A COMPLETE GUIDE TO

ASSESSMENT SETTING, RESPONSE AND SCORING

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ASSESSING LEARNERS

How teachers should assess learners according to the Lower Secondary Curriculum (LSC)?

1. Nature of Assessment in LSC

The LSC is **Competency-Based**. This means assessment is not only about recall of facts, but also about the ability to:

- **Apply knowledge** in real-life contexts.
- **Demonstrate skills** (practical, analytical, creative).
- **Show positive attitudes and values** (teamwork, responsibility, problem-solving).

Therefore, teachers must design assessment that checks **what learners know, can do, and how they behave/relate**.

2. Types of Assessment Teachers Should Use

a) Formative Assessment (Assessment for Learning)

- Done **continuously** during lessons.
- Helps teachers check learner progress and give feedback.
- Methods include:
  - Class exercises, oral questions, quizzes
  - Projects, portfolios, group work
  - Practical experiments, fieldwork, debates, role plays
- Aim: Guide learning and improvement, not just grading.

b) Summative Assessment (Assessment of Learning)

- Done at the **end of a topic, term, or school year**.
- Used for grading, placement, and certification.
- Includes end-of-term tests, UNEB exams, and final projects.

c) Assessment as Learning

- Learners assess themselves or peers.
- Teachers guide learners to reflect on their own strengths and weaknesses.

3. How Teachers Should Assess Learners

Step 1: Align with Competencies

- Identify the **competency** to be assessed (knowledge, skill, or value).
- Example: *"Learner is able to apply Pythagoras' theorem to real-life situations."*

Step 2: Use Clear Assessment Tasks

- Ask questions that reflect **real-life applications**.
- Example in Agriculture: *"Design a plan for controlling soil erosion on a school farm."*
- Example in Chemistry: *"Explain how acids and bases are used in everyday life."*

Step 3: Apply Different Methods

- Written tests for knowledge.
- Practical tasks for skills.
- Group discussions, debates, or projects for attitudes and values.

Step 4: Use Rubrics/Marking Guides

- Define what an **Outstanding**, **Good**, **Satisfactory**, or **Weak** answer looks like.
- Award marks for both **process and product**.
- Give credit for reasoning, not just final answers.

Step 5: Provide Feedback

- Written or oral comments should highlight:
  - What was done well
  - What needs improvement
  - How to improve

4. Example of Teacher Assessment

Task (Mathematics): *A carpenter wants to make a rectangular table top of area 1.2 m². If the length is 1.5 m, calculate the width.*

Teacher's Assessment Approach:

- Competency: Ability to apply area formula in real-life context.
- Marking Guide:
  - Formula: Area = Length × Width (1 mark)
  - Substitution: 1.2 = 1.5 × W (1 mark)
  - Correct working: W = 0.8 m (1 mark)
  - Final answer with unit: 0.8 m (1 mark)

Feedback: *"Good work applying the formula. Next time, always include units in your final answer."*

5. Performance Levels (LSC Standard Scoring)

Teachers classify learners' performance in **levels** rather than only raw marks:

- **Outstanding (80–100%)** → Excellent mastery, can apply in new situations.
- **Above Average (60–79%)** → Good mastery, minor errors.
- **Average (40–59%)** → Fair mastery, struggles with application.
- **Below Average (20–39%)** → Minimal understanding.
- **Poor (0–19%)** → Very weak, needs a lot of support.

Summary: How Teachers Should Assess Learners

1. Use **formative, summative, and self/peer assessment**.
2. Align all tasks with **competencies**.
3. Design **real-life, learner-centered assessment items**.
4. Apply **clear rubrics and marking guides**.
5. Score both **process and product**.
6. Give **constructive feedback** to support learner growth.
7. Report results in **performance levels** (not only marks).

SET CONTINUOUS ASSESSMENT (CA)

1. Understanding Continuous Assessment in NLSC

- Continuous Assessment (CA) is school-based assessment done throughout the learning process, not just at the end of the term or year.
- Its main purpose is to:
  - Track learner progress.
  - Identify strengths and weaknesses.
  - Guide teaching and remediation.
  - Contribute to the **final learner achievement grade** (UNEB now considers CA in certification).

2. Principles for Setting CA Items

When setting CA items, teachers should ensure they are:

1. **Competency-based** → test what learners *know, can do, and value*.
2. **Varied in method** → not only written tests, but also projects, portfolios, experiments, fieldwork, debates, presentations.
3. **Relevant and contextualized** → items should be drawn from real-life situations learners can relate to.
4. **Continuous and systematic** → spread across the term, not given only once.
5. **Inclusive** → accommodate learners with different abilities and learning styles.
6. **Clear and transparent** → criteria/rubrics for scoring must be communicated to learners.

3. Steps in Setting CA Items

Step 1: Identify the Competency

- Pick a competency from the syllabus (knowledge, skill, or attitude).
- Example in Mathematics: *"Learner can apply ratios to solve real-life problems."*
- Example in Biology: *"Learner can demonstrate an experiment to test for starch in leaves."*

Step 2: Design the Task

- Ensure it requires learners to **demonstrate ability**, not just recall.
- Use **real-life context** where possible.
- Example:
  - Math → *"A shopkeeper bought 50 kg of sugar and sold it at a profit of 20%. Calculate the selling price if the cost price was 5,000 shs. per kg."*
  - Agriculture → *"Design a simple plan for controlling soil erosion on the school compound."*

Step 3: Use Different Forms of Assessment Items

- Short written quizzes (knowledge check).
- Practical experiments or demonstrations (skills check).
- Projects and assignments (application/creativity).
- Portfolios (collection of learner's work over time).
- Peer/self-assessment tasks (values and reflection).

Step 4: Develop a Marking Guide or Rubric

- Break down the task into steps/criteria.
- Allocate marks fairly between **process and product**.
- Example rubric for an essay:
  - Accuracy of content → 3 marks
  - Organization of ideas → 2 marks
  - Language and clarity → 2 marks
  - Real-life application → 3 marks

Step 5: Plan for Feedback

- After scoring, provide **constructive feedback** to learners:
  - What was done well
  - What needs improvement
  - How to improve

4. Example of a CA Item

Subject: Chemistry

Competency: Learner can investigate properties of acids and bases.

CA Task: *In groups, design and carry out an experiment using local materials (like lemon juice, ash solution, soap) to test for acidic and basic substances. Record your observations and present a report.*

Rubric:

- Clear aim stated → 2 marks
- Correct procedure designed → 3 marks
- Accurate observations → 2 marks
- Logical conclusion → 2 marks
- Group cooperation and presentation → 1 mark

Total: 10 marks

Summary: How Teachers Should Set CA Items

1. **Base items on competencies** in the curriculum.
2. **Use varied assessment methods** (tests, projects, practicals, debates, fieldwork).
3. **Contextualize tasks** to real-life situations.
4. **Balance process and product** when awarding marks.
5. **Provide clear rubrics/marking guides** for fairness.
6. **Give feedback** to help learners improve.

LEARNERS' ASSESSMENT RESPONSE

A general guide on how learners should respond to assessment items according to the Lower Secondary Curriculum (LSC).

1. Key Features of NLSC Assessment

The Ugandan New Lower Secondary Curriculum emphasizes **Competency-Based Assessment (CBA)**.
This means assessment items are designed to test:

- **Knowledge and understanding** (facts, concepts, principles).
- **Skills** (practical, analytical, creative, problem-solving).
- **Attitudes and values** (responsibility, teamwork, environmental awareness, ethical decision-making).

Learners are not expected to memorize and reproduce only, but to **demonstrate what they can do with knowledge in real-life contexts**.

2. Types of Assessment Items

1. **Knowledge-based items** – recall, define, state, identify.
2. **Understanding items** – explain, describe, give reasons.
3. **Application items** – use knowledge in new or real-life situations.
4. **Practical/Performance tasks** – experiments, projects, fieldwork, role plays.
5. **Higher-order tasks** – analyze, compare, evaluate, design, innovate.

3. How a Learner Should Respond

a) Read and Understand the Question Carefully

- Underline/identify key words.
- Note **command words** (e.g., *state, explain, calculate, analyze, justify, design*).
- Check the **marks allocated** — this shows the depth/detail expected.

b) Respond According to the Command Word

- **State / List / Define** → Give precise facts or definitions.
- **Explain / Describe** → Give detailed reasoning or step-by-step description.
- **Calculate / Solve** → Show working clearly, use correct formulas, and give final answer with units.
- **Draw / Label** → Neat, accurate diagrams with correct labels.
- **Analyze / Compare / Evaluate** → Break into parts, identify similarities/differences, give judgment with evidence.
- **Design / Suggest / Create** → Propose new ideas, plans, or solutions logically.

c) Demonstrate Practical Competence

- In experiments/projects: follow steps clearly (Aim → Procedure → Observations → Conclusion).
- Record data in correct formats (tables, graphs, charts).
- Show creativity and responsibility in carrying out tasks.

d) Relate Answers to Real-Life Contexts

- Link school knowledge to **environment, health, agriculture, technology, business, or community issues**.
- Example: Instead of only saying *"chlorination kills bacteria in water,"* also add *"this makes drinking water safe in homes and schools."*

e) Use Correct Language and Presentation

- Use subject-specific terminology (scientific, mathematical, historical, etc.).
- Be clear, concise, and organized — avoid vague responses.
- Where necessary, present answers in **tables, graphs, bullet points, or steps** for clarity.

f) Check and Finalize Your Answer

- Re-read the question and your response.
- Confirm units, accuracy, spelling of terms, and completeness.
- Make sure your response matches the number of marks allocated.

4. Example Responses

Q1: *State two benefits of crop rotation to farmers.* (2 marks)
Good response:

- Prevents soil exhaustion.
- Reduces spread of pests and diseases.

Q2: *Explain how plastics can cause environmental problems.* (3 marks)
Good response:

- Plastics are non-biodegradable, so they accumulate in the environment.
- They block drainage systems, causing floods.
- When burnt, they release harmful gases that pollute the air.

Q3: *Design an experiment to show that plants need sunlight for photosynthesis.* (5 marks)
Good response:

- Place a potted plant in darkness for 48 hours to destarch it.
- Cover part of a leaf with black paper and expose the plant to sunlight for a few hours.
- Test the leaf for starch using iodine solution.
- Observation: only the uncovered part turns blue-black.
- Conclusion: sunlight is necessary for photosynthesis.

Summary: How Learners Should Respond

1. **Understand the question** → identify what is being asked.
2. **Follow the command word** → adjust depth/detail accordingly.
3. **Show working and reasoning clearly.**
4. **Use correct subject language and presentation.**
5. **Relate answers to real-life contexts.**
6. **Be neat, clear, and concise.**

HOW A LEARNER SHOULD RESPOND TO PHYSICS ITEMS

Under the **Lower Secondary Curriculum (LSC)**, assessment is **competency-based**, and students are expected not only to recall facts but also to **apply knowledge, demonstrate skills**, and **exhibit attitudes** related to real-life situations. In Physics, this approach requires learners to actively **interpret questions**, **think critically**, and **communicate scientifically**.
Here's a **clear guide** on how a learner should respond to assessment items in Physics.

1. Understand the Type of Assessment Item

The new curriculum uses a variety of item types, including:

- **Structured questions**
- **Scenario-based questions**
- **Practical/investigative tasks**
- **Problem-solving tasks**
- **Short and extended responses**

Tip: Read the instructions carefully to understand what is required. Is it asking for explanation, description, application, or evaluation?

2. Read the Question Carefully and Identify Key Concepts

Before answering:

- Highlight/underline **keywords** (e.g. "explain," "describe," "calculate," "analyse").
- Identify the **topic area** (e.g. forces, energy, electricity).
- Understand the **context or scenario** if given (real-life applications are common in this curriculum).

Example:
"A student drops a ball from a certain height. Describe the energy changes that occur as it falls."
Here, you must identify:

- The scenario: *a falling object*
- The concept: *energy transformation (potential → kinetic)*

3. Apply Knowledge to Real-Life or Practical Situations

- Avoid **rote memorization**; instead, demonstrate that you understand the **application** of concepts.
- When answering, relate the physics principle to the given **context or everyday experience**.

For example:
Question: Explain why a metal spoon feels colder than a wooden one at room temperature.
Answer: A metal spoon is a good conductor of heat, so it conducts heat away from your hand faster than a wooden spoon, making it feel colder.

4. Use Scientific Language and Units Appropriately

- Use correct **physics terminology** (e.g. force, velocity, mass, conduction).
- When calculations are involved:
  - Show all **working steps**
  - Use correct **formulas**
  - Always write the correct **units**

5. Structure Your Responses Clearly

- **Use bullet points or short paragraphs** if answering an extended response.
- Stick to the **point** and answer what is **specifically asked**.
- Avoid giving irrelevant information.

For "describe" or "explain" questions:

- **Describe:** State the features or steps clearly.
- **Explain:** Give reasons or causes.

7. Think Critically and Reflectively

- You may be asked to:
  - Suggest improvements to an experiment.
  - Predict outcomes.
  - Justify your answer with reasoning.

For example:
What could be done to increase the accuracy of the experiment?
Answer: Use a digital stopwatch instead of a manual one to reduce human error in time measurement.

8. Practice Self-Assessment and Peer Review

- Reflect on your answers:
  - Did I answer all parts of the question?
  - Did I use the correct scientific terms?
  - Can someone else understand my explanation?

This aligns with the **learner-centered approach** promoted in the new curriculum.

Summary: Key Guidelines for Responding

Skill	What to Do
Comprehension	Understand question requirements
Application	Relate physics to real life
Scientific Communication	Use correct terms, units, and formats
Problem-solving	Show steps, use correct formulas
Critical thinking	Justify, analyse, suggest improvements
Practical understanding	Interpret tables, graphs, experiments
Reflection	Evaluate and improve your own answers

HOW A LEARNER SHOULD RESPOND TO BIOLOGY ITEMS

The curriculum emphasizes the development of **practical skills, critical thinking, problem-solving, and application of knowledge** to real-life situations.
Below is a **clear explanation** of how a learner should respond to assessment items in Biology under this curriculum:

1 Understand the Type of Question (Competency-Based Focus)

Assessment items may include:

- **Knowledge and Understanding Questions** – Require recall of facts.
- **Application Questions** – Apply knowledge to new or real-life situations.
- **Inquiry and Problem-Solving Questions** – Require investigation, analysis, and decision-making.
- **Practical-Based Questions** – Test observation, experiment analysis, and data interpretation.

Tip: Carefully read the command words like *describe, explain, compare, suggest, evaluate*, etc. These indicate the depth of response expected.

2. Think Competency-Based, Not Just Theory-Based

Respond by **demonstrating competencies**, not just cramming content.
Competencies include:

- **Critical Thinking**: Use logic and reasoning.
- **Communication**: Express ideas clearly and scientifically.
- **Problem-Solving**: Propose solutions to biological or health-related issues.
- **Practical Skills**: Describe or interpret experiments.

Example:
Question: Explain how poor sanitation can affect the spread of diseases in a community.
Wrong Approach (theory-only):
Poor sanitation causes diseases like cholera.
Right Approach (competency-based):
Poor sanitation provides breeding grounds for pathogens. For example, when waste is not properly disposed of, flies and water can carry bacteria like *Vibrio cholerae* to people, leading to disease outbreaks such as cholera.

3. Use Scientific Language and Practical Understanding

- When answering, use **correct biological terms**.
- Show understanding of **experiments** (aim, method, observation, conclusion).
- Relate your answers to **real-life Ugandan contexts** when possible.

Example:
Question: Describe how you would carry out an experiment to test for the presence of starch in a leaf.

Answer:

- Boil the leaf to kill it.
- Put it in alcohol to remove chlorophyll.
- Rinse in warm water to soften.
- Add iodine solution.
- If starch is present, it turns blue-black.

4. Interpret Diagrams and Data Carefully

Some questions involve interpreting:

- **Graphs**
- **Tables**
- **Biological diagrams**

When doing this:

- Read the **titles and labels** carefully.
- Look for **trends or patterns**.
- Use the data to **support your answers**.

5. Structure Answers Clearly

Always:

- Use **clear, logical sentences**.
- **Number points** if required.
- Avoid vague words like "it", "thing", "stuff".
- **Give examples** when asked.

Example:

Question: State two functions of the human skeleton.

Answer:

1. It supports the body and gives it shape.
2. It protects internal organs like the brain (protected by the skull).

6. Relate Biology to Life Skills and Environment

- Show awareness of how biology affects **daily life**: health, environment, agriculture.
- Use **examples from your community** where relevant.

Example:

Question: Suggest ways a community can conserve water during drought.

Answer:

- Harvest rainwater using tanks.
- Reuse household water for watering plants.
- Educate people on turning off taps when not in use.

Summary: How a Learner Should Respond

Step	What to Do	Why
1	Read and understand the question type	Know what is being tested
2	Apply knowledge, not just recall	Show understanding and real-life use
3	Use scientific terms and practical knowledge	Align with competency-based skills
4	Interpret and explain data clearly	Demonstrates analysis
5	Structure answers clearly	Easy to follow and mark
6	Relate answers to life and environment	Makes biology relevant

HOW A LEARNER SHOULD RESPOND TO MATHEMATICS ITEMS

1. Nature of Mathematics Assessment under LSC

The curriculum emphasizes **competency-based learning**, so assessment items are designed to test:

- **Knowledge & Understanding** (concepts, definitions, formulae).
- **Application** (using mathematics in everyday life).
- **Problem solving** (multi-step, real-life situations).
- **Critical thinking & reasoning** (justifying, proving, analyzing).

So, learners are expected to show **both working and reasoning**, not just final answers.

2. Types of Assessment Items in Mathematics

Learners will face:

1. **Recall/knowledge questions** – state a formula, define a concept.
2. **Routine problems** – solve an equation, simplify an expression.
3. **Applied problems** – word problems in real-life contexts (e.g., business, physics, geography).
4. **Investigative/analytical tasks** – explore patterns, justify a method, prove a property.
5. **Practical tasks** – drawing graphs, constructing shapes, measuring.

3. How a Learner Should Respond

a) Read the Question Carefully

- Identify **what is given** and **what is required**.
- Underline key words (e.g., "hence," "show that," "correct to 2 decimal places").

b) Respond According to the Command Word

- **State / Write down** → Give the formula, definition, or final statement only.
- **Solve / Find / Calculate** → Show all steps: formula → substitution → working → answer with units (if any).
- **Draw / Construct** → Use mathematical instruments, label clearly, show construction lines if needed.
- **Prove / Show that** → Provide logical steps using known rules or theorems until the conclusion matches the requirement.
- **Estimate / Approximate** → Round values correctly and state the degree of accuracy.
- **Explain / Justify** → Support the answer with mathematical reasoning.

c) Show All Working Clearly

- Write step by step, vertically where possible.
- Do not skip major steps (marks are often awarded for method).

d) Use Appropriate Mathematical Language and Symbols

- Use correct notation:
- Avoid vague wording — be precise.

e) Apply Mathematics to Real-life Contexts

When the question is about:

- **Business:** Show cost, profit, interest calculations clearly.
- **Measurement:** Show conversions (cm ↔ m ↔ km).
- **Statistics:** Draw neat graphs, tables with titles and correct scales.
- **Geometry/Trigonometry:** Use diagrams, label sides/angles.

f) Check and Present Final Answer Properly

- Simplify fractions/expressions.
- Give units (e.g., cm^2, shs., litres).
- Round off correctly (to required decimal places or significant figures).

Summary: How to Respond

1. **Understand the question** (what is given, what is required).
2. **Follow the command word** (state, solve, construct, prove).
3. **Show clear working**, not just answers.
4. **Use correct mathematical notation and language.**
5. **Relate answers to real-life context** when required.
6. **Present final answers clearly, with units/accuracy.**

HOW A LEARNER SHOULD RESPOND TO CHEMISTRY ITEMS

1. Read and Understand the Question Carefully

- Identify the **command word** (e.g., *explain, describe, calculate, design, investigate*).
- Break down the question to know what it is testing: knowledge, understanding, application, or higher-order skills.
- Connect the question to the **competency** being assessed (e.g., problem-solving, critical thinking, practical skills).

2. Respond According to the Level of the Item

Chemistry items in the new curriculum are set at different levels. Learners should respond appropriately:

(a) Knowledge & Understanding Items

- Example: *State the electronic configuration of oxygen.*
- Response: Give **clear, accurate, and concise answers** (e.g., $1s^2\ 2s^2\ 2p^4$).
- Use correct **chemical symbols, formulae, and terms**.

(b) Application Items

- Example: *Explain why aluminium is used in making cooking utensils.*
- Response: Link knowledge to real life: *Aluminium is a good conductor of heat, light in weight, resistant to corrosion, and relatively cheap.*

(c) Inquiry & Problem-Solving Items

- Example: *Design an experiment to show that oxygen supports combustion.*
- Response: Learner should:
    1. State the aim (e.g., *To show that oxygen supports combustion*).
    2. List apparatus/materials.
    3. Describe the procedure clearly.
    4. State expected observations.
    5. Give the conclusion.

(d) Practical/Investigative Items

- Example: *A student was given dilute hydrochloric acid and zinc. Describe how he/she would prepare hydrogen gas and test it.*
- Response: Learner should present stepwise answers, with **clear experimental details**, **diagrams if required**, **observations**, and **conclusion**.

(e) Activities of Integration (real-life problem-based items)

- Example: *A farmer uses ammonium nitrate fertilizers. Discuss the benefits and dangers of using such fertilizers on the environment and people.*
- Response: Learners must:
  - Relate knowledge of Chemistry to **daily life and society**.
  - Show **critical thinking** by weighing pros and cons.
  - Use **evidence-based reasoning**.

3. Use the Correct Presentation Style

- Write in **complete sentences** (except where formulae/symbols are enough).
- Use **well-labeled diagrams** where necessary.
- Show **working steps** clearly in calculations (not just final answers).
- Use correct **scientific language** (avoid slang).

4. Demonstrate Competencies, Not Just Recall

A learner's response should demonstrate:

- **Critical thinking** (explaining reasons, not memorizing).
- **Problem-solving** (applying Chemistry to real-life situations).
- **Communication skills** (clear expression, correct symbols).
- **Practical skills** (describing or performing experiments).
- **Values and attitudes** (e.g., environmental awareness, safety, teamwork).

In summary:

A learner should respond to Chemistry items in the new curriculum by **understanding the command word**, giving **accurate scientific responses**, using **application and problem-solving skills**, presenting work **neatly with correct symbols/diagrams**, and demonstrating **competencies beyond recall**.

HOW TEACHERS SHOULD SCORE LEARNERS' ASSESSMENTS

1. Nature of Scoring in the LSC

Unlike the old curriculum that mainly emphasized **marks and grades**, the NLSC emphasizes **competency-based scoring**.
This means teachers must:

- Score **knowledge, skills, and values** (not just memory).
- Reward **process as well as product**.
- Use **rubrics/marking guides** with performance levels instead of only raw marks.

2. Key Principles of Scoring under LSC

1. **Criterion-referenced:** Learners are scored against set standards/competencies, not compared to each other.
2. **Holistic:** Marks reflect both cognitive (knowledge), psychomotor (skills), and affective (values/attitudes) aspects.
3. **Transparent:** Marking guides and rubrics must be clear to both teachers and learners.
4. **Feedback-oriented:** Scoring should guide improvement, not just allocate marks.

3. How Teachers Should Score

Step 1: Prepare a Marking Guide or Rubric

- Break down the question/task into expected steps or levels.
- Allocate marks/points for each correct step or demonstration of a skill.
- Define what quality work looks like at each performance level.

Step 2: Award Marks for Both Process and Product

- In written work: give marks for correct working even if the final answer is wrong.
- In practicals/projects: score planning, procedure, teamwork, creativity, and accuracy of results.

Step 3: Use Performance Levels

Convert scores into levels that show achievement. Common LSC levels are:

- **Outstanding (80–100%)** → Learner shows excellent mastery, creativity, and can apply in new contexts.
- **Above Average (60–79%)** → Good mastery, some minor errors.
- **Average (40–59%)** → Basic understanding, struggles with application.
- **Below Average (20–39%)** → Minimal understanding, limited skills.
- **Poor (0–19%)** → Very weak, little or no competency shown.

Step 4: Give Constructive Feedback

- Accompany scores with comments.
- Highlight strengths → *"Good application of the formula."*
- Suggest improvements → *"Next time, show all working and include units."*

Science Practical Task)
Q: Investigate the necessity of sunlight for photosynthesis. (5 marks)
Rubric:

- States aim clearly: 1 mark
- Describes procedure correctly: 2 marks
- Records observation correctly: 1 mark
- Gives conclusion: 1 mark

Performance Levels:

- Outstanding → All steps correct and well explained (5/5).
- Average → Some steps missing, but basic idea shown (2–3/5).
- Poor → No clear procedure or observation (0–1/5).

Summary: How Teachers Should Score under LSC

1. Use **clear scoring guides and rubrics** aligned to competencies.
2. Award scores for both **process and final product**.
3. Score across **knowledge, skills, and values**.
4. Convert scores into **performance levels** (Outstanding → Poor).
5. Provide **constructive feedback** to support learning.

HOW TO SET AND SCORE ACTIVITIES OF INTEGRATION (AoIs)

1. What Are Activities of Integration (AoIs)?

- In the LSC, **Activities of Integration** are tasks given at the **end of a topic or sub-topic**.
- They are designed to help learners **bring together knowledge, skills, and values** acquired and apply them in **real-life situations**.
- AoIs are part of **Continuous Assessment (CA)** and contribute to the **final learner achievement grade**.

So, AoIs are not just end-of-topic exercises, but **competency-based, real-life tasks** that show whether learning outcomes have been achieved.

2. Principles for Setting AoIs

When setting AoIs, teachers must ensure they are:

1. **Competency-based** – testing what learners can *do*, not just what they *know*.
2. **Integrated** – combining knowledge, skills, and values across subject content.
3. **Real-life oriented** – tasks should reflect issues learners encounter in community, environment, technology, or daily life.
4. **Learner-centered** – encourage creativity, problem-solving, and critical thinking.
5. **Inclusive** – cater for learners of different abilities (allow group or individual work).

3. How Teachers Should Set AoIs

Step 1: Identify Competency Outcomes

- Choose what learners should demonstrate after completing the topic.
- Example in Geography: *"Learner can use maps and statistical data to explain population distribution in Uganda."*
- Example in Chemistry: *"Learner can apply knowledge of neutralization in solving everyday problems."*

Step 2: Design Real-Life Oriented Tasks

- Ensure questions/tasks require application of knowledge.
- Use real situations learners can relate to.

Examples:

- **Mathematics:** *Design a budget for a school trip for 40 students given specific transport and meal costs.*
- **Agriculture:** *Develop a simple plan to control soil erosion in your school compound.*
- **Biology:** *Investigate how poor waste disposal affects health in your community and suggest solutions.*

Step 3: Use Different Task Formats

- Group projects
- Practical experiments
- Investigations or surveys
- Problem-solving case studies
- Presentations, debates, role plays

4. How Teachers Should Score AoIs

a) Develop a Scoring Rubric

- Define clear criteria for performance.
- Break down expected outcomes into measurable aspects (process + product).

Example Rubric for a Project (out of 10 marks):

- Problem identification / Aim → 2 marks
- Method/Procedure / Planning → 2 marks
- Application of knowledge/skills → 3 marks
- Presentation / Clarity → 2 marks
- Values (teamwork, creativity, responsibility) → 1 mark

b) Reward Both Process and Product

- Marks should not only be for the final answer/report, but also for:
  - Planning
  - Organization
  - Teamwork and participation
  - Creativity and problem-solving approach

c) Use Performance Levels

Convert raw scores into **achievement levels** (as per NLSC standards):

- **Outstanding (80–100%)** → Excellent mastery, creativity, and application.
- **Above Average (60–79%)** → Good mastery, some minor gaps.
- **Average (40–59%)** → Fair mastery, basic application shown.
- **Below Average (20–39%)** → Limited demonstration of competency.
- **Poor (0–19%)** → Very weak, little or no competency shown.

d) Give Constructive Feedback
Scoring should go hand in hand with **guidance**:

- Point out strengths (*"Good link between soil erosion and rainfall patterns"*).
- Suggest improvements (*"Next time, present findings with more statistical data"*).

5. Example of an AoI (Chemistry)

Topic: Acids, Bases and Salts
Activity of Integration:
Your community has acidic soil that affects crop yields. Using your knowledge of acids and bases, suggest and explain a method of improving soil fertility. Present your findings in a short report.
Rubric (10 marks):

- Problem identified clearly → 2 marks
- Application of neutralization knowledge → 3 marks
- Practical solution proposed (use of lime, ash, etc.) → 2 marks
- Clarity and organization of report → 2 marks
- Creativity / Responsibility → 1 mark

Summary: How Teachers Should Set and Score AoIs

1. **Set tasks that integrate knowledge, skills, and values** from the topic.
2. **Contextualize tasks** to real-life situations learners understand.
3. **Provide clear rubrics** for fairness and transparency.
4. **Score both process and product**, not just final answers.
5. **Convert marks into performance levels** (Outstanding → Poor).
6. **Give feedback** to guide learners' improvement.

SCORING AND HANDLING CONTINUOUS ASSESSMENTS:

The **Curriculum (LSC)** is **competency-based**, so continuous assessment (CA) is no longer about testing memory only, but about tracking how learners acquire and demonstrate **knowledge, skills, values, and attitudes** over time. Here is a clear explanation of how teachers should **score and handle continuous assessments**:

1. Understand the Purpose of Continuous Assessment

- To **measure competencies** progressively, not just end-of-term exams.
- To capture **practical skills, problem-solving, creativity, and attitudes**.
- To provide **feedback** to learners and parents for improvement.
- To feed into the **final learner achievement record** (together with summative assessment).

2. Types of Continuous Assessment (CA) Activities

Teachers should set a variety of activities, not only written tests. These may include:

- Class exercises and quizzes.
- Practical experiments.
- Project work (individual or group).
- Research assignments.
- Fieldwork/community-based tasks.
- Oral presentations or debates.
- Portfolios (collection of learner's work).

This ensures that **all competencies are assessed** (knowledge, skills, values).

3. Scoring Continuous Assessments

Teachers should:

(a) Use Competency-Based Assessment Rubrics

- Instead of only marks, use **scoring guides** showing levels of achievement.
- For example, when marking a practical task:

Competency	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Accuracy of procedure	Correct and systematic	Minor errors	Several errors	Incorrect
Recording/Presentation	Clear, neat, accurate	Few errors	Some missing details	Disorganized
Interpretation	Logical and evidence-based	Some logic	Weak reasoning	No reasoning

(b) Award Marks and Comments

- Convert rubric scores into **marks/percentages** where necessary.
- Always add **written feedback** (e.g., *"Good attempt, improve on labeling diagrams"*).

(c) Consider Both Process and Product

- Score not just the final answer, but also **how the learner worked** (planning, teamwork, safety, creativity, reasoning).

4. Handling Continuous Assessment Records

Teachers should:

1. **Keep systematic records** for each learner (CA register/portfolio).
2. **Update regularly** after every assessment activity.
3. Use a **variety of activities** to balance strengths and weaknesses of learners.
4. **Give timely feedback** to learners and parents.
5. **Align records** with the National Assessment Framework (UNEB will use these records to complement summative exams).

5. Weighting and Reporting

- Continuous assessment usually contributes **20%** to the final achievement, while summative contributes **80%** (according to NCDC guidelines).

- Teachers should **aggregate scores** fairly across the term/year.
- Reports should show **performance per competency/learning outcome**, not just raw marks.
    - Example: *Learner can design simple experiments, but needs to improve on interpretation of results.*

6. Teacher's Professional Role

- Be **fair, objective, and transparent** in scoring.
- Avoid bias (gender, background, personality).
- Ensure activities are **realistic, inclusive, and linked to everyday life**.
- Guide learners on how to improve after each assessment.

In summary:

Teachers should score and handle continuous assessment in the new Ugandan lower secondary curriculum by:

1. Setting a variety of CA activities (not just tests).
2. Using **competency-based rubrics** to score knowledge, skills, and values.
3. Recording results systematically and giving feedback.
4. Considering both process and product in assessment.
5. Weighting CA fairly (20%) and aligning with national standards.
6. Using CA results for learner improvement, not punishment.