UGANDA NATIONAL EXAMINATIONS BOARD

Training of teachers in the implementation of Continuous Assessment of the New Lower Secondary Curriculum

2024

Objectives of the Training

1. Understand Educational assessment, Competency Based Curriculum (CBC) and Competency Based Assessment (CBA) in general.

2. Differentiate the learning domains and describe the different stages of development in each.

3. Develop assessment items and use them for assessment in order to generate scores.

4. Use the different CA instruments for School Based Assessment.

5. Use the Assessment Management Information System (AMIS) to Register, Capture learner's achievement and submit CA Scores to UNEB.

UGANDA NATIONAL EXAMINATIONS BOARD

Training of teachers in the implementation of Continuous Assessment of the New Lower Secondary Curriculum

An Overview of Competency Based Assessment

July, 2024

Presentation Outline

i. Educational Assessment

ii. Purpose of Assessment

iii. Competency- Based Assessment

iv. The learning domains

v. Continuous/School -based Assessment (CA/SBA)

vi. Assessment instruments for CA/SBA

Educational Assessment

- It is a process of gathering information about what learners have learned in their educational environments.

- A process of gathering and discussing information from multiple and diverse sources in order to develop deep understanding of what a learner knows, understands and can do with his/her knowledge as a result of their educational experiences.

- It involves documenting knowledge, skills, attitudes and beliefs usually in measurable terms.

Purpose of Assessment

i. To seek for information about learners' learning in order to determine: Where the learners are, Where they need to go, How best to get there (Assessment for learning-Diagnostic & Formative in nature).

ii. To provide statements or symbols about how well learners are learning/have learnt (**Assessment of Learning- *Summative in nature).***

iii. To develop learners' capacity to be their own assessors (**Assessment as Learning- Formative in nature)**

Functions of Education Assessment

Educational Assessment serves multiple functions to the process of teaching and learning.

i.   It determines learners' grades/abilities.

ii.   It is used in placement of learner's for further education and employment

iii. It is used to monitor the education system.

iv.   It used to determine interventions

v.   It provides individual feedback to the learners, parents and other stakeholders

The New Lower Secondary Curriculum (NLSC)

i) The MoE&S through NCDC rolled out a **Competency -based Curriculum (CBC)** at the lower secondary level in 2020.

ii) The new lower secondary curriculum has got a menu of **36 subjects** categorized into four; **Sciences** (5 subjects), **Languages** (19 subjects), **Vocational** (8 subjects) and **Humanities** (4 subjects)

iii) CBC focuses on what learners can do as a result of their learning experiences.

iv) The NLSC aims at producing a graduate with the relevant knowledge, skills and values required in the 21st century.

v) CBC requires holistic learning that engages **all the learning domains; cognitive, psychomotor and affective.**

Insight into the learning Domains

Cognitive Domain (Bloom's Taxonomy)	Psychomotor Domain (Dave's Taxonomy)	Affective Domain (Krathwohl's Taxonomy)
The cognitive domain aims to develop the mental skills and the acquisition of knowledge of the learner.	The domain aims to develop the use and coordination of muscles to perform tasks / activities.	The domain deals with feelings, attitudes, values and behaviours.
	It works in conjunction with the cognitive domain i.e. the mental processes	The behavior exhibited by someone is a reflection of ones values, feelings, emotions which are a function of the affective domain.
It has the six levels of ability namely, knowledge, understanding, applying, analyzing, evaluating, and creating	It has five levels of ability namely, imitation, manipulation, precision, articulation and naturalization.	Krathwohl's classifies the domain into five levels of ability namely; Receiving, responding, valuing, organizing and characterization

Insight into the learning Domains

Cognitive Domain	Psychomotor Domain	Affective Domain
Conceptual Knowledge (Recalls facts and basic concepts)	Imitation (A learner observes and replicates actions).	Receiving (Receives information from context/situation)
Conceptual Understanding (Explains ideas or concepts)	Manipulation (Performs following instructions).	Responding (Reacts to information received)
Applying learnt Knowledge (Uses information in new situations)	Precision (Works independently without support).	Valuing (Demonstrates behavior)

Insight into the learning Domains

Cognitive	Psychomotor	Affective
Analysis (Draws connections of ideas)	Articulation (Uses multiple methods and actions to perform a task accurately)	Organization (Advocates/lobbies for behavior)
Evaluation (Justifies a decision)	Naturalization (Performs a task with ease (less physical or mental involvement)	Characterization(Becomes characterized/defined by behavior)
Creation (Produce new or original product)	N/A	N/A

Competency based Assessment (CBA)

The holistic learning demanded by the CBC necessitated reforms in assessment to **Competency Based Assessment (CBA).**

Competency Based Assessment is a system used to measure one's ability on a task. It interests itself in expressing the quality of what is learnt.

CBA aims at providing opportunities for a learner to apply the knowledge, skills and values learnt to real world problems and situations.

CBA also aims at determining whether the skills acquired are transferable to the world around the learner.

Principles of CBA

i. **Criteria based**: Judgment about how well a learner does on a task/item is based on predetermined standards which are availed to the learner prior to assessment.

ii. **Evidence Based**: It employs research and theory to select what to measure, how to measure it and how to report it.

Principles continued

iii. **Binary Judgement**: A competency is either achieved or not achieved. For the competency of speaking, you either a speaker or not. There is no half competency

iv. **Participatory process**: Learners participate actively in the learning and assessment. They are active contributors.

v. **Feedback oriented**: There should be constant and meaningful feedback on how well the individual learners are progressing.

Assessment components of the NLSC

The NLSC provides for two assessment components;

i. **Continuous Assessment (CA)**: It is a systematic, comprehensive and cumulative gathering of information on a learner's achievement in the affective, psycho-motor and cognitive domains for purposes of evaluation and final grading. CA consists of the subject constituent and project work.

ii. **End of cycle assessment:** It's a summative evaluation of the learner's achievement at the conclusion of the four year study period.

UNEB has developed a number of assessment instruments for EoC & CA. The CA instruments were developed to supplement the School based assessment that is already being conducted using AoIs.

Assessment Instruments

CA Instruments

i. Continuous Assessment Frameworks (CAFs)

ii. Project Assessment tool

iii. Continuous Assessment Items

iv. Observation checklists

EoC Instruments

i. Content frameworks

ii. Test frameworks

iii. Item specifications

iv. EoC Assessment Items

Components of CA

a) Subject Component

i) **Subject component assessed using the Observation Checklist:** This is the assessment of competencies that are not ably assessed at the end of cycle. These competencies majorly fall in the affective and psychomotor domains.

ii) **Subject component assessed using the Activity of Integration (AoIs)**

- This is the end of topic assessment that is meant to assess the learner's understanding and ability to address a contextualized challenge in society.

- AoIs shall be developed, administered & scored by subject teachers.

- Submission of AoIs scores to UNEB shall be done via AMIS.

b) Project component: This is the assessment of the learner's achievement on project competencies and skills

Conclusion

The NLSC is targeting to produce graduates who are life long learners and can fit in the dynamic world. Obtaining such quality of graduates requires implementing holistic learning, valid and reliable assessment of the NLSC and full participation of all the stakeholders.

We win as a team !!
Thank you

UGANDA NATIONAL EXAMINATIONS BOARD

Training of teachers in the implementation of Continuous Assessment of the NLSC:

The Project Assessment under the NLSC

July, 2024

Presentation outline

i) An overview of projects under the NLSC

ii) Types of projects for the NLSC.

iii) The project assessment instrument

iv) The structure of the project assessment instrument

v) Using the project Assessment Instrument

vi) Conclusion

An overview of projects under the NLSC

The New lower secondary curriculum requires learners to acquire project skills during the four years of the lower secondary cycle.

The learners are required to undertake projects from senior one to senior four.

Projects from S.1 to S.2

i. The learner shall be required to do one project in every subject offered for the first two years i.e. from S. 1 to S. 2.

ii. If the learner is offering 12 subjects, they will carry out 12 projects by the end of S.2.

iii. S.1 and S.2 learners will carry out **simple routine** projects.

iv. The projects for S.1 & S. 2 may be carried out in a group setting or individually.

An overview of projects under the NLSC

v. If the learner is offering 12 subjects, they will carry out 12 projects by the end of S.2.

vi. Learners shall carry out 2 projects per term, each project in a different subject from S.1 to S.2 (6 terms).

vii. The projects from S.1 to S.2 shall be guided by learning outcomes and topics under a particular theme(s) of a given term in which the project is being carried out.

An overview of projects under the NLSC

Projects from S.3 to S.4

i) The learner shall be required carry out **one integrated project** from S.3 to S.4. This project shall run from S.3 term 1 to S.4 term 2.

ii) The learner from S.3 to S.4 shall carry out simple non-routine project.

iii) The projects from S.3 to S.4 shall be done individually.

iv) Project work from S.3 will be guided by a theme provided by UNEB on annual basis.

Types of Projects for the NLSC

The following are the types of projects to be done under the NLSC;

Simple routine projects

i) These projects typically follow a predictable & established process or set of instructions.

ii) The steps involved in completing the project are repetitive and familiar to the learners.

iii) The primary goal is often to reinforce knowledge and skills acquired during the teaching and learning process and to develop the learner's ability to follow instructions and execute tasks correctly.

Types of Projects for the NLSC

<u>Simple routine projects</u>

iv) Examples of such projects include experiments with well defined procedures, book reviews, developing maps for a given location/use of campus to locate places, identifying ones origin among others.

v) The projects take short time. i.e. the project could be done within a term.

Types of Projects for the NLSC
Simple routine projects

vi) The purpose of simple routine projects is to develop project skills in learners namely; project planning, project implementation, project reporting and dissemination.

Types of Projects for the NLSC Cntd'
Simple & non-routine projects

i) These projects require the learner to identify a problem or challenge and formulate a solution to the identified problem.

ii) The steps to complete the project may not be as clearly defined thus requiring the learner to make decisions and adjust their method or plan accordingly.

Types of Projects for the NLSC Cntd'
Simple non-routine projects

iii) Simple and non routine projects involves independent inquiry, innovation, creativity, problem solving and other generic skills in order to formulate a solution to the problem/challenge identified. Thus promoting the development of skills beyond rote learning.

iv) The projects require the learners to demonstrate the application of knowledge and skills from different subject disciplines from the start to completion of the project.

Types of Projects for the NLSC Cntd'

While routine projects emphasize following established procedures and reinforcing basic concepts, simple non routine stimulate creativity, critical thinking and problem solving skills by presenting tasks that require learners to apply their knowledge in new and flexible ways.

The Project Assessment Instrument

It is an instrument that guides the assessment of the learner's achievement on project competencies or skills as a result their learning experiences.

Structure of the Project Assessment Instrument

The Project assessment instrument comprises of;

i) The Project Theme: This is a statement that gives the major idea to guide project ideas of learners for a specific period.

ii) **A competency**: A set of demonstrable knowledge, skills, values and behaviors that the learner should acquire as a result of their learning experiences.

iii) **A competence:** What a learner knows, understands and can do.

iv) Indicators: These are **characteristics** which a learner displays as evidence for acquiring a competence.

Structure of the Project Assessment Instrument continued

Competency	Competence/Skills	Indicators
Project Planning	**Identifies a project** **The Learner identifies the problem the project intends to solve.**	The Learner; i) Reviews literature. ii) Consults other internal school community members (Teachers, peers, laboratory technicians etc.) ii) Consults external community members with knowledge, experience or interest in the project to be undertaken

Structure of the Project Assessment Instrument continued

Competency	Competence/Skills	Indicators
Project Planning	**2. Develops a project title**	The learner develops a project title that; i. reflects the problem the project intends to solve. ii. is related to the theme. iii. has the acceptable number of words 7-25 iv. The Learner not assessed (transferred to another school, passed away, dropped out of school, sick, suspended others specify).

Use of the Instrument in Assessment

The project assessment instrument is used to;

i. Standardize assessment of projects.

ii. Guide the teacher and the learners on the competencies to be assessed.

iii. Evaluate the learner's achievement on the project.

Records on project work

Every learner is required to keep all records/documents used at all the project stages as evidence of work done. Such records will include but not limited to:

i. A project plan

ii. A budget

iii. An activity schedule.

iv. Stakeholder engagement documents (letters, reports, pictures, recordings, minutes etc.)

v. Evidence of the project facilitator's interaction with the learner through out the project etc.

Submission of Learners achievement on project skills

The project achievement shall be submitted to UNEB based on the following timelines

S/n	Project Competency	Submission timelines
1	Project Planning	By Term 2 of S.3
2.	Project implementation	By Term 1 of S.4
3.	Project reporting and dissemination	By Term 2 of S.4

Conclusion

Project work is one of the curriculum requirements of the New Lower Secondary Curriculum without which learners shall not be graded. School administrators and teachers are called upon to ensure that learners are assessed in project work in line with the assessment modalities provided by UNEB.

We win as a team !!
Thank you for listening

UGANDA NATIONAL EXAMINATIONS BOARD

Training of teachers in the implementation of Continuous Assessment of the NLSC:

The Continuous Assessment Framework (CAF)

July, 2024

Presentation outline

i) The CAF as an assessment tool.

ii) Development of the CAF

ii) Structure of the CAF.

iii) Use of the CAF in assessment

The CAFs were developed based on Dave's & Krathwohl's theories

It is an instrument that guides the teacher on the subject competencies to assess at school on a termly basis as derived from the Learning outcomes in the curriculum.

Development of CAFs

The Development of CAF was based on the Dave's and Krathwohl's taxonomies.

The two taxonomies give the levels of the competency in the stages of learning from initial exposure to final mastery.

Dave's Taxonomy for the psychomotor domain deals with physical movement, coordination and use of motor skills.

Imitation is the simplest level while naturalization is the most complex.

Krathwohl's Taxonomy for the affective domain is concerned with the values, attitudes and behaviors.

Under Krathwohl's Taxonomy, receiving is the simplest level while characterization is the most complex.

Insight into the Psychomotor and Affective Domains

Psychomotor Domain (Dave's Taxonomy)	Affective Domain (Krathwohl's Taxonomy)
Imitation (A learner observes and replicates patterns or duplicates actions after someone or from a source).	**Receiving** (A learner receives information from context/situation)
Manipulation (A learner performs actions following instructions).	**Responding** (A learner reacts to information received)
Precision (A learner performs independently without support).	**Valuing** (A learner demonstrates behavior)
Articulation (A learner uses multiple methods and actions to perform a task accurately)	**Organization** (A learner advocates/lobbies for a given behavior or set of behaviors)
Naturalization (A learner performs a task with ease i.e. with less physical or mental involvement)	**Characterization** (A learner becomes characterized/defined by behavior)

Structure of the CAF

The CAF is composed of the following;

i) **Theme**: This is a group of topics with related body of knowledge.

ii) **Topics**: A specific body of knowledge e.g. Family is one of the topics in C.R.E

iii) **Learning Outcomes**: These are expressed as expected abilities (what a learner is expected to know, understand and do). E.g. **Appreciate the values promoted by a family** is one of the learning outcomes in CRE

Structure of the CAF

iv) **Competency**: A set of demonstrable knowledge, skills, values and behaviors.

v)Generic skills: These are also known as soft skills that a learner has to acquire in order to be become a life long learner and adapt to the ever-changing world.

Generic skills lie at the heart of every subject and they enable a learner to access and deepen learning across the whole curriculum

NOTE: Every subject competency has a generic skill associated to it and should be assessed whenever a subject competency is being assessed

Structure of the CAF Ctd

vi) Levels of Ability: These are hierarchical levels of learning for the different domains. They are used to determine the learner's degree of performance.

vii)Indicators: These are characteristics which a learner displays as evidence for acquiring a competency/skill.

An assessor is required to observe what a learner displays in relation to the competency being assessed in order to determine the degree/extent of performance on a particular item.

The structure of CAF con't

These are derived from the Curriculum			Domain (Affective)	Levels of the learning domains to be Assessed.				
Theme	**Topic**	**Learning Outcomes**	**Competency**	Levels of Ability				
				Receiving	**Responding**	**Valuing**	**Organization**	**Characterization**
Forestry and irrigation in Africa and other parts of the World	**Forests, forest resources and forestry in Africa.** Senior Three Term 3 P.56	p. Appreciate the need to preserve the natural environment q. Appreciate the dangers of overuse of natural resources, deforestation and over fishing	Appreciates the need to preserve the natural environment.	The learner receives information about the need to preserve the natural environment (afforestation, collection of wastes, dredging, recycling wastes) through: 1.Reading about preservation of the environment 2.Making site visits.	The learner reacts to information received about the need to preserve the natural environment (afforestation, collection of wastes, dredging, recycling wastes.) and: 1.Asks questions 2.Responds to questions on preservation of the natural environment.	The learner demonstrates behavior that reflects appreciation of the need to preserve the environment and; 1.Plants trees to replace the depleted ones. 2. Collects & separates wastes (synthetic from decomposing wastes	The learner influences others to appreciate the need to preserve the natural environment and; (i)Encourages, (ii)Sensitizes, (iii)Counsels, (iv)Reminds other to; 1. Plant trees to replace the depleted one 2. Collects & separates wastes 3. Uses path/walk ways 4.Digs trenches to running direct water.	The learner consistently appreciates the need to preserve the natural environment and: 1.Plants trees to replace the depleted ones. 2. Collects and separates wastes. 3. Uses path/ walk ways. 4. Digs trenches to direct running water. 5. Recycles synthetic materials. 6. Disposes wastes in designated areas 7. Writes articles that promote environmental preservation 8. Dredges water sources

The structure of CAF con't

Theme	Topic	Learning Outcomes	Competency	Receiving	Responding	Valuing	Organization	Characterization
Forestry and Irrigation in Africa and other parts of the world	Forests, forest resources and Forestry in Africa. Senior Three Term 3 p.56	Appreciates the need to preserve the natural environment Appreciates the dangers of overuse of natural sources, deforestation and over fishing.	Appreciates the need to preserve the natural environment.	3. Listening to (teacher, peers, meteorologists, audio, audio-visual recordings) 4.Consulting peers, meteorologists	3. Makes notes on preservation of the natural environment 4. Discusses on preservation of the natural environment	3.Uses pathways 4. Digs trenches to direct running water. 5. Recycles synthetic materials 6. Disposes wastes in designated areas. 7.Writes articles that promote environmental preservation. 8. Dredges water sources.	5. Recycles synthetic materials 6. Disposes wastes in designated areas. 7. Writes articles that promote environmental preservation. 8.Dredges water sources	

Theme	Topic	Learning Outcomes	Competency	Levels of the learning domains to be Assessed				
				Receiving	**Responding**	**Valuing**	**Organization**	**Characterization**
Generic skills	Critical thinking and problem solving	Demonstrate Critical thinking and problem solving	Demonstrates Critical thinking & problem solving	The learner receives information about critical thinking and problem solving:(Planning and carrying out investigations, Sorting and analyzing Information, Identifying problems and ways forward, predicting out comes and making reasoned decisions, Evaluating different solutions)	The learner reacts to information about critical thinking and problem solving: (Planning and carrying out investigations, Sorting and analyzing information, Identifying problems and ways forward, Predicting out comes and making reasoned decisions	The learner demonstrates behavior that reflects critical thinking and problem solving and; 1.Plans and carries out investigations while preserving the natural environment. 2. Sorts and analyzes information while preserving the	The learner influences others to demonstrate critical thinking and problem solving and; (i) Encourages (ii) Sensitizes (iii) Counsels (iv) Reminds (v) Motivates (vi) Guides (vii) Supports others to: (Plan and carry	The learner consistently demonstrates critical thinking and problem solving and; 1. Plans and carries out investigations 2. Sorts and analyzes information. 3. Identifies problems and ways forward 4. Predicts out come and makes reasoned

Theme	Topic	Learning Outcomes	Competency	Receiving	Responding	Valuing	Organization	Characterization
Generic Skills	Critical thinking and problem solving	Demonstrate critical thinking and problem solving	Demonstrates critical thinking and problem solving	1.Reading 2.Making site visits 3. Listening to (teacher, peers, audio, or audio-visual recordings 4. Consulting peers, meteorologists	and; 1.Asks relevant questions 2.Researches 3.Discusses with others 4.Responds to questions	3.Identifies problems and ways forward in preserving the natural environment. 4. Predicts out comes and makes reasonable decisions while preserving the natural environment. 5.Evaluates different solutions while	-Plan and carry out investigations, -Sort and analyze information, -Identify problems and ways forward, -Predict out comes and making reasoned decisions, -Evaluate different solutions)	4. Predicts out come and makes reasoned decisions 5. Evaluates different solutions

These are derived from the Curriculum			Domain Psychomotor	Levels of the learning domains to be Assessed.				
Language Skill	**Theme/ Topic**	**Learning Outcomes**	**Competency**	**Levels of Ability**				
				Imitation	**Manipulation**	**Precision**	**Articulation**	**Naturalization**
Speaking	S.3 term 3 Patriotism Further Education Banking and Money	Patriotism Express Patriotic feelings. Use language related to patriotism Use of Adverbs of degree Use regular & irregular adjectives, degradable & upgradable adjectives, nouns phrases and noun phrase modifier	Speaks /signs	Imitating a facilitator/ speaker/peer/signer or audio visual recording speaking or signing information related to Patriotism, Further Education, Banking and money the learner; 1. Delivers the main ideas. 2. Provides the supporting details of the main ideas.	Following instructions from the facilitator/ peers/ friends audio or video recording to speak or sign information related to Patriotism, Further Education, Banking and money the learner: 1.Delivers the main ideas 2.Provides the supporting details of the idea. 3.Conveys the speakers feelings/attitudes/purpose/opinion	Speaking or signing information independently but with minimal errors about Patriotism, Further Education, Banking and money the learner: 1. Delivers the main ideas 2. Provides the supporting details of the main ideas.	Speaking or signing information creatively about Patriotism, Further Education, Banking and Money the learner: 1. Delivers the main ideas. 2. Provides the supporting details of the main ideas. 3. Conveys the speakers feelings/attitudes/purpose/opinion 4. Organizes the information coherently.	Speaking or signing information with ease, the learner: 1. Delivers the main ideas 2. Provides the supporting details of the main ideas. 3. Conveys the speakers feelings/attitudes/purpose/opinion 4. Organizes the information coherently. 5. Speaks within the allotted time. 6. Pronounces the words correctly/ articulately.

Language Skill	Theme /Topic	Learning Outcome	Competences	Imitation	Manipulation	Precision	Articulation	Naturalization
Speaking	S.3 term 3 Patriotism Further Education Banking and Money	Patriotism Express Patriotic feelings. Use language related to patriotism Use of Adverbs of degree Use regular & irregular adjectives, degradable & upgradable adjectives, nouns phrases and noun phrase modifier	Speaks /signs	3. Conveys the speakers feelings/attitudes/purpose/opinion 4. Organizes the information coherently/logically. 5.Speaks within the allotted time. 6. Pronounces the words correctly/ articulately. 7. Projects the voice appropriately. 8. Uses appropriate intonation 9. Uses body language non verbal cues. 10. Uses tenses & tense agreements correctly.	4.Organizes the information coherently/logically. 5.Speaks within the allotted time. 6. Pronounces the words correctly/ articulately. 7. Projects the voice appropriately. 8. Uses appropriate intonation 9. Uses body language non verbal cues. 10. Uses tenses & tense agreements correctly.	3.Conveys the speakers feelings/attitudes/purpose/opinion 4. Organizes the information coherently/logically. 5.Speaks within the allotted time. 6. Pronounces the words correctly/ articulately. 7. Projects the voice appropriately. 8. Uses appropriate intonation 9. Uses body language non verbal cues. 10. Uses tenses & tense agreements correctly.	5.Speaks within the allotted time. 6.Pronounces the words correctly/ articulately. 7.Projects the voice appropriately. 8. Uses appropriate intonation 9. Uses body language non verbal cues. 10. Uses tenses & tense agreements correctly.	7. Projects the voice appropriately. 8. Uses appropriate intonation 9. Uses body language non verbal cues. 10. Uses tenses & tense agreements correctly.

Language Skill	Theme/Topic	Learning Outcomes	Competency	Levels of the learning domains to be Assessed				
				Imitation	**Manipulation**	**Precision**	**Articulation**	**Naturalization**
Speaking	Communication	The learner should be able to exhibit communication skills	Exhibits communication skills	Imitating the teacher /peers/audio /audio visual recording/other speakers exhibiting communication skills **the learner**: 1.Listems /observes attentively with comprehension to others speaking. 2. Talks/signs confidently and explains things clearly. 3.Reads accurately and fluently about a given topic	Following instructions /guidance from the teacher/ peers/ video recording to exhibit communication skills, the learner: He/She; 1. Listens/observes attentively with comprehension to others speaking/signing 2.Talks/signs confidently and explains things clearly about a given topic. 3.Reads accurately and fluently about a given topic	Exhibiting communication skills independently, the learner: 1.Listens/observes attentively with comprehension to others speaking/signing. 2.Talks/signs confidently and explains things clearly about a given topic. 3.Reads accurately and fluently bout a given topic.	Exhibiting communication skills creatively, the learner: 1.Listens/observes attentively with comprehension to others speaking/signing. 2. Talks/signs confidently and explains things clearly about a given topic. 3. Reads accurately and fluently bout a given topic.	Exhibiting communication skills with ease, the learner: 1.Listens/observes attentively with comprehension to others speaking/signing. 2. Talks/signs confidently and explains things clearly about a given topic. 3.Reads accurately and fluently about a given topic.

Language Skill	Theme/ Topic	Learning outcomes	Competences	Imitation	Manipulation	Precision	Articulation	Naturalization
Speaking	S.3 term 3

Patriotism

Further Education

Banking and Money | Patriotism Express Patriotic feelings. Use language related to patriotism Use of Adverbs of degree Use regular & irregular adjectives, degradable & upgradable adjectives, nouns phrases and noun phrase modifier | Speaks /signs | 4.Writes and presents coherently about a given topic 5.Uses a range of media to communicate ideas about a given topic. | 4.Writes and presents coherently about a given topic 5.Uses a range of media to communicate ideas about a given topic. | 4.Writes and presents coherently about a given topic. 5.Uses a range of media to communicate ideas about a given topic. | 4. Writes and presents coherently about a given topic. 5. Uses a range of media to communicate ideas about a given topic. | 4.Writes and presents coherently about a given topic. 5. Use a range of media to communicate ideas about a given topic. |

Uses of CAF in Assessment

The CAF standardizes assessment and is used to:

i) Provide the competencies and the generic skills to be assessed.

ii) Guide the teacher on when to conduct the assessment (class and term).

iii) Determine the learning domain of the competency/skill to be assessed.

iv) Guide the teacher on item development.

CONCLUSION

- Every subject teacher is required to use the CAF to develop items which will prompt the learner to demonstrate the evidence of acquisition of the subject competency and the associated generic skill being assessed.

- The teachers are expected to report on the learner's achievement based on what the teacher has observed the learner do.

UGANDA NATIONAL EXAMINATIONS BOARD

Training of teachers in the implementation of Continuous Assessment of the New Lower Secondary Curriculum

Continuous Assessment Item (CAI)

July, 2024

Presentation Outline

(i) Continuous Assessment Item (CAI)

(ii) Purpose of CAIs

(iii) Principles of developing CAIs

(iv) Sample CAIs

(v) Hands on

Continuous Assessment Item (CAI)

It is a stimulus which prompts the learner to demonstrate the acquired competence /skills in solving a real life situation.

It comprises of:

i. Scenario/context/situation: This is a set of information that a learner needs in order to mobilize his or her learnings (knowledge, skills and values) to solve a real-life problem/task /challenge.

ii. A task: It is a set of instructions or action points to be undertaken by the learner.

Purpose of CAIs

i. To evaluate a learner's ability to apply their knowledge and skills to real-world situations, rather than just testing their ability to memorize or regurgitate information

ii. To stimulate learners to analyze and evaluate complex information, make decisions, and apply their knowledge and skills in new and unfamiliar situations.

iii. To engage learners in active learning, encouraging them to explore and apply their knowledge in meaningful ways.

Qualities of CAIs

The qualities of Continuous Assessment Items include:

i. **Alignment with the competencies:** The item should be aligned with the competencies that are being assessed, to ensure that it provides a valid and reliable measure of the learner's competency in a specific area or competency.

ii. **Authenticity**: The item should be realistic or representative of real-world situations, to ensure that it provides a meaningful way to assess the learner's ability to apply their knowledge and skills in context.

iii. **Clarity**: The item should be clearly written and easy to understand, to ensure that learners are able to focus on the problem or challenge presented, rather than struggling to understand the instructions.

Qualities of CAIs Ctd

iv) **Accessibility**: The item should be accessible to all learners, regardless of their background, language, Special Educational Needs (SENs), to ensure that it provides an equitable, flexible and inclusive assessment experience.

v) **Relevancy**. The item should be within the learner's experience as provided for in the curriculum. It should be engaging, motivating while allowing learners to connect to their existing knowledge and skills.

Sample CA Item: Affective Skill

School Name: ……………………………………………………………………….

Class: S.3

Term: 3

Subject: Geography

Topic: Forests, Forestry Resources and Forestry in Africa

Learning Outcome: Appreciate The Need to Preserve the Natural Environment

Appreciate the Dangers of Over Use of Natural Resources Deforestation and

Over Fishing

Competency: Appreciates The Need to Preserve the Natural Environment

Generic Skill: Demonstrates Critical Thinking and Problem Solving

Learning Domain: Affective

Sample CA Item: Affective Domain

Ability level	Receiving	Responding	Valuing	Organization	Characterization
Situation/ context	On 5th June,2023 as the world celebrated the environmental day, the Daily Monitor News Paper published an article entitled 'Confront Plastic Pollution head-on' as a powerful reminder of the need to protect and preserve the environment. The facilitator has provided you with the article	You have read the article from the Daily Monitor.	During the lunch break around the canteens a lot of littering of both decomposing and non-decomposing wastes takes place	Your school has put in place various ways to protect and preserve the environment such as putting in place separate disposing bins/containers and demarcating path ways. Despite all these efforts, some of your classmates still randomly dispose waste and often trespass	"Volunteer work has a direct positive impact on your area's environment." Your school has organized a voluntary activity to help the community near the school to preserve the environment and your class is spear heading it
Task	Read the article.	React/respond to the information you have read.	Demonstrate your appreciation of the need to protect and preserve the environment.	Demonstrate your influence towards others in order for them to appreciate the need to protect and preserve the environment.	Consistently demonstrate your appreciation of the need to protect and preserve the environment.

Article Daily Monitor on Environment

<u>CONFRONT PLASTIC POLLUTION HEAD-ON</u>

Monday, June 05, 2023 *(Modified)*

What you need to know:

The issue:
Pollution

Our view:
Plastic pollution is a complex problem that requires concerted efforts from all sectors to pave the way for a future free from the clutches of plastic pollution.

June 5 marks a significant day for the planet as we celebrate World Environment Day. The annual event serves as a powerful reminder of the critical need to protect and preserve the environment. This year's theme focuses on solutions to plastic pollution under the campaign ***#BeatPlasticPollution.***

This theme urges us to confront this issue head-on and explore innovative ways to tackle the pervasive problem of plastic waste. It is high time we address the environmental crisis and chart a path towards a sustainable future.

Plastic became an integral part of our daily lives, bringing convenience and functionality. However, its overuse, improper disposal, and lack of effective waste management systems have resulted in a massive accumulation of plastic waste, contaminating our land, water bodies, and ecosystems.

The detrimental impacts of plastic pollution are far-reaching, threatening wildlife, water species, and even affecting the food chain, posing potential health risks to Ugandans.

CONFRONT PLASTIC POLLUTION HEAD-ON Ctd

To address the crisis, we must adopt a multi-faceted approach that combines reduction, reuse, recycling, and innovation. A crucial step is reducing our reliance on single-use plastics. As the government had earlier proposed, we must promote and embrace sustainable alternatives the way it is in developed countries, such as reusable bags, bottles, and packaging materials. This shift in consumer behavior will not only reduce plastic waste but also drive demand for environmentally-friendly alternatives, encouraging further innovation in this field. Recycling plays a pivotal role in mitigating the environmental impact of plastic.

However, it is essential to improve recycling infrastructure too, increase awareness about proper recycling practices, and invest in advanced recycling technologies. Collaboration between government, industries, and communities is necessary to establish comprehensive recycling systems that ensure plastic waste is effectively sorted, processed, and transformed into valuable resources.

By closing the loop through recycling, we will significantly reduce the demand for new plastic production and divert plastic waste from landfills and our environment.

On this World Environment Day, let us also rally around proper legal framework and implementation. Plastic pollution is a complex problem that requires concerted efforts from all sectors to pave the way for a future free from the clutches of plastic pollution.

Uganda is at a crossroads, and the decisions we make today will shape the world we leave for future generations. Let World Environment Day serve as a catalyst for change, a reminder of our duty to protect and preserve the environment.

Sample CA Item: Affective Domain

School Name: ………………………………………………………………………..

Class: S.3

Term: 3

Subject: English Language

Topic: Patriotism, Further Education, Banking/Money

Learning Outcomes:

Patriotism; Express patriotic feelings; use language related to patriotism, use adverbs of degree, use regular and Irregular adjectives.

 Further Education

 a) know the different types of higher education institutions in the country

f) use opinion words with the present and past simple tense

Money and Banking

f) use non-verbal features while communicating in dialogues.

Competency: The learner speaks or signs about Patriotism, Further Education and Money & Banking

Generic Skill: Communication.

Domain: Psychomotor

Sample CA Task: Psychomotor Domain

Ability level	Imitation	Manipulation	Precision	Articulation	Naturalization
SITUATION / CONTEXT	During the term, your school hosted a patriotism camp for the schools in your District on the theme 'Patriotism for National Development'. Among the guest speakers was the National Youth Chairperson, who addressed the participants about Patriotism. His or her speech was recorded. Listen to the speech attentively.	The Patriotism club in your school hosted other patriotism clubs and the theme of the day was "Patriotism begins with me"	You have listened to information about further education, and now it is time to make your academic and career choices.	The LC chairman in your community has organized a Youth meeting	In one of the LC1 chairman's speech to the community, he said that 'Education is the key to success', but a number of people opposed his idea and others praised him for saying the truth. You were finally invited to bring order to the gathering and even present your opinion.

Task	Pass on the message to your classmates just as the speaker has done.	Follow these instructions and speak about the person you have chosen as your hero at the school assembly or in class. 1. In your speech, bring out what patriotism is, and how, when, and why it is practiced. 2. Provide relevant examples to support your ideas. 3. Clearly express your feelings/opinion or attitude 3. Speak audibly 4. speak articulately 5. Use your body language/ non-verbal appropriately 6. Use appropriate vocabulary/ vocabulary related to patriotism. 7. Use correct sentence structures 8. Use correct grammar structures (Adverbs of degree, regular and irregular adjectives, noun phrases, and noun modifiers).	In groups, speak about your choices.	Mobilize 5 of your colleagues and make a presentation for the day on Patriotism in your community.	Speak to the gathering.

A SPEECH DELIVERED BY THE NATIONAL YOUTH CHAIRPERSON AT THE PATRIOTISM CAMP HELD ON 16TH OCTOBER, 2023 AT SCHOOL

The Right Honorable Speaker of Parliament, the District Chairperson Wakiso District, the political leaders present, school administrators present, ladies and gentlemen, good morning.

I am Kawalya Samuel, the National Youth Chairperson. My fellow countrymen, I welcome you to this special moment, as we launch the Patriotism clubs under the theme 'Patriotism for National Development'. As we are gathered here on this special day, we reflect on the importance of patriotism; the love, the excitement, the honour, the joy it is, we have for our mother land. I am here, fellow countrymen to inspire you, to always have this nation at heart, in whatever you do, think and feel.

After working in this office for two years, visiting several schools, I have realized that the majority of us behave irresponsibly, - as if we have no role to play in building our nation. Whenever I move around schools, I find a lot of litter in compounds and classes, and furniture left outside the classes. I get pissed! What kind of citizens are we? Will you get responsible in old age? What are you doing as an individual to make this country a better place?

This feeling of responsibility and concern for our country is the sole reason of our gathering today. And I believe it starts now and here. Starting with you and I! It will grow as we grow to greater heights.

A true patriot is outstanding, they can be noticed everywhere whether at home, school or community in which they live. They will not wait to be told what to do, they can clean, preserve the environment, observe silence, respect national symbols, abide by the school rules and regulations, to mention but a few.

'You are too few to make a difference? Come on! I am sure we can be the light to the others. You can make an impact. As you do the right thing, others will start emulating you and soon our patriotic character will become contagious.

Let us pass on the values of Patriotism like, time management, discipline and respect for the environment. Let us not forget that Patriotism starts with you. Let us go an extra mile - I assure you that this mother planet will be well managed by true Patriots. For God and My Country

Hands on Activity

Using the CAF/Continuous Assessment Item for your subject, select a competency of Term 1, S.3 or S.4 and develop a CAI.

Using other subject teachers of related disciplines, moderate the CAI you have developed and make a presentation.

UGANDA NATIONAL EXAMINATIONS BOARD

Training of teachers in the implementation of Continuous Assessment of the NLSC:

The Continuous Assessment Observation Checklist

July, 2024

Presentation outline

i. The CA Observation Checklist as an assessment tool.

ii. Accessing the CA Observation Checklist

iii. Structure of the CA Observation Checklist.

iv. Use of the CA Observation Checklist in assessment

The CA Observation Checklist.

It is a manual tool that shall be used by the teachers to capture what a learner has demonstrated as evidence of acquisition of knowledge, skills, values or attitudes during the teaching learning process.

The Observation Checklist is developed based on the Continuous Assessment Framework and Project Assessment Tool

There are two observation checklists namely; subject and project

Accessing the CA Observation Checklist

The CA Observation Checklists shall be accessed from;

i. The installed desktop application

ii. The hard copies distributed by UNEB

iii. The UNEB portal

Uses of the CA Observation Checklists

The CA Observation Checklist serves the following purposes;

i. It guides the teacher and the learner on what is to be assessed.

ii. It guides the teacher on when to conduct the assessment (class and term).

iii. It provides the expected responses from the learners.

iv. It serves as evidence of assessment and a record of the learner's achievement.

v. It provides feedback on what a learner is able to do and the areas that need improvement.

Structure of the CA Observation Checklists Subject Observation Checklist

The Subject Observation Checklist is composed of the following;

(i) School and learner details

(ii) Instructions for the facilitators

(iii) **Theme**: This is a group of topics with related body of knowledge

(iv) **Topics**: A specific body of knowledge e.g. Family is one of the topics in C.R.E

(v) **Learning Outcomes**: These are expressed as expected abilities (what a learner is expected to know, understand and do). E.g. **Appreciate the values promoted by a family** is one of the learning outcomes in CRE

Structure of the Subject Observation Checklist Ctd

iv) **Competency**: A set of demonstrable knowledge, skills, values and behaviors.

v)Generic skills: These are also known as soft skills that a learner has to acquire in order to be become a life long learner and adapt to the ever-changing world.

They lie at the heart of every subject and project and they enable a learner to access and deepen learning across the whole curriculum

Structure of the Subject Observation Checklist Ctd

vi) Levels of Ability: These are hierarchical levels of learning for the different domains. They are used to determine the learner's degree of performance. (subject)

vii)Indicators: These are characteristics which a learner displays as evidence for acquiring a competency/skill. (**subject and project)**

An assessor is required to observe what a learner displays in relation to the competency in order to determine the degree/extent of performance on a particular item/task.

Structure of the Project Observation Checklist

The Project Observation Checklist is composed of the following;

i. School and learner details

ii. Instructions for the facilitators

iii. **The project Theme:** This shall be a statement giving the major idea that will guide project activities of learners for a specific period.

iv. ii) **A Competency**: A set of demonstrable knowledge, skills, values and behaviors that the learner should acquire.

v. **iii) Competence:** What a learner knows, understands and can do

vi. **iv) Indicators**: These are **characteristics** which a learner displays as evidence for acquiring a competence/ skill.

Using the CA Subject Observation Checklist in assessment

The checklist shall be used during the administration of the Continuous Assessment Item the teacher will have developed as follows:

i. Fill in the school and learner's details

ii. Observe the learner's response(s) to the item administered

iii. Tick the indicator(s) that you have observed the learner demonstrate at each level assessed for the subject competency and generic skill

iv. Count the number of indicator(s) ticked per level assessed for the subject competency and generic skill

v. Record the number of indicator(s) for the subject competency and generic skill in the box provided as demonstrated below.

Using the CA Subject Observation Checklist in assessment

Level 1: Imitation

Subject Competency (SC): Imitating teacher, peers, audio-visual recordings interpret Geographical information, The learner:

- ☑ Studies survey maps, contour patterns and photographs.
- ☑ Identifies the contour patterns on the survey maps
- ☐ Interprets survey maps, contour patterns, and photographs.
- ☑ Draws sketches of map and cross sections and shows physical and human features.
- ☑ Relates the geographical phenomenon using survey maps, contour patterns and photographs.
- ☐ Makes a conclusion using survey maps, contour patterns and photographs.

Generic skill (GS): Imitating teacher, peers, audio-visual recordings demonstrating creativity and innovation while interpreting Geographical information, The learner:

- ☐ Uses imaginations to explore possibilities
- ☑ Works with others to generate ideas
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☑ Looks for patterns and makes generalizations

Level 1 Indicators	
SC	GS
O4	O2

Using the CA Project Observation Checklist in assessment

The CA Project Observation checklist is used to capture learner's achievement in the project activities as follows;
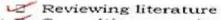
i. Fill in the school and learner's details

ii. Observe and tick the indicator(s) that the learner demonstrates in each competence

iii. Count the number of indicator(s) ticked in each competence

iv. Record the number of indicator(s) for the competence assessed in the box provided as demonstrated below.

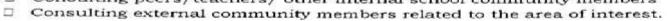# Using the CA Project Observation Checklist in assessment Ctd

COMPETENCY 1: PROJECT PLANNING

Competence 1. Project Identification

The Learner establishes the problem, need, challenge, or opportunity for the project to be undertaken by;

- ☑ Reviewing literature
- ☑ Consulting peers/teachers/ other internal school community members
- ☐ Consulting external community members related to the area of interest.

02

Hands on session

i. In groups, form a classroom environment with a teacher and learners.

ii. Administer the Item developed .

iii. Observe the learner's responses.

iv. On the observation checklist, tick the indictor(s) you have observed the learner demonstrate.

v. Count and record the number of indicators for the subject competency and generic skill

CONCLUSION

The observation checklists are assessment tools that every schools shall use to record the record the learner's achievement in the subject as well as the project.

They are derived from the CAF and the Project Assessment Tool and they guide the teacher and the learner on what is to be assessed, when to assess and the expected responses from the learners.

The school administration and teachers should ensure that the record of learner's achievement which are captured on the observation checklists are kept for future reference by internal and external stakeholders.