to perform <i>Salat al-Mayyit</i>	8F06
	7	Correct performance of <i>wudhu</i>	
	8	Correct performance of <i>salah</i>	
	9	The method of performing <i>ghusl</i>	

TA'LEEM FOR TARBIYAH

Wuḍū' Assessment

Name

Date...../...../.....

The brackets contain **masā'il** numbers as per the rulings of Ayatullah Sistani's Islamic Laws (4th Edition), published by The World Federation of KSIMC

Text in a bold font are **wājib masā'il**, and those without bold are *mustahabb*

Action	Method	✓	×		
Preparation	All barriers are removed (such as make-up, nail varnish, socks, glue, paint, etc.) {289}				
	Sleeves rolled up above elbows				
Niyyah	'I am performing wuḍū', qurbatan ilallāh' {281}				
Mustahabbāt	Hands washed				
	Mouth rinsed 3 times				
	Water inserted in nose 3 times				
Washing the face	The length of the face is washed from the top of the forehead (hairline) to the bottom of the chin {236}				
	Water poured on the face as many times as required				
	Face washed in downwards motion starting from the hairline {242}				
	The whole width of the face is washed between the tip of the thumb and middle finger {236}				
	Sides of the face also washed to be certain whole face is washed {236}				
	Washed not more than twice {247}				
Washing the right and left arm		Right Arm		Left Arm	
	Right arm washed before left arm {244}				
	Washing begun from above elbow to be certain whole elbow is washed {245}				
	The whole arm washed from the elbow towards the fingertips, including the back of the arm				
	Hand and fingertips included in the wash (not just washing up to wrists) {246}				
	Washed downwards only (not upwards) {242}				
	Boys first pour water from the outer arm and girls first pour water from the inner arm				

TA'LEEM FOR TARBIYAH

	Washed not more than twice {247}				
Wiping of the head	No extra water collected by closing the tap (i.e. wet tap not touched with the same part of hand used for wiping) {248}				
	For long hair: the scalp or roots of the hair wiped For short hair: the hair or roots of the hair wiped {250}				
	Wiping done with skin of hands and NOT nails				
	The part wiped is the front quarter of the head (i.e. quarter immediately above the forehead) {249}				
	The part wiped is dry enough before wiping {255}				
	Wiped with fingers or palm of right hand from top to bottom (i.e., in a direction towards the forehead) {248}				
	Wiping not extended to the forehead				
	Wiping done for width of 3 fingers and length of 1 finger {249}				
	The head does not move when wiping {254}				
Wiping of the feet	No additional water taken {251}				
	Wiping done with width of 3 fingers joined together, or even better with the whole palm {252}				
	The part being wiped is dry enough before wiping {255}				
	Wiped from the tip of the toes until the ankle, drawing the hand back {251}				
	Right foot wiped with right hand, and left foot wiped with left hand {251}				
	The right foot be wiped before the left foot, or at the same time				
	The foot does not move when wiping {254}				

TA'LEEM FOR TARBIYAH

3 Rak'ah Ṣalāh Assessment – Boys

Name


Date...../...../.....


The brackets contain **masā'il** numbers as per the rulings of Ayatullah Sistani's Islamic Laws (4th Edition), published by The World Federation of KSMC


Text in a bold font are wājib masā'il, and those without bold are *mustahabb*

Clothing	Good	Needs improvement
Covered from navel to knee {775}		
Does not have a picture of a face on clothing {852}		

Niyyah	Good	Needs improvement
'I am performing 3 rak'ah ṣalāh qurbatan ilallāh' {929}		



 Takbīrat al-iḥrām الله أكبر	Good	Needs improvement
The body is motionless while reciting <i>allāhu akbar</i> {hands can move} {937}		
Raising hands up to the ears or in front of the face {941}		
Starting to move the hands with the recitation of <i>takbīr</i>		
Hands reach the ears or front of the face when recitation of <i>takbīr</i> ends		
Fingers together		
Palms facing straight out towards the <i>qiblah</i>		
Overall assessment		

 Qiyām	Good	Needs improvement
Standing motionless while reciting {947}		
Hands out and resting on front of thighs (above the knees) {963}		
Fingers together {963}		
Looking at the place of <i>sujūd</i> {963}		
Feet apart (between the measure of 3 open fingers and one hand span) {963}		
Feet in line with each other {963}		
Feet pointing towards the <i>qiblah</i> {963}		
Drooping shoulders {963}		
Overall assessment		

Qirā'ah  <p> بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ﴿٢﴾ الرَّحْمَنِ الرَّحِيمِ ﴿٣﴾ مَالِكِ يَوْمِ الدِّينِ ﴿٤﴾ إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ﴿٥﴾ اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ﴿٦﴾ صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ ﴿٧﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ قُلْ هُوَ اللَّهُ أَحَدٌ ﴿١﴾ اللَّهُ الصَّمَدُ ﴿٢﴾ لَمْ يَلِدْ وَلَمْ يُولَدْ ﴿٣﴾ وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ ﴿٤﴾ </p>	Good	Needs improvement
Correct pronunciation of <i>Sūrat al-Ḥamd</i> and one other <i>sūrah</i> in the first 2 <i>rak'ahs</i> {964, 983} Note to teacher: please remind students to recite using their lips, not 'in their mind'. They should recite in an audible voice for <i>fajr</i> , <i>maghrib</i> , and <i>'ishā</i> {978}		


TA'LEEM FOR TARBIYAH

Qirā'ah section continued..


<p>In the third rak'ah:</p> <p>Recitation of either one <i>Sūrat al-Ḥamd</i> or one <i>al-tasbīḥāt al-arba'ah</i> {991}, however, it is better to recite <i>al-tasbīḥāt al-arba'ah</i></p> <p style="text-align: center;">سُبْحَانَ اللَّهِ وَالْحَمْدُ لِلَّهِ وَلَا إِلَهَ إِلَّا اللَّهُ وَاللَّهُ أَكْبَرُ</p>		
<p>Recitation of <i>al-tasbīḥāt al-arba'ah</i> 3 times {991}</p>		
<p>Recitation of <i>al-tasbīḥāt al-arba'ah</i> in a whisper {993}</p>		
<p>Rukū'</p> <p>سُبْحَانَ رَبِّيَ الْعَظِيمِ وَبِحَمْدِهِ</p> <p>or</p> <p>سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ</p> 	Good	Needs improvement
<p>Correct pronunciation of <i>dhikr</i> for <i>rukū'</i> {1014 and 1015}</p>		
<p><i>Qiyām</i> just before <i>rukū'</i> {944}</p>		
<p>Saying <i>takbīr</i> while standing still before going into <i>rukū'</i> {1029}</p>		
<p>Bending low enough so all fingertips could reach knees (even though they don't have to actually touch) {1008 and 1009}</p>		
<p>Motionless whilst performing <i>rukū'</i> {1016} and reciting <i>dhikr</i> {951}</p>		
<p>Placing hands on knees {1008}</p>		
<p>Looking between feet {1029}</p>		
<p>Knees pushed back {1029}</p>		
<p>Back flat {1029}</p>		
<p>Rising from <i>rukū'</i>, standing straight and motionless and reciting {1029}:</p> <p>سَمِعَ اللَّهُ لِمَنْ حَمِدَهُ</p>		
<p>Overall assessment</p>		
<p>Sajdah</p> <p>سُبْحَانَ رَبِّيَ الْأَعْلَى وَبِحَمْدِهِ</p> <p>or</p> <p>سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ</p> 	Good	Needs improvement


Sajdah section continued..

Correct pronunciation of <i>dhikr</i> for <i>sajdah</i> {1035}		
Hands reach the ground before knees {1077}		
Entire palms fully flat on ground {1031 and 1047}		
Big toes touching ground {1031}		
Forehead on place of <i>sujūd</i> {1031}		
Both knees touching ground {1031}		
Body is motionless during recitation {1036}		
Fingers together and pointing towards <i>qiblah</i> {1077}		
Palms aligned with ears {1077}		
Elbows not resting on the ground {1077}		
Arms away from the body {1077}		
Two <i>sajdahs</i> recited per <i>rak'ah</i> {1032}		
When rising for the next <i>rak'ah</i> , reciting: حَوْلَ اللَّهِ وَقُوَّتِهِ أَقُومُ وَأَقْعُدُ		
Overall assessment		

Julūs between the two <i>sajdahs</i> 	Good	Needs improvement
Sitting still after <i>sajdah</i> {1042}		
Recitation of <i>takbīr</i> after each <i>sajdah</i> {1077}		
Recitation of the following <i>dhikr</i> after the first <i>sajdah</i> {1077} أَسْتَغْفِرُ اللَّهَ رَبِّي وَأَتُوبُ إِلَيْهِ		
Palms resting on thighs {1077}		
Body is motionless during the recitation of the <i>dhikr</i> (including <i>takbīrs</i>) {951}		
Overall assessment		

TA'LEEM FOR TARBIYAH

Qunūt	Good	Needs improvement
		
Recitation of <i>dhikr</i> {1105}		
رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ		
Hands raised to face level {1104}		
Palms facing upwards {1104}		
Fingers joined together (thumbs optional) {1104}		
Looking at palms {1104}		
<i>Takbīr</i> before <i>qunūt</i> {1003}		
Overall assessment		

Tashahhud and salām	Good	Needs improvement
<p>أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ، اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ السَّلَامُ عَلَيْكَ أَيُّهَا النَّبِيُّ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ</p> <p>السَّلَامُ عَلَيْنَا وَعَلَى عِبَادِ اللَّهِ الصَّالِحِينَ السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ</p> 		
Tashahhud recited in second <i>rak'ah</i> {1086}		
Tashahhud recited in final <i>rak'ah</i> {1086}		
Body is motionless during the recitation of <i>tashahhud</i> and <i>salām</i> {1086 and 1091}		
Correct pronunciation of <i>tashahhud</i> {1087}		
Recitation of <i>salām</i> after <i>tashahhud</i> in final <i>rak'ah</i> {1091}		
Correct recitation of <i>salām</i> (only third one is <i>wājib</i>) {1091}		
Fingers together and pointing towards <i>qiblah</i> {1089}		
Looking at lap {1089}		
Weight on the left thigh, front of right foot on the sole of left foot {1089}		
Overall assessment		

Ghusl Checklist

Name

Date...../...../.....

The brackets contain **masā'il** numbers as per the rulings of Ayatullah Sistani's Islamic Laws (4th Edition), published by The World Federation of KSIMC

Ask the student to tell you how to do (sequential) ghusl.

Following are a list of the steps they should mention.

Text in a bold font are wājib masā'il, and those without bold are *mustahabb*

Step	Method	✓	✗
1	All obstacles that would prevent water from reaching the body must be removed e.g. nail polish/ oil / plasters {376}		
2	Intention of ghusl {360}		
3	Take out the body from the flow of water {360} e.g. by turning off the tap or moving the body out from under the flow of water		
4	Wash the entire head and neck {360}		
5	Wash the entire body {360} (it is better to wash the right side of the body first, then the left) {360}		

GIRLS



TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS D

Band D - GIRLS			
AGE 10 - 11 YEARS			
YEAR	OUTCOMES	LESSON NO	EXAMPLES FOR ASSESSMENT
1	To recite or recall the following from memory:		E.g: To check <i>wudhu</i> / <i>salah</i> , ask parents to send a video clip of their child doing <i>wudhu</i> /praying <i>salah</i> , which the teacher can review and assess
	1	Acts of <i>salah</i> that are <i>ruk'n</i> and <i>ghayr ruk'n</i>	1D04
	2	The meaning of the <i>dhikr</i> of <i>salah</i> : The 2 <i>surahs</i> , <i>tasbihat al- arba'</i> , <i>ruku</i> , <i>tashahhud</i> and <i>salam</i>	1D06 & 1D07
	3	Define <i>taharah</i> , <i>najasah</i> , <i>najis al-ayn</i> and <i>mutanajjis</i>	6D05
	4	List examples of 7 <i>najis al-ayn</i> : Urine, stool, blood, dog, pig, alcohol, dead body	6D05
	5	How to make clothes or carpet <i>tahir</i> using both <i>kurr</i> and <i>qalil</i> water	6D06
	6	Meanings of the following terminology: <i>Wajib</i> , <i>mustahabb</i> , <i>haram</i> , <i>makruh</i> , <i>mubah</i> , <i>ihtiyat mustahabb</i> , <i>ihtiyat wajib</i>	Different lessons across bands
	7	Correct performance of <i>wudhu</i>	
	8	Correct performance of <i>salah</i>	
	9	The method of performing <i>ghusl</i>	
	10	Rules related to fasting including <i>niyyah</i> and timings for fasting	6D10

Band D - GIRLS			
AGE 11 - 12 YEARS			
YEAR	OUTCOMES	LESSON NO	EXAMPLES FOR ASSESSMENT
2	To recite or recall the following from memory:		E.g: For rules related to <i>qasr salah</i> , prepare a written quiz
	1	The mubtilat of <i>salah</i>	1D09
	2	The number of <i>rak'ahs</i> for each <i>salah</i> of a traveller	1D10
	3	When <i>qasr salah</i> needs to be prayed	1D10
	4	Meaning of the term ' <i>hadd al-tarakhus</i> '	1D10
	5	When <i>Salat al-Ayat</i> becomes <i>wajib</i>	1D11
	6	The method of performing <i>Salat al-Ayat</i>	1D11
	7	What the characteristics of <i>haydh</i> are	6D07G
	8	What a woman in <i>haydh</i> can and cannot do	6D07G
	9	How to count period days	6D07G
	10	The three types of <i>istihadha</i>	6D07G
	11	List the <i>Furu ad-Din</i>	7D08
	12	Rules of hijab for men and women	7C07, 7D09
	13	The six types of <i>salah</i> that are <i>wajib</i>	1D11
	14	Birth months of the <i>A'immah</i> (a)	Different lessons across bands
	15	Correct performance of <i>wudhu</i>	
	16	Correct performance of <i>salah</i>	
	17	The method of performing <i>ghusl</i>	

TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS E

Band E - GIRLS			
AGE 12 - 13 YEARS			
YEAR	OUTCOMES		EXAMPLES FOR ASSESSMENT
1	To recite or recall the following from memory:		E.g: For <i>tayammum</i> , ask the students to do an in-class demonstration
	1	List 10 <i>najis al-ayn</i>	
	2	List 3 types of <i>wajib ghusl</i>	
	3	Describe how to perform <i>ghusl</i>	
	4	List instances when <i>tayammum</i> should be performed	
	5	Describe how to perform <i>tayammum</i>	
	6	General rules regarding <i>haydh</i>	
	7	Correct performance of <i>wudhu</i>	
	8	Correct performance of <i>salah</i>	

Band E - GIRLS			
AGE 13 - 14 YEARS			
YEAR	OUTCOMES		EXAMPLES FOR ASSESSMENT
2	To recite or recall the following from memory:		E.g: For names of the <i>Furu ad-Din</i> and their meanings, the students can be asked to make a list. Some clues can be given to help them if needed.
	1	Know how to remedy a doubt in <i>salah</i>	
	2	Method of performing <i>Salat al-Ihtiyat</i>	
	3	Method of performing <i>sajdat as-sahw</i>	
	4	The basic rules of <i>Salat al-Jama'ah</i> and how to join	
	5	The method of reciting <i>Salat al-Jumu'ah</i>	
	6	The names of all <i>Furu ad-Din</i> and their meanings	
	7	To define the following terms in the context of fasting: <i>Qadha</i> , <i>fidyah</i> , and <i>kaffarah</i>	
	8	To explain the basic rules related to the calculation and payment of <i>khums</i>	
	9	Correct performance of <i>wudhu</i>	
	10	Correct performance of <i>salah</i>	
	11	The method of performing <i>ghusl</i>	

TA'LEEM FOR TARBIYAH

OUTCOMES FOR BANDS F

Band F - GIRLS			
AGE 14 - 15 YEARS			
YEAR	OUTCOMES		LESSON NO
1	To recite or recall the following from memory:		
	1	The names of the 4 Eids celebrated by Shias.	3F03, 3F05, 6F05
	2	Islamic guidelines for interaction with the opposite gender	7F04
	3	How to remedy doubts in prayer	
	4	Correct performance of <i>wudhu</i>	
	5	Correct performance of <i>salah</i>	
	6	The method of performing <i>ghusl</i>	
			E.g. Your friend is converting to Islam: Write out a list of things they should know how to do

Band F - GIRLS			
AGE 15 - 16 YEARS			
YEAR	OUTCOMES		LESSON NO
2	To recite or recall the following from memory:		
	1	The daily <i>naflah salahs</i> and their timings	1F10
	2	The method of praying <i>Salat al-Layl</i>	1F10
	3	The ayat of <i>wajib sajdah</i> in the Qur'an	2F08
	4	The instances and signs of <i>istihadha</i>	6F07G
	5	Food and drink that are <i>halal</i> or <i>haram</i>	6F08
	6	Islamic perspective on <i>riba</i>	7F12
	7	How to perform <i>Salat al-Mayyit</i>	8F06
	8	Correct performance of <i>wudhu</i>	
	9	Correct performance of <i>salah</i>	
	10	The method of performing <i>ghusl</i>	
			E.g: For the method of <i>Salat al-Layl</i> , the students can be asked to create a podcast style recording

TA'LEEM FOR TARBIYAH

Wuḍū' Assessment

Name

Date...../...../.....

The brackets contain **masā'il** numbers as per the rulings of Ayatullah Sistani's Islamic Laws (4th Edition), published by The World Federation of KSIMC

Text in a bold font are **wājib masā'il**, and those without bold are *mustahabb*

Action	Method	✓	×		
Preparation	All barriers are removed (such as make-up, nail varnish, socks, glue, paint, etc.) {289}				
	Sleeves rolled up above elbows				
Niyyah	'I am performing wuḍū', qurbatan ilallāh' {281}				
Mustahabbāt	Hands washed				
	Mouth rinsed 3 times				
	Water inserted in nose 3 times				
Washing the face	The length of the face is washed from the top of the forehead (hairline) to the bottom of the chin {236}				
	Water poured on the face as many times as required				
	Face washed in downwards motion starting from the hairline {242}				
	The whole width of the face is washed between the tip of the thumb and middle finger {236}				
	Sides of the face also washed to be certain whole face is washed {236}				
	Washed not more than twice {247}				
Washing the right and left arm		Right Arm		Left Arm	
	Right arm washed before left arm {244}				
	Washing begun from above elbow to be certain whole elbow is washed {245}				
	The whole arm washed from the elbow towards the fingertips, including the back of the arm				
	Hand and fingertips included in the wash (not just washing up to wrists) {246}				
	Washed downwards only (not upwards) {242}				
	Boys first pour water from the outer arm and girls first pour water from the inner arm				

TA'LEEM FOR TARBIYAH

	Washed not more than twice {247}				
Wiping of the head	No extra water collected by closing the tap (i.e. wet tap not touched with the same part of hand used for wiping) {248}				
	For long hair: the scalp or roots of the hair wiped For short hair: the hair or roots of the hair wiped {250}				
	Wiping done with skin of hands and NOT nails				
	The part wiped is the front quarter of the head (i.e. quarter immediately above the forehead) {249}				
	The part wiped is dry enough before wiping {255}				
	Wiped with fingers or palm of right hand from top to bottom (i.e., in a direction towards the forehead) {248}				
	Wiping not extended to the forehead				
	Wiping done for width of 3 fingers and length of 1 finger {249}				
	The head does not move when wiping {254}				
Wiping of the feet	No additional water taken {251}				
	Wiping done with width of 3 fingers joined together, or even better with the whole palm {252}				
	The part being wiped is dry enough before wiping {255}				
	Wiped from the tip of the toes until the ankle, drawing the hand back {251}				
	Right foot wiped with right hand, and left foot wiped with left hand {251}				
	The right foot be wiped before the left foot, or at the same time				
	The foot does not move when wiping {254}				

TA'LEEM FOR TARBIYAH


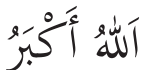
3 Rak'ah Ṣalāh Assessment – Girls

Name

Date...../...../.....


The brackets contain **masā'il** numbers as per the rulings of Ayatullah Sistani's Islamic Laws (4th Edition), published by The World Federation of KSMC

Text in a bold font are **wājib masā'il**, and those without bold are *mustaḥabb*

Clothing	Good	Needs improvement
All parts of body are covered with opaque covering (including ankles and wrists) {776}		
Does not have a picture of a face on clothing {852}		
Niyyah	Good	Needs improvement
'I am performing 3 rak'ah ṣalāh qurbatan ilallāh' {929}		
Takbīrat al-ihrām  	Good	Needs improvement
The body is motionless while reciting <i>allāhu akbar</i> {hands can move} {937}		
Raising hands up to the ears or in front of the face {941}		
Starting to move the hands with the recitation of <i>takbīr</i>		
Hands reach the ears or front of face when recitation of <i>takbīr</i> ends		
Fingers together		
Palms facing straight out towards the <i>qiblah</i>		
Overall assessment		

TA'LEEM FOR TARBIYAH

Qiyām 	Good	Needs improvement
Standing motionless while reciting {947}		
Hands out and resting on the front of thighs (above the knees) {963}		
Fingers together {963}		
Looking at the place of <i>sujūd</i> {963}		
Feet together {963}		
Feet in line with each other {963}		
Feet pointing towards the <i>qiblah</i> {963}		
Overall assessment		


Qirā'ah  <p> بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ﴿٢﴾ الرَّحْمَنِ الرَّحِيمِ ﴿٣﴾ مَا لِكَ يَوْمَ الدِّينِ ﴿٤﴾ إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ﴿٥﴾ اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ﴿٦﴾ صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ ﴿٧﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ قُلْ هُوَ اللَّهُ أَحَدٌ ﴿١﴾ اللَّهُ الصَّمَدُ ﴿٢﴾ لَمْ يَلِدْ وَلَمْ يُولَدْ ﴿٣﴾ وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ ﴿٤﴾ </p>	Good	Needs improvement
Correct pronunciation of <i>Sūrat al-Hamd</i> and one other <i>sūrah</i> in the first 2 <i>rak'ahs</i> {964, 983} Note to teacher: please remind students that they have to recite using their lips, not 'in their mind'. If a non- <i>maḥram</i> cannot hear them, they have the option of reciting loudly or softly for <i>fajr</i> , <i>maghrib</i> , and ' <i>ishā</i> ' {980}		
In the third <i>rak'ah</i>: Recitation of either one <i>Sūrat al-Hamd</i> or one <i>al-tasbīhāt al-arba'ah</i> {991}, however it is better to recite <i>al-tasbīhāt al-arba'ah</i>		

TA'LEEM FOR TARBIYAH

Qirā'ah section continued..


سُبْحَانَ اللَّهِ وَالْحَمْدُ لِلَّهِ وَلَا إِلَهَ إِلَّا اللَّهُ وَاللَّهُ أَكْبَرُ		
Recitation of <i>al-tasbīhāt al-arba'ah</i> 3 times {991}		
Recitation of <i>al-tasbīhāt al-arba'ah</i> in a whisper {993}		

Rukū' سُبْحَانَ رَبِّيَ الْعَظِيمِ وَبِحَمْدِهِ or سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ		Good	Needs improvement
Correct pronunciation of <i>dhikr</i> for <i>rukū'</i> {1014 and 1015}			
<i>Qiyām</i> just before <i>rukū'</i> {944}			
Saying <i>takbīr</i> while standing still before going into <i>rukū'</i> {1029}			
Bending low enough so all fingertips could reach knees (even though they don't have to actually touch) {1008 and 1009}			
Motionless whilst performing <i>rukū'</i> {1016} and reciting <i>dhikr</i> {951}			
Placing hands above the knees {1030}			
Looking between feet {1029}			
Knees not pushed all the way back {1030}			
Back not bent so much that it is in the horizontal position relative to the ground			
Rising from <i>rukū'</i> , standing straight and motionless and reciting {1029}: سَمِعَ اللَّهُ لِمَنْ حَمِدَهُ			
Overall assessment			

Sajdah سُبْحَانَ رَبِّيَ الْأَعْلَى وَبِحَمْدِهِ or سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ سُبْحَانَ اللَّهِ		Good	Needs improvement
Correct pronunciation of <i>dhikr</i> for <i>sajdah</i> {1035}			

TA'LEEM FOR TARBIYAH

Knees reach ground before hands {1077}		
Entire palms fully flat on ground {1031 and 1047}		
Big toes touching ground {1031}		
Forehead on place of <i>sujūd</i> {1031}		
Both knees touching ground {1031}		
Body is motionless during recitation {1036}		
Fingers together and pointing towards <i>qiblah</i> {1077}		
Palms aligned with ears {1077}		
Elbows resting on ground {1077}		
Arms close to body {1077}		
Two <i>sajdahs</i> recited per <i>rak'ah</i> {1032}		
When rising for the next <i>rak'ah</i> , reciting: يَحُولِ اللَّهُ وَقُوَّتِهِ أَقُومُ وَأَقْعُدُ		
Overall assessment		

Julūs between the two <i>sajdahs</i> 	Good	Needs improvement
Sitting still after <i>sajdah</i> {1042}		
Recitation of <i>takbīr</i> after each <i>sajdah</i> {1077}		
Recitation of the following <i>dhikr</i> after the first <i>sajdah</i> {1077} أَسْتَغْفِرُ اللَّهَ رَبِّي وَأَتُوبُ إِلَيْهِ		
Palms resting on thighs {1077}		
Body is motionless during the recitation of the <i>dhikr</i> (including <i>takbīrs</i>) {951}		
Overall assessment		

Qunūt 	Good	Needs Improvement
--	------	-------------------

TA'LEEM FOR TARBIYAH

Qunūt section continued..

Recitation of <i>dhikr</i> {1105}		
رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ		
Hands raised to face level {1104}		
Palms facing upwards {1104}		
Fingers joined together (thumbs optional) {1104}		
Looking at palms {1104}		
<i>Takbīr</i> before <i>qunūt</i> {1003}		
Overall assessment		

<i>Tashahhud</i> and <i>salām</i>	Good	Needs improvement
 <p style="text-align: center;">أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ، اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ السَّلَامَ عَلَيْكَ أَيُّهَا النَّبِيُّ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ السَّلَامَ عَلَيْنَا وَعَلَى عِبَادِ اللَّهِ الصَّالِحِينَ السَّلَامَ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ</p>		
<i>Tashahhud</i> recited in second <i>rak'ah</i> {1086}		
<i>Tashahhud</i> recited in final <i>rak'ah</i> {1086}		
Body is motionless during the recitation of <i>tashahhud</i> and <i>salām</i> {1086 and 1091}		
Correct pronunciation of <i>tashahhud</i> {1087}		
Recitation of <i>salām</i> after <i>tashahhud</i> in final <i>rak'ah</i> {1091}		
Correct recitation of <i>salām</i> (only third one is <i>wājib</i>) {1091}		
Fingers together and pointing towards <i>qiblah</i> {1089}		
Looking at lap {1089}		
Weight on left thigh, front of right foot on the sole of left foot {1089}		
Thighs kept together {1090}		
Overall assessment		

Ghusl Checklist

Name

Date...../...../.....

The brackets contain **masā'il** numbers as per the rulings of Ayatullah Sistani's Islamic Laws (4th Edition), published by The World Federation of KSIMC

Ask the student to tell you how to do (sequential) ghusl.

Following are a list of the steps they should mention.

Text in a bold font are wājib masā'il, and those without bold are *mustahabb*

Step	Method	✓	✗
1	All obstacles that would prevent water from reaching the body must be removed e.g. nail polish/ oil / plasters {376}		
2	Intention of <i>ghusl</i> {360}		
3	Take out the body from the flow of water {360} e.g. by turning off the tap or moving the body out from under the flow of water		
4	Wash the entire head and neck {360}		
5	Wash the entire body {360} (it is better to wash the right side of the body first, then the left) {360}		



The World Federation of KSIMC

Wood Lane | Stanmore | Middlesex HA7 4LQ

T: 020 89549881 | E: secretariat@world-federation.org | www.world-federation.org

Registered Charity (UK) No. 282303