TRAINING MANUAL FOR COMPETENCY BASED ASSESSMENT

Early Years Education Regular Pathway

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FOREWORD

The Government of Kenya is committed to the provision of quality basic education to all children as provided for in Article 53(1) of the Constitution of Kenya (2010). In the Kenya Vision 2030, education is key in the achievement of the social and economic pillars. One of the key milestones achieved by the Ministry of Education towards provision of quality education is implementation of the Competency Based Curriculum (CBC) which among other things, aims at ensuring that the country produces engaged, empowered and ethical citizens.

In order to effectively assess the CBC, the Kenya National Examinations Council has development a Competency Based Assessment (CBA) Training Manual to build teachers capacity on competency based assessment. The assessment will target acquisition of competencies and values with the aim of determining the levels of demonstrable skills as opposed to accumulation of knowledge through rote learning.

To support implementation of CBA at school level, KNEC has developed a training manual aimed at equipping teachers and other education stakeholders with practical assessment skills that can be used in the classroom. The manual has sample assessment tasks, tools and rubrics to guide assessment for day-to-day learning. The manual also demonstrates how to prepare assessment reports to convey feedback that reflects actual abilities of the learners.

The development of this training manual has benefited from the input of various stakeholders in the education sector. These include the MoE and its directorates, TSC, KICD, KISE, and teachers. This manual will not only facilitate effective training of teachers of early grades in CBA, but it will also be used as a reference material during the entire period of implementation of CBA and indeed CBC in other tiers of basic education. I wish to call upon all stakeholders to continue supporting the government's efforts towards transforming assessment approaches in Kenya.

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PREFACE

The Government of Kenya, through the Ministry of Education, has embarked on reforms of the education sector with the aim of ensuring quality education as enshrined in the Constitution of Kenya, 2010. The reforms are aligned to the global educational trends that emphasize acquisition of the 21st Century Competencies. To this end, the Basic Education Curriculum Framework developed by the Kenya Institute of Curriculum Development provides seven core competencies that every learner in Basic Education should acquire. These are: Communication and Collaboration, Critical Thinking and Problem Solving, Imagination and Creativity, Citizenship, Digital Literacy, Learning to Learn and Self-Efficacy.

The curriculum has adopted a competency-based approach. Therefore, there is need for assessment to be competency-based. This further points to the need to build teachers' capacity to undertake competency based assessment at school level. It is against this backdrop that the Kenya National Examinations Council has developed the Competency Based Assessment Training Manual to build teachers' and other stakeholders' capacity with the aim of providing quality assessment. Through the training, teachers will be empowered to develop assessments that support achievement of the learning outcomes.

The training will empower schools in general and teachers in particular to implement formative assessment (assessment for learning), not only in the early years education but also in the other tiers of basic education. This will further facilitate the anticipated paradigm shift to assessment that emphasizes creation of a deep learning environment that promotes effective achievement of learner competencies.

It is my hope that this training manual will facilitate provision of continuous capacity development for the teachers on the competency based approach to assessment.

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ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

BECF	-	Basic Education Curriculum Framework
CAT	-	Continuous Assessment Test
CBA	-	Competency Based Assessment
CBAF	-	Competency Based Assessment Framework
CBC	-	Competency Based Curriculum
CEMASTEA	-	Centre for Mathematics, Science and Technology Education in Africa
CSL	-	Community Service Learning
DQAS	-	Directorate of Quality Assurance
ESD	-	Education for Sustainable Development
ICT	-	Information Communication Technology
KCPE	-	Kenya Certificate of Primary Education
KEYA	-	Kenya Early Years Assessment
KICD	-	Kenya Institute of Curriculum Development
KISE	-	Kenya Institute of Special Education
KNEC	-	Kenya National Examinations Council
MoE	-	Ministry of Education
MLP	-	Monitoring Learners' Progress
NEMIS	-	National Education Management Information System
PCI	-	Pertinent and Contemporary Issue
SCDE	-	Sub County Director of Education
SNE	-	Special Needs Education
SYR	-	School Year Report
ToTs	-	Trainers of Trainers
TTC	-	Teacher Training College

INTRODUCTION

1.1   Background

This section outlines the education reforms that Kenya has undertaken in line with the recommendations of the Task Force Report of 2012 on the *Re-alignment of the Education Sector to the Constitution of Kenya, 2010*, and the needs assessment study undertaken by the Kenya Institute of Curriculum Development (KICD) in 2016. The reforms were also motivated by the need to align the curriculum to international best practices in education systems, East African Community Treaty, and the desire to make learning more meaningful. The curriculum reforms were also aimed at addressing the aspirations of the Vision 2030, the 21st Century Skills and the Sustainable Development Goals. To guide the implementation of the education reforms at basic education level, the Basic Education Curriculum Framework was developed. The framework outlined changes which culminated in a shift from the objective-based curriculum to a competency-based one.

The paradigm shift in the education curriculum called for a new mode of assessment. In this regard, the Kenya National Examinations Council (KNEC) set out to develop a Competency Based Assessment Framework (CBAF). The framework defined the roadmap to Competency Based Assessment with focus on formative assessment, assessment of higher order skills, self and peer assessment by learners, authentic assessment and assessment of values. In order to equip teachers with the knowledge and skills required to implement the Competency Based Assessment (CBA), KNEC organized an elaborate training for teachers. To facilitate the training, this manual has been developed to enable teachers to conceptualize CBA. The training sessions involve simulations and practical activities which enhance teachers' skills in the development of standards, authentic tasks, assessment tools and reporting instruments. It also enables teachers assess the core competencies, Pertinent and Contemporary Issues (PCIs), Community Service Learning (CSL) and values that are spelt out in the Basic Education Curriculum Framework. At the end of the training, therefore, it is hoped that the assessment techniques and modules presented in this manual will facilitate effective implementation of the Competency Based Assessment, and enhance teachers' capacity in undertaking formative assessments in early years.

The manual focuses on training teachers on CBA for Grades 1, 2 and 3. Assessment will be developed in all the nine learning areas. The Training Manual also gives adaptations of content and delivery methods to meet the needs of learners with special needs, thus equipping the teachers with suitable skills on development, adaptation and use of assessment tools for all learners with respect to their special needs. Teachers should use this training manual as a guide and a reference tool to implement CBA at school level.

1.2   Vision, Mission and Core Values

The Competency Based Curriculum Framework for Early Years Education (CBAF-EYE) is anchored on the vision and mission of the Basic Education Curriculum Framework – BECF (RoK, 2017).

Vision of CBA

Engaged, empowered and ethical citizen.

Mission of CBA

Nurturing every learner's potential.

Core Values of KNEC

- Accountability - Responsible for decisions and actions, including stewardship of public resources and performance through clarity of responsibilities and roles;

- Integrity - Committed to acting in an honest, fair, accountable and transparent manner in all our operations;

- Team spirit - Embrace collaboration both within the Council and with all partners in the provision of services;

- Professionalism - Committed to the highest levels of achievement obtainable through competence and critical skills;

- Inclusiveness - Committed to embrace equity in relevant KNEC operations;

- Quality customer service - Putting the Customer first and offering services that exceed customer expectations;

- Innovativeness - Committed to creativity in delivering on the core mandate and responding to changing market demands.

1.3   Training Outcomes

By the end of the training, teachers will be able to:

a) undertake formative assessment at school level in line with the Competency Based Assessment Framework;
b) formulate authentic assessment tasks;
c) assess core competencies values, pertinent and contemporary issues (PCIs), community service learning (CSL);

d) integrate formative assessment in the learning process to enhance acquisition of learning outcomes;

e) develop and use various assessment tools;

f) develop and adapt assessment tools for learners with special needs; and

g) provide feedback on assessment.

1.4 How to use the Manual

This training manual will serve as a guide to Trainers of Trainers (ToTs) and teachers in implementing CBA in the early years of education. It will allow for uniformity in the interpretation of the curriculum as well as assessment. In addition it will allow for consistency in the development of authentic assessment tasks across all schools and facilitate a uniform way of reporting achievement of competencies. The manual is also useful in enhancing school based teacher support in curriculum implementation. School administrators and Quality Assurance Officers can use the tasks in this manual as assessment criteria to establish the extent to which meaningful learning has taken place among learners.

As a facilitator, you will be required to use the various learning experiences suggested in this manual to ensure that trainees are engaged in the entire training process so as to equip them with skills to develop and use authentic classroom assessments. As you engage the trainees in various activities, guide them on how to use the sample assessment tasks, rubrics and other scoring guides provided in the manual as a road map to effective formative assessment at classroom level. Give participants practical examples of assessment tasks, tools, rubrics and other scoring guides in order to allow for easy conceptualization of the assessment concepts you are training on.

Use the suggested learning resources to facilitate participants' understanding of the concepts. It is however, important to be creative and come up with new tasks based on the audience and the overall learning environment. As you use the manual to facilitate learning ensure that you:

a) read and understand the content prior to the sessions;

b) discuss the learning outcomes with the trainees;

c) engage all trainees in the activities/tasks;

d) improvise the learning resources;

e) develop assessment tasks in line with the level of the trainees;

f) make assessment part of the learning process; and

g) give feedback during and after every assessment.

THE COMPETENCY BASED ASSESSMENT FRAMEWORK

SESSION 1

Overview of CBC and CBA

Session Outcomes

By the end of the session, the participant should able to:

a) explain the meaning of CBC and CBA;
b) highlight the linkage between CBC and CBA;
c) discuss the purpose of assessment in learning;
d) explain the CBA framework for the Early Years Education (EYE);
e) discuss the paradigm shifts in CBA;
f) explain the various types of assessment for Early Years Education.

Suggested Learning Resources

- Biro pens
- Writing pads
- Masking tape
- Chalk
- Sticky notes
- Curriculum Designs
- Flip Charts
- Manilla papers
- Marker pens

Suggested Learning Activities

a) Guide participants to brainstorm on the following in pairs:
   i) the meaning of competency;
   ii) the difference between objective- based curriculum and competency- based curriculum;
   iii) the meaning of competency based assessment;
   iv) the difference between competency- based assessment and content- based assessment;
   v) linkage between CBC and CBA;

b) Use participants' views to:
  (ii) further explain the meaning of CBC and CBA;
  (iii) summarize the purpose of assessment and linkage between CBC and CBA;
  (iv) guide the participants to identify the changes in assessment as proposed in the Competency Based Curriculum.
c) Guide the participants in discussing the paradigm shift in assessment.
d) Guide the participants to compare Competency-Based Assessment Framework for the Early Years Education and the Basic Education Curriculum Framework and identify the common features.
e) Take the participants through the features of the CBA framework and discuss the types of assessment appropriate for Early Years Education level.

Facilitator's Notes

Meaning of CBC and CBA, linkage between CBC and CBA

What is competency?

A competency is the ability to apply appropriate knowledge, skills and attitudes to successfully perform a task.

What is Competency Based Curriculum (CBC)?

Competency Based Curriculum refers to an education programme that is based on demonstration of learners' ability to apply the knowledge, skills, attitudes and values they are expected to acquire as they progress through their education.

What is Competency Based Assessment?

This is the process of determining the capability of a learner to apply a set of knowledge, skills, values and attitudes to successfully perform real life tasks.

CBA can further be described as a systematic process of gathering and interpreting information about what a learner knows, understands and can do, with reference to the specific curriculum learning outcomes. This can be done by use of a combination of assessment tools such as:
- classroom observations;
- checklists;
- portfolios;
- journals; and
- written tests.

Purpose of Assessment

The main purpose of assessment is to inform on learners' level of acquisition of the knowledge, skills and attitudes spelt out in the curriculum and the overall quality of education.

What is Competency Based Assessment Framework?

A framework shows the relationship between parts that make a whole. CBA Framework, therefore, shows the components and levels of assessment as guided by age and grades specified under the CBC.

The overall aim of Competency Based Assessment Framework (CBAF) for early years education is to guide on the conduct of assessment.

The CBAF will provide requisite information to the various education stakeholders to guide in:
- improving learning and instruction;
- identifying and nurturing every learner's potential;
- Providing assessment feedback to learners, schools, parents and other stakeholders in basic education;
- Providing evidence as a basis for accountability of teachers, school administrators and other stakeholders in basic education.

The Linkage between Competency Based Curriculum (CBC) and Competency Based Assessment (CBA)

The Competency Based Assessment Framework (CBAF) is anchored on the Basic Education Curriculum Framework (BECF). The BECF aims at developing core competencies and values presented in Table 1.

Table 1: Core Competencies and Core Values

Core Competencies	Core Values
- Communication and Collaboration - Critical Thinking and Problem Solving - Imagination and Creativity - Citizenship - Digital Literacy - Learning to Learn - Self-Efficacy	- Love - Responsibility - Respect - Unity - Peace - Patriotism - Social Justice - Integrity

Acquisition of specific core competencies and values by learners should be continuously assessed as the learner interacts with curriculum content at all levels.

Interrelationship between Components of CBC and those of CBA

Various components of CBC and CBA are interrelated as shown in Figure 1.
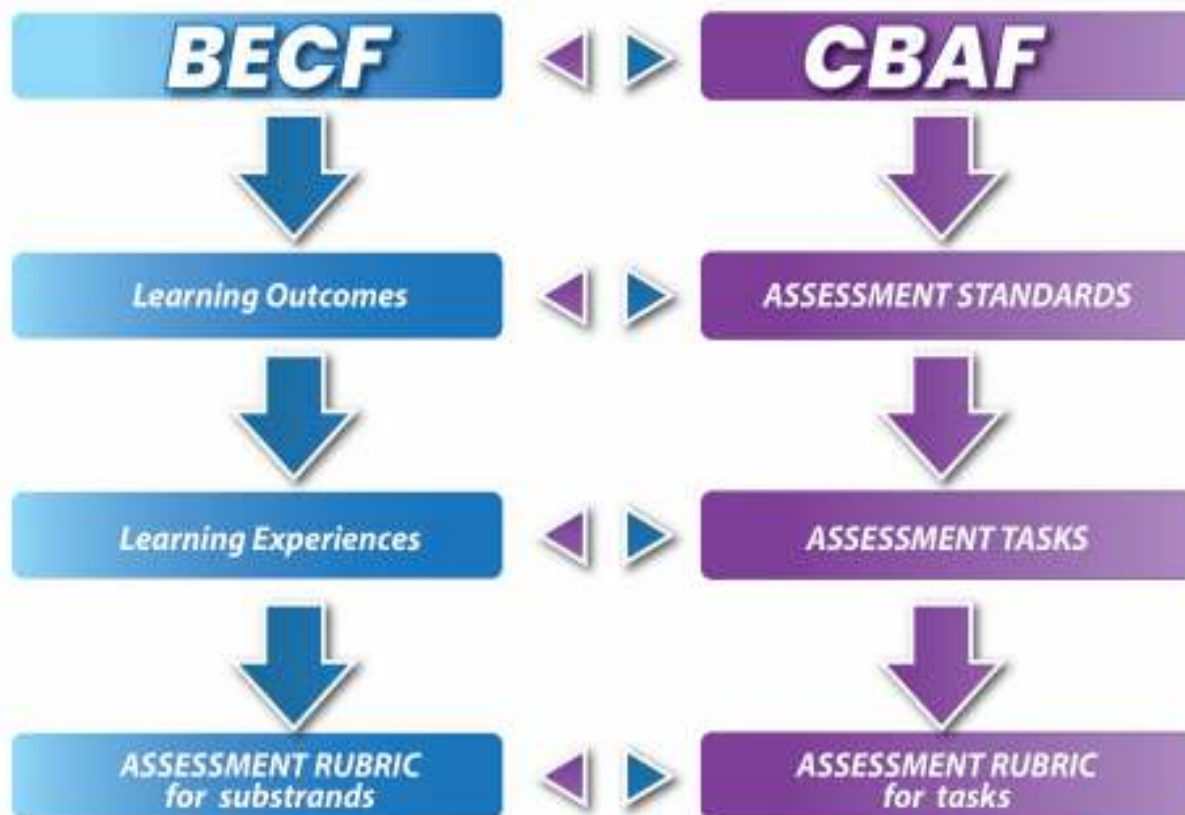
Figure 1: The Interrelationship between the elements of CBC and CBA

Paradigm Shifts in Assessment

The major shifts from the objective-based assessment to the competency-based assessment are as illustrated in Table 2.

Table 2: Shifts from the Objective-Based Assessment to the Competency-Based Assessment

Objective Based Assessment	Competency Based Assessment
Assessment of learning (summative assessment).	Assessment for and as learning (formative assessment).
Assessment of knowledge acquired.	Assessment of competencies developed.
More norm-referenced (reports on what the learner has achieved in relation to the performance of other learners).	More Criterion – referenced (Reports on what the learner can do based on a set standard).
Encourages Competition.	Encourages Collaboration and Cooperation.
Rigidity (assessment based on a prescribed duration).	Flexibility (assessment based on the pace of the learner).
Relies heavily on teacher and national assessment.	Includes self and peer assessment.
Largely, assessment tasks are not based on real life or simulations of real life.	Authentic assessment tasks (largely based on real life or simulations of real life experiences; are done as learners interact with their natural environment).
Reporting largely focuses on the learners' score (Quantitative reporting of performance).	Focuses on both the description of the competencies portrayed by the learner and their score (Both Quantitative and Qualitative reporting of performance).
Encourages reproduction of knowledge due to the teacher centred approaches.	Actively engages the learners, thus encourages creation of knowledge/development of creativity and talents.

CBC Early Years Education Framework

Figure 2 presents the CBC Framework for the early years.

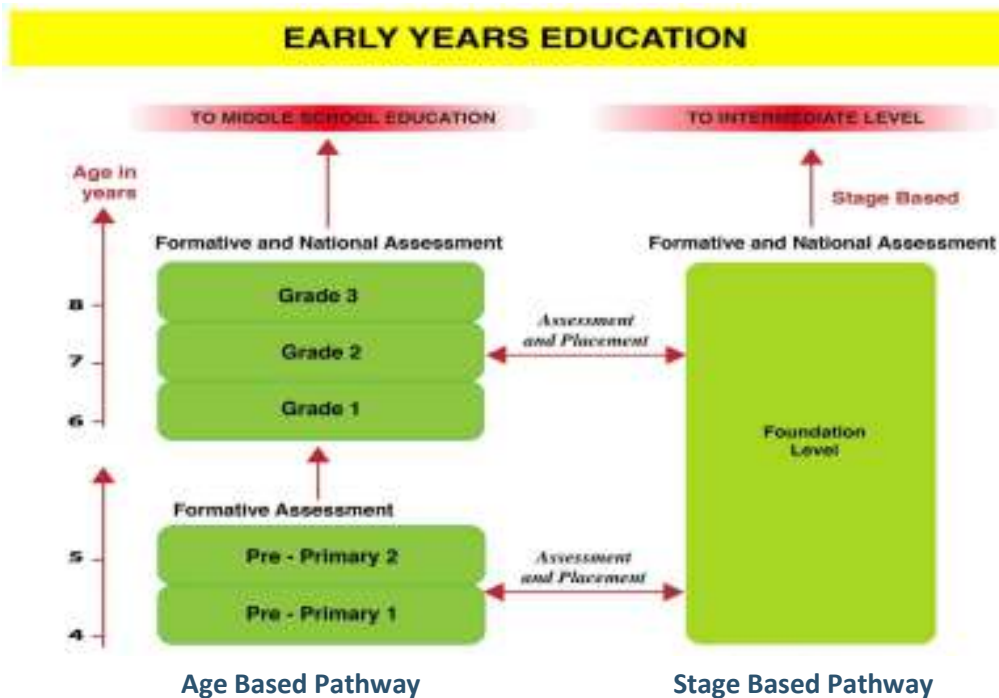*Figure 2 shows the CBC Early Years Education Framework.*

Competency-Based Assessment Framework (CBAF) for the Early Years Education

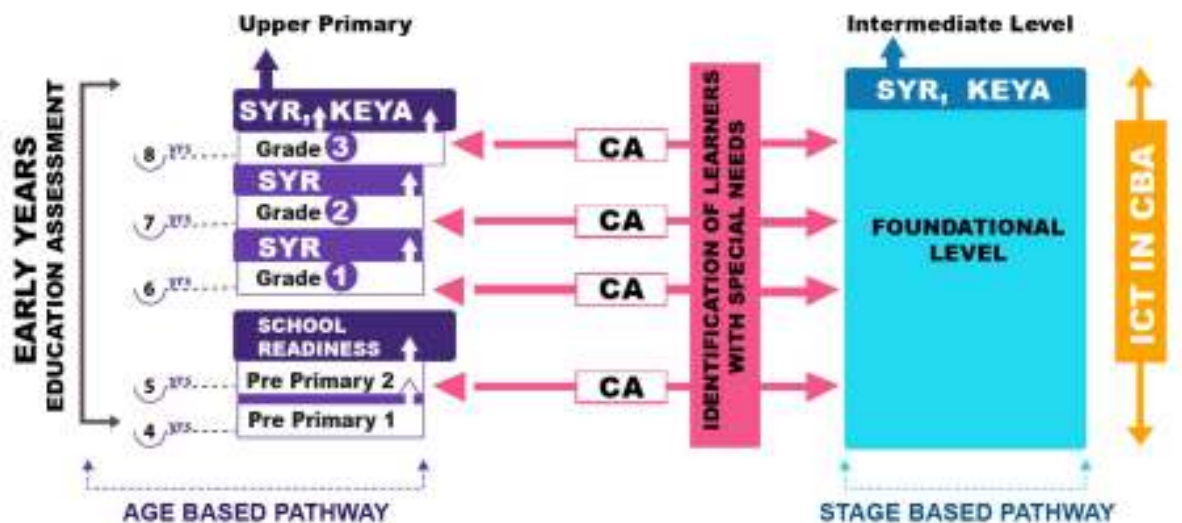Figure 3 presents the CBA Framework for the Early Years Education.

Figure 3: Competency Based Assessment Framework for Early Years Education

Types of Assessment Applicable in CBA at the Early Years Education (EYE)

In Early Years Education, assessment is majorly formative and should be carried out continuously during the learning process.

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. (Huba and Freed, 2000)

Assessment provides regular feedback and allows teachers and learners to reflect on progress and adjust learning accordingly.

There are three main types of formative assessments that may be used to evaluate learner achievement namely;
- assessment for learning;
- assessment as learning; and
- assessment of learning.

Assessment for Learning
Assessment for learning is a continuous process of collecting information on learners' ability to demonstrate the required competencies. It is used by both the learner and the teacher to improve on the learning approaches.

Assessment as Learning
Assessment as Learning involves continuous self assessment by the learner aimed at monitoring their own learning. Assessment as learning allows learners to:

- set individual goals;
- monitor own progress or self-assess;
- reflect on his/her learning;
- identify learning gaps; and
- make adjustments in order to achieve deeper understanding.

The learner is provided with a clear roadmap to reach proficiency and to set criteria that has a variety of examples or models of good work for comparison.

Assessment as learning fosters self and peer assessment among learners and promotes self-awareness of strengths and weaknesses in learning.

Here learners are given tasks which they perform successively. For instance, if a learner is able to count from 1 to10, he is then given a more complex task, for instance, counting from 1 to 20.

Assessment of Learning
This is done to determine what a learner knows and can do with respect to curriculum learning outcomes at the end of a defined task, strand or sub-strand, instructional period or tier. It is designed to provide evidence of achievement to learners, teachers, parents and other stakeholders like school administrators, employers etc.

Assessment of learning includes:
- the use of feedback from teachers, parents and learners after observing learner performance in tasks;
- Continuous Assessment Tests (CATs), homework and class assignments;
- end of term, end of year and end of course assessments.

SESSION 2

AUTHENTIC ASSESSMENT

Overview of Authentic Assessment

Session Outcomes

By the end of the session, the participants should be able to*:*

a) define Authentic Assessment in learning;
b) distinguish between authentic and traditional assessment learning;
c) discuss the tools for authentic assessment;
d) explain the benefits of authentic assessment;
e) describe the steps of creating authentic assessment.

Suggested Learning Resources

- Text Books
- Curriculum Designs
- Flip Charts
- Manilla papers
- Marker pens
- Chalk
- Sticky notes
- Samples of Authentic tasks in all learning areas
- Biro pens
- Writing pads
- Masking tape

Suggested Learning Activities

Guide the participants in pairs to:
- discuss the meaning of authentic assessment;
- discuss and share on how they assess learners in the CBC and in the 8.4.4 system;
- identify the differences between the modes of assessment in the two curricular;
- name various tools of authentic assessment;
- discuss the benefits of authentic assessment;
- discuss steps of creating authentic assessment;
- present their points in a plenary/display on flip charts on the walls.
Based on the participants' views, explain the meaning and importance of authentic assessment.

MEANING OF AUTHENTIC ASSESSMENT

An authentic assessment uses a real life task to determine a learner's level of acquisition of knowledge, skills and attitudes.

It includes a task for the learner to perform and an assessment tool by which their performance on the task can be measured.

Table 3 presents the differences between authentic and traditional assessment.

Traditional Assessment	Authentic Assessment
Learners are required to demonstrate knowledge by selecting a response or giving correct responses through written tests.	Learners are required to demonstrate proficiency by performing relevant tasks to apply what they have learned.
Standardized, valid and reliable.	Needs well defined criteria and standards to achieve reliability and validity.
Provides a teacher with a summary of what the learners knows (knowledge).	Provides teachers with a more complete picture of what the learners knows and what they can do with what they know (apply knowledge).
Learners are required to recall knowledge that has been taught.	Learners can construct new knowledge out of what has been taught and other experiences.
Focuses more on the product.	Focuses more on the process towards completing the product.

Table 3: Differences between Authentic and Traditional Assessment

TOOLS FOR AUTHENTIC ASSESSMENT

The following are tools that you may use to conduct authentic assessment.

- Observation schedules
- Checklists
- Rating scales
- Rubrics
- Questionnaires
- Projects
- Journals or diaries
- Learner's profiles
- Anecdotal records
- Written tests

BENEFITS OF AUTHENTIC ASSESSMENT

The following are the benefits of Authentic Assessment:

- involves learners in tasks that reflect real life experiences;

- enhances enquiry based learning and acquisition of high order thinking skills;

- gives the learner opportunity to perform different tasks to demonstrate understanding;

- allows learners to use locally available materials to perform tasks hence can easily understand the concepts;

- promotes collaboration as teachers, parent and the learner work together in determining and undertaking assessment;

- focuses on progress rather than weakness;

- encourages the integration of learning and assessment.

STEPS FOR CREATING AUTHENTIC ASSESSMENT

Figure 4, presents the steps in the creation of authentic assessment.

F*igure 4: Steps for Creating Authentic Assessment*

Step 1 – Developing Standards

A standard is the level at which learners should demonstrate achievement of the learning outcome(s). Standards are developed from specific learning outcomes in a learning area. Examples of standards from different learning areas are presented in Table 4.

Table 4 presents examples of standards from different learning areas.

Learning Area	Strand	Sub-strand	Specific Learning Outcome	Standards
Environmental Activities	1.0 Environment and its resources	1.1 **Weather** 1.1.1 Exploring unfavourable weather conditions	a) describe unfavourable weather conditions. b) observe the effects of unfavourable weather conditions for safety. c) develop curiosity in identifying effects of weather conditions in the environment.	The learner can: a) identify, observe and describe unfavourable weather conditions; b) identify ways of keeping safe from unfavourable weather conditions.
Christian Religious Activities	Creation	**My Family**	a) recognise the head of the family and respect them. b) name family members in the nuclear and extended family. c) draw the family tree to understand relationships in the family.	The learner can: a) Recognize and name members in the nuclear and extended family; b) draw the family tree of an extended family.
English Language Activities	Listening and speaking	Attentive listening	a) listen attentively during a conversation. b) respond to simple specific three- directional instructions in oral communication. c) appreciate the importance of listening attentively for effective communication.	The learner can: a) Maintain eye contact and correct sitting posture; b) interpret and use appropriate body language during a conversation.
Kiswahili Language Activities	Kusoma	Usafi wa mazingira	a) kutambua msamiati uliotumiwa katika hadithi. b) kusikiliza mwalimu kwa makini anaposoma hadithi kuhusu usafi wa mazingira. c) kusoma hadithi kuhusu mazingira safi. d) kufahamu hadithi aliyosoma na aliyosomewa kuhusu usafi wa mazingira. e) kuthamini mazingira safi.	Mwanafunzi aweza: a) kusoma kwa ufasaha; b) kutambua ujumbe kuhusu usafi wa mazingira; c) kuutambua msamiati wa mazingira katika kifungu; d) kutumia msamiati wa mazingira ipasavyo katika sentensi.

Table 4: Standards from Different Learning Areas

STEP 2 - Developing Authentic Tasks

From the curriculum design:
  a) identify the strand and sub strand from which the task will be developed;
  b) formulate the standard from the specific learning outcomes of that sub strand;
  c) formulate the task.

The task so formulated should:
  ● be appropriate for multiple contexts (rural, urban environment);
  ● allow for innovative utilization of locally available resources;
  ● be integrative (focus on many skills and relate to other learning areas);
  ● provide opportunities for peer collaboration;
  ● encourage self-assessment and deep reflection.

STEP 3 - Determining Criteria

To determine the criteria ask yourself the following questions:
  a) What does good performance of this task entail?
  b) How will I know that the learner has done the task well?

By answering these questions you will identify the characteristics or dimension to be measured. You will then use the criteria to determine how well the learner has met the standards.

The following are the characteristics of a good criteria:
  ● clearly stated;
  ● brief;
  ● observable;
  ● a statement of expected behaviour; and
  ● written in a language learners understand.

Sample Criteria

  a) describing unfavourable weather conditions.
  b) identify ways of keeping safe from unfavourable weather conditions.

STEP 4 - Creating a Scoring guide

You will use a scoring guide to assess the learner's performance based on a task-specific set of criteria. A scoring guide comprises the criteria and a detailed description of the characteristics for each level of expected performance as shown in Table 5.

An example of performance levels is given in **Table 5**.

Table 5: Example of a scoring guide

CRITERION	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
Improvisation of materials for cleaning the market place	Improvises an exemplary and appropriate material for cleaning the market place.	Improvises an appropriate material for cleaning the market place.	Improvises material for cleaning the market place.	Presents material that is not improvised.

SCORE

LEVEL OF PERFORMANCE

DESCRIPTOR

INTEGRATED ASSESSMENT

Guide the participants to discuss the following questions in pairs.
1. What is integrated assessment?
2. How can you undertake integrated assessment?
3. What are the benefits of integrated assessment?

Based on the participants' views, explain the concept of integrated assessment. You can use the suggested facilitator's notes.

Facilitator's Notes

Integrated assessment refers to the use of multiple assessment tools to assess a combination of learning areas. You can undertake integrated assessment through:
a) use of one activity/experience to assess a variety of skills;
b) assessing learners competencies during the learning process;
c) use of a variety of assessment approaches/tools to assess learners' competencies.

Examples of integrated assessment practices include:
a) the use of portfolios;
b) learning rounds;
c) community service learning;
d) projects, etc.

Benefits of using integrated assessment

Integrated assessment:
a) gives learners an opportunity to demonstrate competencies acquired in a variety of settings;
b) can be used in assessing all forms of learning experiences;
c) can be used in all learning areas;
d) enables the teacher to assess learner's ability to apply skills acquired in solving problems;
e) uses a variety of assessment tools/instruments and approaches/methods;
f) is not a one-off event;
g) can be used for formative and summative assessment;
h) is useful in assessing a number of outcomes/units/standards/assessment criteria together;
i) provides real time feedback to both the teacher and the learner.

SAMPLES OF AUTHENTIC TASKS

1.0 INTEGRATED LEARNING ASSESSMENT TASK

(i) Theme: Plants in our environment

(ii) Standard

The learner can/Mwanafunzi anaweza:
a) walk in different directions to demonstrate strength, coordination, endurance, balance and self-esteem;
b) identify different types of plants in the immediate environment and categorize them according to specified features;
c) describe safe ways of handling different plants;
d) sing different types of songs appropriately, individually and in groups;
e) create prints in alternating colours using different leaves;
f) display and talk about their own and others work;
g) plant trees for soil protection;
h) demonstrate appreciation of the rich diversity in plants;
i) kutunga sentensi kutokana na msamiati wa mada lengwa.

(iii) Performance task

With the guidance of teacher, learners will:

a) collect and observe photographs or watch video clips/ animations/online lessons or listen to radio lessons on different plants in the environment; *(teachers to guide learners to search for relevant videos/ photographs)*
b) take a nature walk in the immediate environment;
c) identify and collect **four** types of plants and leaves of different shapes;
    (Learners should collect safe plants. Unsafe plants (poisonous and thorny) should only be handled by the teacher).
d) write down **four** ways of handling plants safely;
e) categorize the **four** types of plants into thorny/non-thorny, edible/non-edible, and poisonous/non-poisonous;
f) in groups of 4 - 6, observe, discuss and present the characteristics of the **four** types of plants to the class; *(flowers, leaves, shape, size and texture)*
g) Individually draw, colour and label parts of a plant;
    https://youtu.be/nQKg8CNucXc

h) wanafunzi watunge sentensi wakitumia maneno yafuatayo:
   (i) jani
   (ii) tunda
   (iii) tawi
   (iv) mizizi

i) mount samples/pictures of plants collected for class display and critique their work and that of others;

j) in groups of 4 to 6, use the **four** leaves of different shapes to create repeat patterns in **two** different colours to produce varied textural effects;
   https://youtu.be/SIHimo-0pIA

k) display the leaf prints in class and critique the unique pattern elements in their leaf prints and those of other learners;

Leaf prints

Leaf prints

l) Learn and sing the song below on parts of plants; (*Use the tune from "The wheels of the bus"*)
   https://www.youtube.com/watch?v=e_04ZrNroTo&t=40s
   https://youtu.be/XjNt7kG1Dhg

m) Individually, sing simple songs on parts of plants and creatively display respective parts of plants as they sing;
   *(Teachers should compose/adapt songs based on plants).*

PARTS OF A PLANT

*The roots on a plant grow
underground
Underground, underground.
The roots on a plant grow
underground. Roots are parts
of a plant.*

*The stems on a plant hold up
the leaves. Up the leaves, up
the leaves.
The stems on a plant hold up
the leaves. Stems are parts of
a plant.*

*The leaves on a plant are
making food. Making food,
making food.
The leaves on a plant are
making food. Leaves are part
of a plant.*

*The flowers on a plant are
growing seeds. Growing seeds
growing seeds.
The flowers on are plant are
growing seeds. Flowers are part
of a plant.*
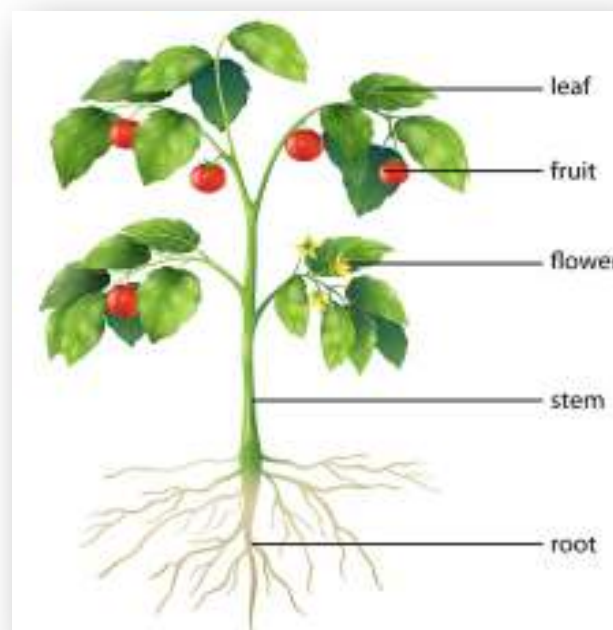
Parts of a plant

n) Individually plant and take care of a tree in the school compound or at home.

(vi)   Targeted Learning Areas and References

Learning Area	Volume	Grade	Strand	Sub strand	Page
Environmental Activities	Vol. 2	1	1.5	1.5.1	70
	Vol 2	2	1.4	1.4.1	91
	Vol 2	3	1.4	1.4.1 1.4.2	120
	Vol 2	3	3.0	3.4.1	136
Movement and Creative Activities	Vol 4	1	1.0	1.1	02
	Vol 2	1	1.0	1.2	186
	Vol 2	2	3.0	3.2	234
	Vol 2	3	3.0	3.2	274
	Vol 2	3	1.0	1.1	340
Religious Education Activities	Vol 3	3	6.0	6.3.2	167
Kiswahili activities	Vol. 1	3	6.0	6.1	98
Literacy Activities	Vol. 1	3	1.0	1.3	174

(v) **Core Competencies Targeted**

a) Communication and Collaboration as learners make class presentations on the characteristics of types of plants and critique other learners work.

b) Creativity and Imagination as learners draw, colour and label parts of a plant, create leaf patterns, sing songs on plants and mount samples/pictures of plants.

c) Critical Thinking and Problem Solving as learners identify, collect and categorise plants.

d) Digital Literacy as learners search for video clips/online lessons/radio lessons/photos on different plants in our environment.

e) Self-efficacy as learners sing individually, discuss and make presentations, plant and take care of trees.

f) Learning to Learn as learners create leaf patterns.

(vi) **Link to values**

a) Responsibility as learners collect different types of plants and leaves and take care of trees.

b) Love, unity, respect and cooperation as learners work in groups.

c) Honesty as learners critique their work and that of others.

(vii) **Link to PCIs**

a) Citizenship as learners sensitize other pupils on importance of plants through singing songs on parts of a plant and plant trees.

b) Environmental Education as learners identify different types of plants in the immediate environment and categorize them according to specified features.

c) Life Skills and safety as learners describe safe ways of handling plants.

d) Community Service Learning as learners plant and take care of trees for conserving the environment.

2.0   KISWAHILI ACTIVITIES (Vol 1 G3 S6.0, SS 6.1, Pg. 98)

Gredi	Mada (Strand)	Mada ndogo (Sub-strand)	Matokeo Maalum yanayotarajiwa (Specific Learning Outcomes)	Vigezo (Standards)
3	Usafi wa mazingira	Msamiati	a) kutambua msamiati wa usafi wa mazingira b) kuthamini mazingira safi.	Mwanafunzi aweza: a) kutambua na kutumia msamiati wa mazingira ipasavyo b) kuthamini mazingira safi.

KAZI/SHUGHULI

Mwalimu atawahusisha wanafunzi katika shughuli ambayo itawawezesha kuafikia matarajio maalumu ya mada au mada ndogo maalumu.

Kwa mfano, katika kufanikisha kujifunza msamiati wa mazingira wanafunzi wakiwa nyumbani, mwalimu anawaweza kuwapa shughuli ifuatayo na kuwataka wasaidiwe na wazaz/walezi au ndugu kuitekeleza:

a) Ukisaidiwa na mzazi/mlezi au ndugu, safisha mazingira ya nyumbani mwenu. Tumia njia mbalimbali kulingana na mazingira ya nyumbani mwenu.
b) Andika njia mbalimbali za kusafisha mazingira ukizingatia msamiati wa usafi .
Baadhi ya mifano ambayo wanafunzi wanaweza kutoa ni:

   i) Kufyeka
   ii) Kufagia
   iii) Kupiga deki
   iv) Kuokota taka
   v) Kufuta vumbi
   (wanafunzi wanaweza kutumia teknolojia kutafuta maelezo zaidi)

c) Andika majina ya vifaa ambavyo ulitumia
d) Chora picha za vifaa hivyo.

Baadhi ya vifaa ambavyo mwanafunzi anaweza kutaja ni:

   i) Ufagio
   ii) Maji
   iii) Sabuni
   iv) Kitambaa
   v) Slasha

Mwalimu anaweza kumpa mzazi au mlezi jedwali la kutathminia/kuchunguzia utendaji wa mwanafunzi (Observation schedule) huku akibainisha tabia/vitendo ambavyo anapaswa kuchunguza. Mwalimu na mzazi wanaweza kutumia shughuli hii kutathmini maadili na mbinuishi kama vile:

- Uwajibikaji (responsibility)
- Ushirikiano (collaboration)
- Uvumulivu (patience)
- Kujiamini (self efficacy)

Mwalimu pia anaweza kutumia shughuli hii kuwaelekeza wanafunzi kujifunza kuandika au kutoa maelezo mafupi kuhusu usafi wa mazingira. Baadhi ya maswali yanaweza kuwa:

a) Andika sentensi **kumi** kuhusu: **Namna nilivyosafisha chumba changu/nyumba yetu;**
b) Mtolee mzazi au mlezi wako maelezo mafupi **kuhusu: Namna nilivyosafisha chumba changu/ nyumba yetu.**

Umilisi wa kimsingi unaokuzwa: (Core Competences Targeted)

a) Mawisiliano na ushirikiano (Communication and Collaboration) - wanafunzi wanaposhiriki katika kusafisha mazingira ya nyumbani.

b) Ubunifu (Creativity and Imagination) - wanafunzi wanapochora vifaa vinavyotumika kusafisha mazingira.

c) Ujuzi wa kijiditali (Digital literacy) - matumizi ya teknolojia katika kujifunza kuhusu mazingira safi.

d) Hamu ya kujifunza zaidi (Learning to learn) - kutambua umuhimu wa mazingira safi.

e) Kujiamini (Self efficacy) - wanafunzi wanapotoa maelezo kuhusu namna ya kusafisha chumba/nyumba

Maadili ya kimsingi yanayokuzwa: (Link to Values)

Uwajibikaji (responsibility) katika kuweka mazingira safi.

Uhusiano na masuala mtambuko: (Link to PCIs)

Elimu ya maendeleo endelevu (Education for Sustainable Development) – kutambua umuhimu wa kudumisha usafi katika mazingira.

3.0 MATHEMATICS ACTIVITIES G1, 2 &3 Vol 2 Pgs. 4, 21 and 41

Grade	Strand	Sub-Strand	Learning Outcomes	Standards
1, 2, 3	Numbers	Number Concept	a) Sort and group objects according to different attributes. b) Pair and match objects in the environment. c) Represent numbers 1 - 30 using concrete objects. d) Use ordinal numbers to identify positions from 1 – 20.	**Learners can:** a) sort and group objects according to different attributes; b) pair and match objects in the environment; c) represent numbers 1-30 using concrete objects; d) use ordinal numbers to identify positions from1-20.

Tasks

The teacher can give the learners the following tasks which can be performed in school or at home

a) Sort utensils according to their use (e.g knives, forks, spoons plates, cups, pots) and arrange from the smallest to the biggest.

b) Categorise domestic animals according to gender, type, colour or how they help human beings. For instance, cows - provide milk, donkeys are used for transport.

c) Pair and match objects with similar attributes at home e.g. water jerry cans, cooking pots, utensils.

d) Count real objects at home e.g. trees, domestic animals, utensils, furniture, cars.

The teacher can use a checklist to assess the learners.

e) In groups of 10, learners to participate in a race and identify their positions from 1st, to 10th position.

Core Competences Targeted

a) Communication and collaboration as learners sort, categorise objects and participate in a race.

b) Learning to learn as learners pair and match objects.

c) Creativity and imagination as learners sort and arrange utensils.

d) Critical thinking and problem solving as learners categorise domestic animals.

e) Self-efficacy as learners participate in a race.

Link to Values

a) Love, unity, respect and cooperation as learners work in groups.

b) Integrity as learners identify their positions in the race.

c) Responsibility as learners perform tasks individually.

Link to PCIs

a) Life skills as learners develop interpersonal relationship through interaction with others in the race

4.0 HYGIENE AND NUTRITION ACTIVITIES G2 & 3 Vol 2 Pgs. 173, 178, 200

Grade	Strand	Sub-Strand	Learning Outcomes	Standards
2 & 3	Health Practices	Cleaning utensils	a) Identify materials that can be improvised for cleaning utensils. b) Clean, dry and store utensils used at home. c) Clean utensils using improvised materials.	Learner can: a) identify materials that can be improvised for cleaning utensils; b) clean, dry and store utensils used at home; c) clean utensils using improvised materials.
2	Personal Hygiene	Use and care of personal items	a) Identify the items used for personal cleanliness. b) State the procedure used when cleaning items for personal use. c) Clean personal items to promote cleanliness for self and others. d) Identify materials that can be improvised for personal use.	a) identify the items used for personal cleanliness; b) describe the procedure used when cleaning items for personal use; c) clean personal items to promote cleanliness for self and others; d) Identify materials that can be improvised for personal use.

Tasks on cleaning utensils

The teacher can give the learners the following tasks on cleaning utensils which can also be done at home under the guidance of the parents or guardians.

a) Identify materials that can be improvised for cleaning utensils at home. (*examples are: ash, charcoal, sisal fibres, egg shells*)
b) Using the improvised materials, clean the following utensils:
   i) cooking pot;
   ii) plates;
   iii) glass;
   iv) wooden spoons/metallic spoons;
   v) kettle/tea pot.
c) Dry the utensils using appropriate methods *(for example drying under the sun using traditional method, using dish cloth, placing on dish rack).*
d) Write a short paragraph on **How to clean a cooking pot using improvised cleaning materials** *(for example ash, charcoal).*

(The teacher can use a checklist or an observation schedule to assess the tasks)

Core Competences Targeted

a) Creativity and Imagination as learners improvise cleaning materials.
b) Critical thinking and problem solving as learners choose the appropriate improvised materials for cleaning specific utensils.
c) Learning to learn as learners improvise cleaning materials.
d) Self-efficacy as learners clean and dry utensils.

Link to Values

Responsibility as learners improvise and use cleaning materials.

Link to PCIs

Health education as learners appreciate use of clean utensils.

Tasks on use and care of personal items
The teacher can give the following tasks for learners to perform.
a) Identify items used for personal cleanliness. *(for example, toothbrush, face towel, comb, handkerchief, socks)*
b) In groups of 4-6, learners discuss the procedures of cleaning a handkerchief, a pair of socks and a toothbrush and present in class.
c) Write the procedures in their exercise books.
d) Clean the following items using appropriate procedures:
   i) handkerchief;
   ii) socks;
   iii) toothbrush.
e) Draw and colour materials that can be improvised for use in personal cleanliness.
  (Examples include: pumice stone, sisal fibres, sponge gourd)

Core Competences Targeted

a) Communication and Collaboration as learners discuss the procedures of cleaning in groups.

b) Learning to learn as learners clean personal items.

c) Creativity and Imagination as learners draw and colour improvised materials.

e) Critical thinking and problem solving as learners identify items used for personal cleanliness and discuss the procedures of cleaning.

f) Self-efficacy as learners draw, colour, clean items and make class presentations.

Link to Values

a) Love, unity, respect and cooperation as learners work in groups.

b) Responsibility as learners perform tasks individually.

Link to PCIs

a) Health education as learners identify items for personal cleanliness.

a) Life Skills - self awareness as learners clean personal items and interpersonal skills as they work in groups.

(The teacher should adapt the tasks to cater for Learners with Special Needs. These include those learners with visual, hearing and physical impairment).

COMPETENCY BASED ASSESSMENT TOOLS

Session Outcomes

By the end of the session you should be able to:
   a) Describe tools used in competency based assessment;
   b) develop and use Competency Based Assessment Tools in learning process;
   c) adapt Competency Based Assessment Tools to suit learners with special needs;

Suggested Learning Resources

- Curriculum designs
- Flip charts
- Masking tapes
- Sticky notes
- Felt pens
- Folder with samples of rubrics

What are Competency Based Assessment tools?

Suggested Learning Activities

In groups of 4 - 6, discuss:
   (i)   the meaning of Competency Based Assessment Tools; and
   (ii)   five types of assessment tools used in the classroom. One group member to present the group findings during the plenary session.

Competency Based Assessment Tools are instruments used to collect information on competencies (knowledge, skills, values and attitudes) acquired by a learner during or after learning session or period.

The tools discussed mainly address formative assessment in the classroom and should be used in real life set ups to measure performance.

Competency Based Assessment requires the use of a variety of assessment tools to address the different learning styles of the learners.

Types of Competency Based Assessment Tools

a) Observation schedules
b) Checklists
c) Rating scales
d) Questionnaires
e) Projects
f) Journals

g) Oral or Aural questioning
h) Learner's profile
i) Anecdotal Records
j) Written tests
k) Rubrics
l) Portfolios

Suggested Learning Resources

In groups of 4 - 6 members, discuss two types of Competency Based Assessment Tools assigned. One group member to present in a plenary session.

Facilitator's Notes

Description of Competency Based Assessment Tools

The examples illustrated for each of the assessment tools is not exhaustive. The teacher can creatively design and come up with different versions.

a) Observation schedules

This is a schedule outlining characteristics and behaviour that learners show during the performance of specific tasks individually or as a group. The teacher records observations made on the behaviour of the learner.

Development and use of observation schedule

Components of observation schedule include:
1. preliminary information;
2. learning activity/task: derived from the suggested learning experiences;
3. competence/skill/characteristic or behaviour assessed: derived from the specific learning outcome;
4. teachers comments/feedback.

Example of an Observation Schedule

OBSERVATION SCHEDULE				
a) Preliminary information				
1. School	Mayoni Township Primary			
2. Learner's name	Veronica			
3. Teacher's name	Omar			
4. Grade	Two			
5. Learning Area	Mathematics Activities			
6. Strand	2.0 Measurement (page 35)			
7. Sub-strand	2.4 Time (page 35)			
8. Date or period of assessment	3rd March 2020			
b) Learning Activity/Task	In groups, learners discuss activities that take place in the months of the year.			
c) Competence (Knowledge, skills, attitude, values) assessed *(tick appropriately)*		**Yes**	**No**	**Comment**
1. Completes the assigned work within the specified time				
2. Leads/assists others to ensure the group target is realized				
3. Listens and allows contributions from others				
4. Evaluates the contribution of others for the group to take a decision.				
5. Interested, pays attention and always ready for the task				
6. Listens, helpful, affirms, flexible, kind, polite, thankful, lets go of anger.				
d) Feedback to the learner				
Learner's signature	Date			
Teacher's signature	Date			

b) Checklists

Checklists contain a list of characteristics of a learner's behaviour and require the teacher to carefully observe and tick the competencies (knowledge, skills, values and attitudes) portrayed.

Learners can also be helped to develop and use their own checklists to monitor their progress in self and peer assessments.

Development and use of a checklist

Components of a checklist include:
1. preliminary information;
2. learning activity/task derived from the learning experience;

3. competence/skill/characteristic or behaviour assessed: derived from the specific learning outcome;
4. teachers comments/feedback.

Example of a Checklist

a) **Preliminary information**						
1. School						
2. Teacher's name						
3. Grade						
4. Learning Area						
5. Strand						
6. Sub-strand						
7. Date or period of assessment						
b) **Learning Activity/Task**						
		Competence (Knowledge, skills, attitude, values) assessed *(tick appropriately)*					
No.	Name	Participates in choral rote reciting of alphabet	Contributes orally to naming various letters	Spells name aloud	Using a model and working in pairs, puts alphabet flashcards in order	Uses finger for tracking on a model while class recites alphabet	Teacher's comment
1	Nyabile	☐	☐	☐	☐	☐	
2	Farida	☐	☐	☐	☐	☐	
3	Adam	☐	☐	☐	☐	☐	
4							
5							
Learner's signature			Date				
Teacher's signature			Date				

c) Rating Scales

Rating scales allow teachers to indicate the degree or frequency of the competencies (knowledge, skills, values and attitudes) and strategies displayed by the learner. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learner's work.

Development and use of rating scale

The use of descriptive words, such as: always, usually, sometimes, never, very satisfactory, satisfactory, unsatisfactory, very satisfied, satisfied, unsatisfied and very unsatisfied helps to pinpoint specific strengths and needs. In a rating scale, the descriptive word is more important than the related number.

Components of a checklist include:

1. preliminary information;
2. learning activity/task derived from learning activity;
3. competence (knowledge, skill, attitude or value) assessed (from the specific learning outcomes);
4. response options (ratings);
5. teachers comments/feedback.

NOTE: The use of four level rating scale is advised for early years education.

Example of a Rating Scale

RATING SCALE
a) Preliminary information

School _____ Grade _____

Learner's name _____ Learning Area_____

Strand _____ Sub-strand _____

Learning Activity _____

b) Competence (knowledge, skills, attitudes, values) assessed	Excellent 4	Good 3	Approaching 2	Weak 1
Selects appropriate tool				
Uses the tool appropriately				
Uses the tool safely				

a) Feedback to the learner

Learner's signature _____ Date _____

Teacher's Name _____ **Signature**_____ **Date** _____

Questionnaires

A questionnaire is a list of questions on various aspects of a person's situation or issue. It requires the respondent to give honest opinions or views through open-ended or closed questions.

Simple questionnaires can be developed and administered by the teacher to individual learners in various cases such as:

i) before teaching to find out the physical and emotional needs, characteristics, experiences and knowledge levels of learners (entry behaviour);

ii) during teaching, questionnaires enable the teacher to find out how various learners are progressing and responding to the learning activities. Questionnaires can be given to learners to gather feedback on how they are applying their learned competencies to challenging or difficult situations they are encountering in and out of school. This helps the teacher to take appropriate action.

The questionnaire should comprise:

(i)   title;
(ii)   general instructions: to help the person completing the questionnaire have a general understanding of the purpose;
(iii)   personal information;
(iv)   specific instructions on how to respond to specific questions;
(v)   questionnaire items;
(vi)   conclusion.

Example of a questionnaire

The teacher may want to find out whether the learners eat fruits using the following questions.

Did you eat a fruit yesterday? (tick appropriately)

Yes ☐   *No* ☐

If yes, what type of fruit? How much? Write the quantity of fruit that you ate (eg 1, ½ or ¼)

Type of fruit	Tick the fruit you ate	Size or number	Type of fruit	Tick the fruit you ate	Size or number
Banana			Melon		
Orange			Mango		
Passion			Others (specify)		
Avocado					

d) Project

A project is a set of activities implemented within a set timeframe with a clear start and end time. It should have a clearly stated purpose and set of objectives. Learners will be encouraged to initiate individual or group projects that may earn them income. The project gives an opportunity to learners to apply their acquired knowledge and transferable skills to a real life situation. Learners could be challenged to identify a need in their community where they can provide services based on what they have learned. The project will encourage learners to learn through their own investigations rather than through passive absorption of the teacher's words.

Example

Task: Explore the environment for appropriate income generating activity.

Standards
a) Identify a viable income generating activity for the class within the school.
b) Analyze income generating activities within the school environment.
c) Decide on a workable income generating activity for the class.
d) Develop interest in income generating activities within the school environment.

e) Plan for an income generating activity for the class.
f) Participate in initiating the class income generating activity.
g) Participate in the management of the class income generating activity.
h) Appreciate individual efforts in the success of a group activity.

Suggested Learning Activity

In groups of 4-6 members, develop assessment tools for the project. One member of the group to present the tools in a plenary session.

e) Journals

This entails the learner keeping a record of their personal feelings, thoughts and experiences on a daily basis. A journal also shows the activities carried out in a day by a learner. Assessing the learner through journals and diaries should be a joint venture between the learner and the teacher. Based on the learner's performance, the teacher can provide either support or challenge or both.

Example 1: Online journaling

A portal for online journaling by learners is created and teachers have free access to the learner's work, can change and comment on the content.

Learners write and post for peers or people of similar interest to respond to it. Learners development is then tracked through the writings.

Online journaling can utilize Facebook, WhatsApp, Instagram, Telegram, Zoom, Google meeting among others to track the development of learners.

Re: Hello!!
dolphinchatter
2004-06-11 07:30 (link)

Yes, that makes much more sense.

Good luck with your endeavor! I'll do what I can.

(Reply to this)(Parent)

willower
2004-06-09 22:41 (link)

Hallo George. Here I am. :)

I feel the beauty of their pale light like flowers bloom(ing) in a battlefield.

That is a wonderful, wonderful imagery. It really made me smile thinking about it. You asked me in my journal if I could help you polish up a bit with your english writing. While I can do this, I feel I am more inclined to respond to you where imagery- literal or metaphorical is drawn. Keep writing, keep writing. :)

(Reply to this)(Thread)

f) Oral or Aural Questions

Oral questioning is a direct speaking assessment (questions verbally asked by the teacher) aimed at finding out a learner's level of speaking and listening skills. While Aural questioning is a listening task (usually pre-recorded and played to the learner) aimed at assessing the learners level of listening skills. Strategies for effective question and answer assessment include:

i) applying a wait time or 'no hands-up rule' to provide learners with time to think after a question before they are called upon randomly to respond;

ii) asking a variety of questions, including open-ended questions and those that require more than a right or wrong answer;

iii) including questions that promote higher-order thinking.

g) Learner's Profile

A learner's profile is a summary of the teacher's opinion on mastery of competencies acquired in a level. The teacher constructs a learner's profile using information obtained from observation schedule, learner's journal, checklist, portfolio and involvement in projects. The learner's profile enables the teacher to gain a better understanding of which aspects of the topics are well understood and which ones require attention. The knowledge, attitude, skill levels and values can be assessed by peers, other learners, teachers, parents, and other community members.

Example:

Refer to the school year report under the reporting of assessment feedback

h) Anecdotal Records

An anecdote is an account of an event in a child's day. Reports, photos and drawings may be used to describe, in a factual way, the incident, its context, and what was said or done by the participant(s). Anecdotal notes may also be used to record specific observations of individual learner's behaviours, skills and attitudes as they relate to their learning and the environment. In most cases, anecdotes focus on very simple, everyday interactions among learners, learners and adults as well as learners and materials in the environment.

i) Written Assignments/Tasks

These are tasks that are designed according to pre-determined criteria to measure competencies in specific learning areas. The tasks should be designed to elicit evidence from the learner on their acquisition of learning outcomes and competencies such as creative thinking, problem solving, and communication. The tests may take the multiple choice questions, short structured and short essay questions.

Participants Reflections

i)   What do I feel most confident about developing various assessment tools?

ii) What do I need to put more practice in when developing and using assessment tools?

iii) How will I use the learning experiences in classroom assessment?

ASSESSMENT RUBRICS

Assessment Rubrics

Session Outcomes

By the end of the session, the participant should be able to:

a) describe rubric in assessment;
b) identify the core components of rubrics in assessment;
c) describe analytic and holistic rubric in assessment;
d) develop analytic and holistic rubrics in assessment;
e) use rubrics to effectively assess learner's performance;
f) explain the advantages of using assessment rubrics.

Suggested Learning Resources

- Curriculum designs;
- Flip charts;
- Masking tapes;

- Sticky notes;
- Felt pens;
- Folder with samples of rubrics;

Suggested Learning Activities

In pairs, participants

(i) describe an assessment rubric;
(ii) discuss the components of an assessment rubric.

Meaning of Assessment Rubric

A set of criteria used for assessing a particular type of work or performance and provides more details than a single grade or mark.

Components of a rubric

The following are the Components of a rubric.

1. **Criteria** It is a description of the trait, feature, attribute or dimension which is to be measured. Each assignment or performance will determine the number of criteria to be scored.

2. **Descriptors** these explain what is expected of the individual learner or group in a given task and describe the differences between performances at each level.

3. **Levels of performance** These inform the learners what they are expected to do. They determine the degree of performance which has been met hence provides for consistent and objective assessment leading to better feedback to learners. They can also be represented using numbers.

Competency Based Curriculum in the country uses four levels of Performance:

Performance Level	Description
Exceeding expectations	Learner exhibits exemplary performance and exceeds the competency requirement for the level. The learner grasps key concepts processes and skills with ease and works independently
Meeting expectations	Meets the competency requirements for the level. Learner works with limited errors and grasps key concepts, processes and skills
Approaching expectations	Learner is making some progress towards meeting the competency for the level. Learner is beginning to grasp key concepts, processes and skills but demonstrates inconsistent understanding and application of concepts, processes and skills
Below expectations	learner demonstrates low understanding of key concepts, processes, skills and requires additional time and support

	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
Sorting waste according to type	Correctly and systematically sorts waste according to type.	Correctly sorts the waste according to type.	Sorts some waste according to type.	Rarely sorts the waste according to types.

DESCRIPTOR

Suggested Learning Activities

In groups of 4-6, participants:
  (i) discuss types of rubrics;
  (ii) share experience on their use of rubrics.

Facilitator's Notes

Types of Rubrics

There are two types of rubrics.
  i.   Analytic rubric
  ii.   Holistic rubric

Analytic Rubric

It is a type of rubric that breaks down content or task being assessed into parts and assesses each part separately. Due to its nature of breaking the content, it provides clear and detailed feedback.

A Sample of Analytic Rubric

CRITERIA	Exceeds expectation 4	Meets expectation 3	Approaches expectation 2	Below expectation 1
Sorting utensils according to their use	Correctly sorts utensils according to their use and arranges them neatly.	Correctly sorts utensils according to their use.	Correctly sorts some utensils according to their use.	Sorts utensils according to their use with assistance.
Pairing and matching objects according to specified attributes	Accurately and systematically pairs and matches objects according to specified attributes.	Accurately pairs and matches objects according to specified attributes.	Pairs and matches some objects according to specified attributes.	Hardly pairs and matches objects according to specified attributes.

Holistic Rubric

It is a rubric that assesses overall performance on a task as a single entity. It scores the overall competencies of the learner without assessing each criterion separately.

A Sample of Holistic Rubric

CRITERIA	Exceeds expectation 4	Meets expectation 3	Approaches expectation 2	Below expectation 1
Identifying and using improvised materials for cleaning utensils, and drying the utensils using appropriate methods	Correctly identifies and skillfully uses improvised materials for cleaning utensils, and dries the utensils using appropriate methods	Correctly identifies and uses improvised materials for cleaning utensils, and dries the utensils using appropriate methods	Identifies and uses some improvised materials for cleaning utensils, and dries some of the utensils using appropriate methods	Identifies and uses improvised materials for cleaning utensils, and dries the utensils with assistance

In groups of 4-6, participants discuss ways in which they can use assessment rubrics effectively. One group member to present in a plenary session.

Facilitator's Notes

Using Rubrics Effectively

a) Share rubrics with learner before giving the task.
b) Have learners evaluate their own work using the rubrics.
c) Have learners evaluate each other's work using the rubrics.
d) Use the rubrics as the basis for feedback discussions with learner(s) while their work is developing and when their work is completed.
e) Involve learners in revising and improving the rubrics.
f) Grade learners based on the rubrics.
g) For effective use of the rubric one needs to internalize and interpret the various descriptors and criteria to place the learner in the respective competence levels.

DEVELOPMENT OF RUBRICS

Session Outcomes

By the end of the session, the participant should be able to:

a) develop samples of analytic and holistic rubrics in assessment;
b) demonstrate how to incorporate rubrics in classroom assessment;
c) use rubrics to effectively assess learners.

Suggested Learning Activity

In groups of 4-6, participants to develop analytic and holistic rubrics and present in a plenary session.

Participants Reflection

a) What did I like about the presentation?
b) What did I find challenging in the presentation?
c) What improvements would I recommend on the presentations?
d) How will I apply the knowledge and skills acquired in your assessment?

SESSION 3

PORTFOLIO ASSESSMENT

Overview of Portfolio

Session Outcomes

By the end of the session, the participant should be able to:
  a) explain the meaning of portfolio in assessment;
  b) describe different ways of keeping portfolios in learning;
  c) describe various types of Portfolios used in learning.

Suggested Learning Resources

- Manilla papers
- Drawing books
- Cartons or files
- Coloured pencils/crayons
- Printing papers
- foolscaps
- Flip charts
- Sticky notes

Suggested Learning Activities

In groups of 4 - 6, participants discuss and present:
(i) the meaning of portfolio;
(ii) different ways of storing portfolios;
(iii) types of portfolios.

Facilitator's Notes

Meaning of Portfolio

Portfolio is a purposeful collection of learner's work that shows their effort, progress and mastery of a specified learning outcome or competency. It provides evidence of learning progress and achievement or mastery over a period of time.

Different ways of storing portfolios

Learners' portfolios can be organised and stored in:
- Storage holders
- Display books
- Ring binders
- Cartons
- Baskets
- Files/folders
- Sacks
- Electronic storage devices
- Social media platforms

Types of Portfolios

Figure 7: Types of Portfolio

Working Portfolio This is a collection of learners' work which is still in progress as well as finished samples of work which are stored and later selected for showcase and assessment portfolios.

Some functions of working portfolio include:
a) Tracking a learner's progress;
b) Enables a learner to set goals;
c) Enables a learner to compare earlier and later work samples;
d) reflection of progress on set goals;
e) shows strengths and weaknesses of the learner.

1ˢᵗ attempt   2ⁿᵈ attempt   3ʳᵈ attempt (the best)

Figure 8: Functions of Working Portfolio

Showcase Portfolio

It shows/displays the best work of the learner. It is created by a learner to showcase their best qualities. The content of this portfolio is purely selected by learner in line with their interests. A showcase portfolio:

a) shows accomplishments of learner;

b) showcases samples of best work of the learner.

Figure 9: Examples of Entries in a Showcase Portfolio

Assessment Portfolio

This type of portfolio is used to document mastery of skills or competences in a particular learning area. It contains samples of learner's work that has been assessed by the teacher

An assessment portfolio:

a) shows achievement of learners in a specific learning area;
b) documents learner's progress towards the expected standards;
c) provides opportunity for self and peer reflections.

Best digital photo   Parts of a plant

Figure 10: Examples of Entries in an Assessment Portfolio

DEVELOPMENT OF PORTFOLIO

Session Outcomes

By the end of the session the participants should be able to:

a) describe the development of a portfolio;
b) identify features of a good portfolio;
c) manage portfolios effectively in the learning process;
d) explain how parents can be engaged in portfolio assessment;
e) explain the importance of portfolio in assessment.

Suggested Learning Activity 1

In groups, participants discuss and make presentations on how they can develop a portfolio.

STAGES OF DEVELOPING A PORTFOLIO

Stage 1: Planning
When planning to develop a portfolio, the teacher should consider the following factors:
- **Types of portfolio** - working, show case, or assessment;
- **Audience** - the consumers of the portfolio (teachers, parents, school administration, KNEC, MoE);
- **Storage of the portfolio** – (Storage holders, Display books, Ring binders, Cartons, Baskets, Files/folders).

Stage 2: Communication
The teacher should communicate to the learners, head-teacher, other teachers and parents/guardians on their roles in the development of a portfolio.

Stage 3: Collection of Work Samples
The teacher should guide learners on collecting and arranging their work in the portfolio. The collection should be guided by purpose, specified learning outcomes, evaluation, criteria, personal goals and interests.

Stage 4: Selection of Work Samples
This is a decision making stage where learners select the work to be added to the portfolio.

Stage 5: Reflection
Every learner should make a self-assessment comment on the work selected for addition to a portfolio. The reflection statements can be:
- ✓ Learners thoughts on their own learning;
- ✓ Strengths and weaknesses identified;
- ✓ Progress on the specified competency.

Participants can use some of the following questions to reflect on their work:
a) What did I do well?
b) Why did I choose this item? (based on assessment criteria).
c) What did not go well?
d) How can I improve?
e) How do I feel about my performance?

Stage 6: Feedback
The work selected for addition into a portfolio should contain feedback from peers, parents and/or teachers.

In groups, participants discuss and make presentations on the:
- features of a portfolio;
- management of a portfolio;
- parental engagement in portfolio assessment;
- importance of Portfolio Assessment.

Facilitator's Notes

Features of a good Portfolio

Cover Page

This includes one or two paragraphs that show personal goals and experiences of the learner. It also includes the learner's personal details such as Name, Grade, School, Gender and Age.
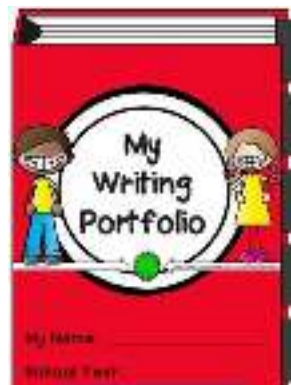
Figure 11: Example of Portfolio Cover Page

Table of contents

This shows what is contained in the portfolio. The contents can be organized based on learning areas, tasks or core competencies.

Entries

This includes core and optional items. Core items are required for each learner to facilitate decision making during assessment. Optional items are the items of the learner's choice.

Dates

All entries must have a date(s) to provide proof of growth over time.

Drafts

These include initial and revised/corrected version of learner's work

Reflections

This could be on the level of performance, progress and feelings about learner's own work.

Effective Management of Portfolios

The teacher should:

i)   go over the portfolio with learners at regular intervals to ensure that the selected pieces address the learning outcomes;

ii) ensure limited number of entries for practical reasons. Focus should be on Quality and not Quantity;

iii) involve the learners in organizing the portfolio by completing checklists of the assignments done and include the dates on all entries;

iv) organize for the storage of the learners' portfolios which should be easily accessible;

v)   ensure that storage holders for the portfolio are made from locally available and accessible materials such as manila envelopes, folders, files, baskets, or cartons.

Parental Engagement in Portfolio Assessment

There should be a planned program for parental engagement in portfolio assessment.

The parents/guardians should be informed about:

i)   Portfolio assessment;

ii) Their participation in the development of their child's portfolio;

iii) Provision of feedback to their child;

iv) Provision of support for their child's effort and interest.

Importance of Portfolio Assessment

- ✓ Assessment is integrated in teaching and learning process.
- ✓ Instructional goals are set at the beginning and are both clear to the teacher and the learner.
- ✓ Provides a clear profile of learners in terms of abilities and interest.
- ✓ Enables learners to show quality work which is done without pressure and constraints of time in collaboration with others.
- ✓ It allows demonstration of a wide range of competencies.
- ✓ It shows the learners effort to improve and develop i.e. it demonstrates progress over time.
- ✓ It gives learners opportunity to reflect on their work.

Suggested Learning Activity

In groups, participants to develop the three types of portfolio using the task and evidences provided. The portfolio should aim at demonstrating the learners' progress, achievement and interest in the areas outlined in the rubrics and the core competencies.

Adaptation of Assessment Tools for Learners with Special Needs

Adaptations in assessment involve modification of assessment methods and tools to suit learners with special educational needs. Modifications may be in terms of presentation of assessment task, duration of tackling the task, ways of responding to the task and scheduling.

ASSESSMENT OF CORE COMPETENCIES

Session 1

Overview of core competencies

Session Outcomes

By the end of the session, the participant should be able to:
 a) Define competency as envisaged in learning;
 b) List the core competencies outlined in the BECF;
 c) Explain the role of core competencies in learning.

Suggested Learning Resources

- Text Books
- Curriculum Designs
- Flip Charts
- Manilla papers
- Marker pens
- Samples of tasks to assess core competencies
- Biro pens
- Writing pads
- Masking tape
- Chalk
- Sticky notes

Suggested Learning Activities

- In pairs, participants discuss the meaning of competency.
- In pairs, participants discuss the benefits of core competencies.

CORE COMPETENCY

In the context of the Basic Education Curriculum Framework (BECF), competency will be understood as the ability to apply appropriate knowledge and skills to successfully perform a function. Within this context, the assessment will be designed to emphasize the importance of not only developing skills and knowledge but also applying these to real life situations.

Which are the 7 Core Competencies in the (BECF)?

1. Communication and Collaboration
2. Self-efficacy
3. Critical Thinking and Problem Solving
4. Creativity and Imagination
5. Citizenship
6. Digital Literacy
7. Learning to Learn

Role of the Learning Core Competencies

It begins by identifying specific competencies or skills, and enables learners to develop mastery of each competency or skill at their own pace, usually working with a mentor. Competency-based learning attempts to break away from the regularly scheduled classroom model, where students study the same subject matter at the same speed in a cohort of fellow learners.

Session 2

Communication and Collaboration

Session Outcomes

By the end of the session, the participant should be able to*:*

a) explain the meaning of Communication and collaboration;
b) explain the link between communication and collaboration;
c) state the benefits of communication and collaboration in learning;
d) explain teacher's role in developing communication and collaboration skills;
e) outline the indicators of communication and collaboration;
f) develop a task to assess communication and collaboration.

Suggested Learning Activities

a) In pairs, participants discuss the meaning of communication and collaboration.
b) In pairs, participants discuss the link between communication and collaboration.
c) In groups, participants discuss the benefits of communication and collaboration.
d) In groups, participants discuss teacher's role in developing communication and collaboration skills.
e) In groups, participants outline the indicators of communication and collaboration.
f) In groups, participants develop a task to assess communication and collaboration.
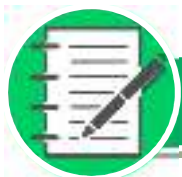
Facilitator's Notes

Communication and Collaboration

Communication is the act of transferring information from a sender to a recipient, whether vocally, visually, or non-verbally. On the other hand, *collaboration* is the process of two or more people or organizations working together to realize shared goals. Collaborative learning is designed to help learners learn from each other.

What is the link between communication and collaboration?

Link: effective communication enhances the attainment of greater collaboration among groups that ultimately increase the success of teams as they engage in collaborative problem solving.

What are the benefits?

1. Improves relationships among learners.
2. Improves knowledge acquisition and retention.
3. Turns learning into a truly active process (the learner demonstrates understanding, defends a point and convinces others).
4. Promotes learning from others' viewpoints.
5. Teaches how to think critically and quickly.
6. Promotes listening to criticism and advice.
7. Develops public speaking and active listening skills.
8. Makes learners understand how to address a problem, present solutions, and decide the best course of action.
9. Makes learners discover that other people do not always have the same ideas that they do.

How can teachers promote communication and collaboration?

The teacher should ensure the following:

1. Establish clear group learning outcomes.
2. Keep groups mid-sized because a small group lacks enough diversity while a large group does not allow all members to participate.
3. Promote open communication and deal with emotional issues that may arise and any interpersonal problems.
4. Use some real-world problems to encourage project based learning rather than artificial scenario.
5. Design assignments that allow room for varied interpretations to enhance problem solving and critical thinking.
6. Think about the gender balance in the groups.
7. Offer support by serving as a facilitator to groups that need support.
8. Employ technology to enhance collaborative learning through digital platforms and social media (such as whatsApp, Facebook, Youtube etc).
9. Use video resources that model conversation skills so that learners can learn the elements of conversation.
10. Ask open-ended questions because they require more than one or two-word response, they also trigger discussions.

Which are the 4 skills of communication?

1. Listening
2. Speaking
3. Reading
4. Writing

Which are some of the ways we can tell that a learner has acquired the skills of communication?

Listening

1. Pays attention to the person who is speaking.
2. Maintains eye contact
3. Shows interest by nodding or by smiling at appropriate times
4. Asks questions for clarity

Speaking

1. Confidence
2. Passion/enthusiasm
3. Engage audience
4. Self awareness
5. Clarity of speech
6. Appropriate use of non-verbal cues (gestures and facial expressions)

Reading

1. Summarizes texts
2. Predicts information
3. Infers information
4. Asks questions
5. Visualize/creating pictures in the mind

Writing

1. Strives for clarity
2. Uses appropriate vocabulary
3. Presents organized work
4. Ensures sentence fluency
5. Uses the correct Grammar

Collaboration

1. Generous with information
2. Interested in achieving the common goal
3. Asks the right questions
4. Appreciates efforts of others
5. Listens to understand
6. Shows respect towards others
7. Self-motivated

Session 3

Self-Efficacy

Session Outcomes

By the end of the session, the participant should be able to:

a) define self-efficacy as a competency;
b) explain the benefits of self-efficacy in learning;
c) explain teacher's role in self-efficacy;
d) explain the indicators of self-efficacy;
e) develop a task to assess self-efficacy;

Suggested Learning Activities

a) In pairs, participants discuss definition of self-efficacy.
b) In pairs, participants explore benefits of self-efficacy.
c) In pairs, participants discuss teacher's role in developing self-efficacy in the learners.
d) In pairs, participants outline indicators of self-efficacy.
e) In groups, participants develop a task to assess self-efficacy.

Facilitator's Notes

Self-efficacy

Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life.

Benefits

Self-efficacy enables learners to:

- undertake difficult tasks;
- deeply engross in activities;

- set themselves challenging goals and maintain a strong commitment to them;

Teacher's Role

Teachers can do the following to help learners develop self efficacy.

1. Gradually introduce difficult tasks to learners to encourage them to put self effort.
2. Frequent guidance and encouragement to develop confidence.

3. Encourage learners to listen to peers, parents, teachers and other positive character influencers/shapers in the society.

Indicators

Learners who have developed self efficacy should be able to:

1. show interest in learning activities;
2. demonstrate persistence, commitment and resilience;
3. improve in their level of achievement;

4. embrace challenging tasks;
5. recover quickly from disappointments and setbacks.

Session 4

Critical Thinking and Problem Solving

Session Outcomes

By the end of the session, the participant should be able to*:*

a) explain the meaning of Critical Thinking and Problem Solving as a competency;
b) explore the benefits of Critical Thinking and Problem Solving in learning;
c) discuss teacher's role in Critical Thinking and Problem Solving;
d) outline the indicators of Critical Thinking and Problem Solving;
e) develop a task to assess Critical Thinking and Problem Solving.

Suggested Learning Activities

a) In pairs, participants explain the meaning of Critical Thinking and Problem Solving;
b) In pairs, participants explore the benefits of Critical Thinking and Problem Solving;
c) In pairs, participants discuss teacher's role in developing Critical Thinking and Problem Solving;
d) In pairs, participants outline the indicators of Critical Thinking and Problem Solving;
e) In groups, participants develop a task to assess Critical Thinking and Problem Solving.

Critical Thinking and Problem Solving

Critical thinking refers to ability to define, analyze and come up with solutions for problems and issues that they face in real life by sorting, organizing, classifying and analyzing materials and data. Problem-solving is the ability to identify and describe problems, cope with complexities, reason, argue and make sound decisions.

Benefits

This core competency enables learners to:

1. look at both sides of an issue;
2. think of the fastest method to reach a goal;
3. work well with other people;
4. be creative as they solve problems.

Indicators

A learner who has acquired critical thinking should:

1. explain simple problems;
2. find extra information with help from others;
3. come up with different ways to solve problems;
4. choose from alternatives the best way to solve a simple problem/task;
5. ask questions: wants to know more about a particular issue;
6. reason the alternative solutions so as to have the best;
7. accept alternative views from other learners;
8. show flexibility and adapt to different situations;
9. use logic and evidence to make wise decisions;
10. reflect and assess self and continuously improve from previous performance.

Session 5

Creativity and Imagination

By the end of the session, the participant should be able to*:*

a) explain the meaning of Creativity and Imagination as a competency;

b) explore the benefits of Creativity and Imagination in learning;

c) discuss teacher's role in Creativity and Imagination;

d) outline the indicators of Creativity and Imagination;

e) develop a task to assess Creativity and Imagination.

Suggested Learning Activities

a) In pairs, participants discuss meaning of Creativity and Imagination.

b) In pairs, participants explore the benefits of Creativity and Imagination.

c) In pairs, participants discuss teacher's role in Creativity and Imagination.

d) In pairs, participants outline indicators of Creativity and Imagination.

e) In pairs, participants develop a task to assess Creativity and Imagination.

Creativity and Imagination

Creativity and imagination refers to the ability to form new images and sensations in the mind, and turn them into reality.

Benefits

1. It makes learners curious.
2. Improves ability to focus on an issue.
3. Reinforces problem solving ability.
4. It promotes independence.
5. It is a skill for life.

Teacher's role

Teachers can enhance this competency in the learners by:

1. using demonstration in class to inspire learners;
2. setting the work and take a step back to allow learners do most of the work;
3. adapting their classrooms to reflect real life scenes;
4. improvising or adapting learning resources to inspire learners to invent their own.

Session 6

Citizenship

Session Outcomes

By the end of the session, the participant should be able to:

a) explain the meaning of citizenship as a competency;

b) state the benefits of citizenship in learning;

c) describe teacher's role in developing citizenship;

d) identify the indicators of citizenship;

e) develop a task to assess citizenship skills.

Suggested Learning Activities

a) In pairs, participants discuss meaning of citizenship.
b) In pairs, participants explore benefits of citizenship.
c) In groups, participants discuss teacher's role in citizenship.
d) In pairs, participants outline indicators of citizenship.
e) In groups, participants develop a task to assess citizenship.

Citizenship

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It also implies being a member of a country and behaving in a manner that is expected of you by people living in the same country.

Benefits

Citizenship enables the learner to:

1. deal with situations of conflict in a rational way;
2. understand the consequences of their actions, and those of the adults around them;
3. develop **self-confidence in dealing with** challenges in life;
4. be conscious of their social and moral duties and responsibilities in the society.

Teacher' Role

Teachers may enhance this competency by:

1. Encouraging learners to read stories about citizenship;
2. Giving learners the opportunity to draw pictures, write stories and poems about citizenship;
3. Explaining how characters in a book display good citizenship;
4. Involving learners in making classroom rules;
5. Organizing visits to museums, monuments and national parks;
6. Learners sign patriotic songs;
7. Having learners create a presentation about the Kenyan flag, national anthem;
8. Encouraging learners to participate in community service projects.

Session 7

Digital Literacy

Session Outcomes

By the end of the session, the participants should be able to:

a) define Digital Literacy as a competency;

b) explain the benefits of Digital Literacy in learning;

c) explain teacher's role in developing Digital Literacy skills;

d) outline the indicators of Digital Literacy;

e) develop a task to assess Digital Literacy.

Suggested Learning Activities

a) In pairs, participants explain the meaning of Digital Literacy.

b) In pairs, participants discuss benefits of Digital Literacy.

c) In pairs, participants discuss teacher's role in developing Digital Literacy skills.

d) In pairs, participants discuss indicators of Digital Literacy.

e) In groups, participants develop a task to assess Digital Literacy.

Digital Literacy

Digital literacy can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices. Such devices include mobile phones, smart phones, tablets, laptops and desktops among others.

Benefits

The following are some benefits of digital literacy.

1. Improves the quality of teaching and learning as it avails abundant resources.
2. Enables the learner to collaborate with others during the learning process.
3. It enhances problem solving skills within the learners.
4. It fosters creativity in the learners
5. It makes learning more interesting and meaningful.

Teacher's Role

The role of teachers includes the following:

1. guiding the learners on how to search for information required;
2. educate the learners on the importance of online safety;
3. engage learners in challenging content that involves creativity;
4. engage learners in collaborating with others;
5. guide learners on how to be creative when utilizing digital devices for learning.

Session 8

Learning to Learn

Session Outcomes

By the end of the session, the participant should be able to:

a) explain the meaning of Learning to Learn as a competency;

b) discuss the benefits of Learning to Learn in the learning process;

c) explain teacher's role in developing Learning to Learn;

d) outline the indicators of Learning to Learn;

e) develop a task to assess Learning to Learn.

Suggested Learning Activities

a) In pairs, participants discuss meaning of Learning to Learn.

b) In pairs, participants discuss the benefits of Learning to Learn.

c) In pairs, participants discuss teacher's role in developing Learning to Learn.

d) In pairs, participants outline indicators of Learning to Learn.

e) In groups, participants develop a task on Learning to Learn.

Learning to Learn

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning by the effective management of time and information, both individually and in groups.

Benefits

1. It engages learners to build on prior learning and life experiences.
2. It enables learners to apply knowledge and skills in a variety of contexts at home, at work, in education and training.
3. It allows learners to become more effective, flexible and self-organized in a variety of contexts.

Teacher's Role

In order to develop the competence of learning to learn, teachers should:

1. develop a warm relationship with the learners to motivate them;
2. allow learners to describe their feeling after completing a task/a project (reflect);
3. ask learners to visualize what work would look like;
4. support learners to develop their own learning goals;
5. train learners to self assess or peer assess their finished work;
6. ask learners to pair and share what they have learned;
7. provide visual prompts, steps and procedure for learning tasks;
8. devise a system for learners to get help from teachers and peers when they need;
9. devise procedures for submitting work.

Indicators

A learner who has acquired learning to learn competency should be able to:

1. learn independently;
2. be self-disciplined;
3. work collaboratively (in groups);
4. share what they have learnt;
5. organise their own learning;
6. evaluate their own work (self-asses);
7. seek advice, information and support when appropriate.

ASSESSMENT OF CORE COMPETENCIES

The table below provides some of the indicators that may be used to assess the learners' competencies.

Task/Learning activity	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators

1. Watching video clips / viewing photographs/ pictures of a clean-up exercise and identifying the cleaning activities observed.	**1.1 Communication and Collaboration**
	 Listening:
	 Tools:
	  o Observation schedule
	  o Checklist
	  o Oral questioning
		• pays attention to the video/photograph.
		 • keeps eye contact.
		 • shows interest by nodding or by smiling at appropriate times.
		 • identifies what is viewed/retells what is viewed.
		 • asks questions for clarity.

	1.2 Digital literacy
	 Tools:
	  o Observation schedule
	  o Checklist
	  o Oral questioning
		• operates digital devices to view the video/pictures.
		 • communicates and collaborates using digital devices.
		 • uses the internet to search for the videos/pictures.
		 • takes photographs and records videos of cleaning activities.
		 • observes safety when using digital devices.

2. Pre-visit to the nearest marketplace to observe the state of cleanliness. Guided by the teacher, learners to identify specific areas that require cleaning.	**2.1 Critical Thinking and Problem Solving**
	 Tools:
	  o Observation schedule
	  o Checklist
	  o Oral questioning
		• appreciates clean areas.
		 • identifies dirty areas that require cleaning.
		 • seeks clarification from peers, teachers and parents/guardians.
		 • suggests ways of cleaning the dirty areas.
		 • analyses and evaluates the alternative cleaning methods for the dirty area.
		 • reflects and makes decision on the effective method to clean the dirty area.

	2.2 Self-efficacy
	 Tools:
	  o Observation schedule
	  o Checklist
	  o Oral questioning
		• appreciates clean areas.
		 • believes they have the capability to clean the dirty area.
		 • has confidence and courage to clean the dirty area.
		 • shows interest in cleaning the dirty area
		 • embraces cleaning challenging dirty areas.

	2.3 Citizenship
	 Tools:
	  o Observation schedule
	  o Checklist
	  o Oral questioning
		• adheres to regulations/respects authority/adults.
		 • appreciates the market.
		 • shows need to clean the market.
		 • aware of the market and its surrounding.
		 • respects the environment around the market.

Task/Learning activity	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
3 Identification of the cleaning materials/tools that can be used in cleaning the market place.	**3.1 Critical thinking and problem solving** Tools: o Observation schedule o Checklist o Oral questioning	• identifies appropriate tools for cleaning. • seeks clarification from peers, teachers and parents/guardians on appropriate cleaning tools/materials. • suggests different tools/materials for cleaning the market place. • analyses and evaluates the alternative cleaning tools/materials. • reflects and makes decision on the effective tools/materials to clean the market.
	3.2 Self-efficacy Tools: o Observation schedule/checklist o Oral questioning	• believes/have confidence that they can identify appropriate cleaning materials. • identifies appropriate cleaning materials. • identifies cleaning materials from the locality. • identifies good quality cleaning materials. • able to use a variety of cleaning tools and materials.
4. With the help of their parents/ guardians, each learner to improvise at least **one** relevant material for cleaning the market place.	**4.1 Creativity and imagination** Tool: o Observation schedule/checklist	• generates numerous ideas on how to make the cleaning material. • generates innovative ways on making the cleaning material. • tests various thoughts and possibilities on making the cleaning material. • makes cleaning material from locally available materials. • makes cleaning material from materials which were not previously cleaning materials.
	4.2 Learning to learn Tool: o Observation schedule/checklist	• makes and revises several models. • seeks clarification from parents/guardians on how to improvise. • reflects on own work done and revises strategy/design.
5. Guided by the group leaders, learners to do stretch up exercises to warm up before carrying out the cleaning activity.	**5.1 Communication and collaboration** Listening: Tools: o Observation schedule/checklist o Oral questioning	• shares information with others • shows interest in working together with others to achieve a common goal • asks the right questions • appreciates efforts of others • listens to others • cooperates with others • shows respect towards others • self-motivated.

Task/Learning activity	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
	5.2 Self-efficacy Tool: o Observation schedule/checklist	• is aware of the stretches he/she can do • confidently does the stretches • shows interest in stretching • demonstrates persistence, commitment and resilience during the stretching • embraces challenging stretches • demonstrates interpersonal relationship skill such as empathy, assertiveness, and non-violent conflict resolution. • recovers quickly from disappointments and setbacks during stretching
	5.3 Learning to learn Tool: o Observation schedule/checklist	• self-disciplined, • works collaboratively (in groups), • shares what is learnt, • reflects on own stretches or self-assess • seeks advice, information and support when appropriate • develop new relationships

6. Learners to carry out the cleaning exercise in their assigned areas while observing safety measures.	**6.1 Communication and collaboration**
	Listening:
	Tools:
	  o Observation schedule/checklist
	  o Oral questioning
		• shares information with others
		• shows interest in working together with others to achieve a common goal
		• asks the right questions
		• appreciates efforts of others
		• listens to others
		• cooperates with others
		• shows respect towards others
		• self-motivated

	6.2 Self-efficacy Tool: o Observation schedule/checklist	• is aware of the cleaning activities he/she can do. • confidently does the cleaning. • shows interest in the cleaning exercise. • demonstrates persistence, commitment, and resilience during the cleaning. • embraces challenging cleaning tasks. • demonstrates interpersonal relationship. skill such as empathy, assertiveness, and non-violent conflict resolution. • recovers quickly from disappointments and setbacks during the cleaning.

	6.3 Citizenship
	Tools:
	  o Observation schedule/checklist
	  o Oral questioning
		• adheres to regulations/respects authority/adults.
		• loves the market.
		• shows the need to clean the market.
		• aware of the market and its surrounding.
		• respects the environment around the market.

Task/Learning activity	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators

7. Learners to safely sort and dispose of the collected waste.	**7.1 Communication and collaboration**
	Listening:
	Tools:
	  o Observation schedule/checklist
	  o Oral questioning
		• shares information with others.
		• shows interest in working together with others to achieve a common goal.
		• asks the right questions.
		• appreciates efforts of others.
		• listens to others.
		• cooperates with others.
		• shows respect towards others.
		• self-motivated.

	7.2 Self-efficacy Tool: o Observation schedule/checklist	• is aware of the different types of waste. • confidently does the sorting of waste into types. • shows interest in the sorting exercise. • demonstrates persistence, commitment, and resilience during the sorting. • embraces challenging sorting tasks. • demonstrates interpersonal relationship skill such as empathy, assertiveness, and non-violent conflict resolution. • recovers quickly from disappointments and setbacks during the sorting.

	7.3 Citizenship
	Tools:
	  o Observation schedule/checklist
	  o Oral questioning
		• adheres to regulations/respects authority/adults.
		• adheres to the procedures of sorting waste
		• explains importance of sorting waste before disposal.
		• shows the need to clean the market.
		• aware of the market and its surrounding.
		• respects the environment around the market.

8. Mwanafunzi aandike njia mbalimbali za kutunza usafi sokoni.	**8.1 Communication and collaboration** Tools: o Observation schedule/checklist	• expresses self clearly. • has clarity of writing. • uses expressive words appropriately.
	8.2 Self-efficacy Tool: Observation schedule/checklist	• believes in own writing capabilities. • has high self-esteem and confidence in writing. • has developed self-awareness of the writing competence. • portrays a sense of self-worth in the writing tasks. • shows interest in the writing activities. • demonstrates persistence, commitment and resilience in the writing. • embraces challenging writing tasks.

Task/Learning activity	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
		• recovers quickly from disappointments and setbacks during the writing
	8.3 Citizenship Tools: o Observation schedule/checklist o Oral questioning	• adheres to regulations/respects authority/adults • loves his/her family and neighbours • is trustworthy and honest • empathizes with others • awareness of own family and neighbours • respects self and others • peaceful resolution of conflict • respect for the environment
	8.4 Learning to learn Tool: Observation schedule/checklist	• self-disciplined. • works collaboratively (in groups). • shares what is learnt. • reflects on own work or self-assess. • seeks advice, information and support when appropriate. • develop new relationships.
9. Learn and sing a song of their choice on cleaning the environment (individually and in groups).	**9.1 Learning to learn** Tool: o Observation schedule/checklist	• self-disciplined. • works collaboratively (in groups). • shares what is learnt. • reflects on own work or self-assess. • seeks advice, information and support when appropriate. • develop new relationships.
	9.2 Self-efficacy Tool: Observation schedule/checklist	• believes in own capabilities. • has self-esteem and confidence. • has developed self-awareness. • portrays a sense of self worth. • shows interest in learning activities. • demonstrates persistence, commitment and resilience. • receives feedback positively. • embraces challenging tasks. • demonstrates interpersonal relationship skill such as empathy, assertiveness and non-violent conflict resolution. • recovers quickly from disappointments and setbacks.
	9.3 Citizenship Tools: o Observation schedule/checklist o Oral questioning	• adheres to regulations/respects authority/adults. • loves his/her family and neighbours. • is trustworthy and honest. • empathizes with others. • awareness of own family and neighbours.

Task/Learning activity	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
		- respects self and others - peaceful resolution of conflict - respect for the environment
10 Individually draw any two objects used in cleaning the market place (such as litter bins, brooms, brushes etc.). Mount the completed drawings in the learner's assessment portfolio.	**10.1 Creativity and imagination** Tool: Observation schedule/checklist	- spends time outdoors for discovery - makes drawings on various surfaces - models clay into variety of objects. - observes the sky and explain what they see - comes up with new ways of doing things - develops new skills
	10.2 Self-efficacy Tool: Observation schedule/checklist	- believes in own capabilities - has self-esteem and confidence - has developed self-awareness - portrays a sense of self worth - shows interest in learning activities - demonstrates persistence, commitment and resilience - receives feedback positively - embraces challenging tasks - demonstrates interpersonal relationship skill such as empathy, assertiveness and non-violent conflict resolution. - recovers quickly from disappointments and setbacks
	10.3 Learning to learn Tool: Observation schedule/checklist	- self-disciplined, - works collaboratively (in groups), - shares what is learnt, - reflects on own work or self-assess - seeks advice, information and support when appropriate - develop new relationships

ASSESSMENT FEEDBACK

Assessment Reporting Tools

Session Outcomes

By the end of the session, the participant should be able to:

a) explain the meaning of feedback in assessment;
b) state two approaches of feedback in assessment;
c) discuss the qualities of a good feedback;
d) explain benefits of feedback in learning;
e) describe tools for reporting feedback in classroom assessment.

Suggested Learning Activities

In pairs, participants share their understanding of the following:

a) meaning of feedback;
b) approaches of feedback;
c) qualities of a good feedback;
d) benefits of feedback;
e) tools for reporting feedback on classroom assessment.

Facilitator's Notes

What is feedback?

Feedback is the process in which helpful information or criticism about prior action or behavior from an individual is communicated to another individual (or a group) who can use that information to adjust and improve their current and future actions. In teaching and learning, feedback is the information given to the learner or/teacher about the learner's performance with regard to learning goals or outcomes. Feedback is effective when it aims towards improvement in learning.

Approaches of Feedback

There are two types of feedback.

1. Informal feedback
2. Formal feedback.

Informal Feedback

Informal feedback is unstructured and can occur at any time as it is something that emerges spontaneously in the moment or during action. Therefore, informal feedback requires the teacher to build rapport with learners to effectively encourage, coach or guide them in daily activities for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.

Formal Feedback

Formal feedback is planned and systematically scheduled within the assessment process. Usually it is associated with assessment tasks. Formal feedback includes school year reports and assessment sheets, which should inform stakeholders on learner's competencies, performance levels, acquisition of values, pertinent and contemporary issues.

Qualities of Good Feedback

1. **Constructive**: it should highlight the strengths and weaknesses of a given piece of work. It should also set out ways in which the learner can improve the work. For the learners, it should:

   - encourage them to think critically about their work, and to reflect on what they need to do to improve it;
   - help them see their learning in new ways and gain increased satisfaction from it;
   - help promote dialogue between teachers, learners and other stakeholders.

2. **Timely**: it should be given while the assessed work is still fresh in the learner's mind (before the learner moves on to subsequent tasks).

3. **Meaningful**: It should target individual needs, be linked to specific assessment criteria, and be received by a learner in time to benefit him/her in subsequent work.

Benefits of Feedback

Effective Feedback should:

1. guide learners to adapt and adjust their learning strategies;
2. guide teachers to adapt and adjust learning strategies to accommodate students' learning needs;
3. guide learners to become independent and self-reflective learners, and better critics of their own work;
4. stimulate reflection, interaction and dialogue about learning improvement
5. make learners feel encouraged and motivated to improve;
6. engage learners by requiring them to attend to the report as part of the assessment.

Tools for Reporting Feedback on Classroom Assessment

Tools for reporting feedback on classroom assessment include:

1. School Readiness Report
2. School Year Report
3. Assessment sheet

School Readiness Report

This is a report to be issued by the school at the end of pre-primary education for informing learners and other stakeholders on learning achievement and areas requiring improvement. The report can also be used to initiate dialogue on teacher training needs at the lower levels.

School Year Report

This is a report to be issued by the school to every learner in each grade for informing the learner and parents/guardians on the child's learning progress as well as areas requiring improvement. The report should contain both qualitative and quantitative grades for each learning area undertaken by the learner.

Assessment Sheet

An assessment sheet is a tool used to record the learner's performance on each task/criteria using the four performance levels; Exceeding expectation (Level 4), Meeting Expectation (Level 3), Approaching Expectation (Level 2), Below Expectation (Level 1). It also includes a statement on the learner's performance citing the strengths and strategies for improvement.

GUIDELINES FOR FILLING THE SCHOOL YEAR REPORT

GENERAL INFORMATION

Year: The calendar year for which the report is made.

Learner's date of birth: The learner's day, month and year of birth.

Gender: Male, female or transgender

Learner's grade: The grade for which the report is made.

UPI Number: The Unique Personal Identifier (Nemis) number.

ATTENDANCE
Indicate the number of days the learner was absent in each term.
Indicate the total number of school days in that particular term.

LEARNER'S PERFORMANCE LEVEL

Exceeding Expectation: The learner's performance is well above the expected standard for the Grade at the time of reporting.

Meeting Expectation: The learner's performance is at the expected standard for the Grade at the time of reporting.

Approaching Expectation: The learner's performance is on track towards the expected standard with the suggested support.

Below Expectation: The learner's performance is below the expected standard and needs the suggested remedial support.

Teacher's statement on the learner's performance: For each strand describe what was done well, improvement needed and how the improvement can be achieved.

LEARNER'S CONDUCT AND BEHAVIOUR

Classroom conduct: General conduct of the learner with regard to learning experiences and their performance.

Work completion: Remarks on the learner's ability to complete tasks given considering excellence and self-drive.

Working with others: Remarks on the learner's ability to interact well with others in and out of the class.

CORE COMPETENCIES AND VALUES

A description of core competencies and values acquired by the learner during the year, improvement needed and how the improvement can be achieved.

EVIDENCE OF PARTICIPATION IN COMMUNITY SERVICE LEARNING PROGRAM

Indicate any community service learning activity the learner has participated in during the year, what was done well, improvement needed and how the improvement can be achieved.

SIGNING

The School Year Report should be signed by the class teacher, head teacher and parent/guardian.

ASSESSMENT SHEET

An Assessment sheet is a tool used to record the learner's performance on each task/criteria using the four performance levels; Exceeding expectation (Level 4), Meeting Expectation (Level 3), Approaching Expectation (Level 2), Below Expectation (Level 1). It also includes a statement on the learner's performance citing the strengths and strategies for improvement.

A Sample of Assessment Sheet

CRITERIA / LEARNER	Criteria 1				Criteria 2				Criteria 3				Criteria 4				Teachers comments on learners performance (*strengths and strategies for improvement*)
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	

KENYA EARLY YEARS ASSESSMENT PORTAL
GUIDELINES FOR ACCESS

INTRODUCTION

The Kenya Early Years Assessment (KEYA) Portal is a web-based application with reporting functionality that the public access online. Users access the portal for the administration of the MLP that includes registration of grade three learners, downloading of assessment tools and instructions, capturing of assessment outcomes and generate a variety of reports.
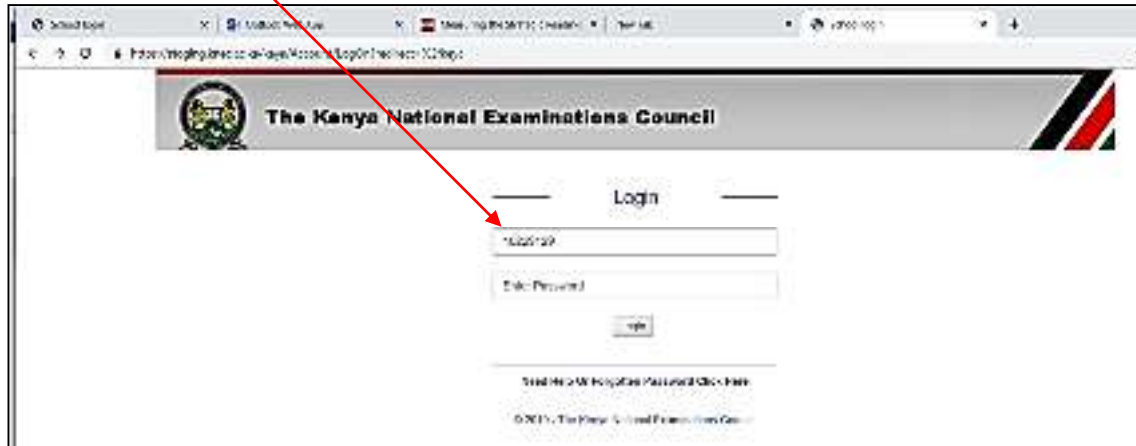
ACCESSING THE PORTAL: *THE URL link*

Users of the system are required to type in the web address below in order to access the login page of the portal: *https://cba.knec.ac.ke*. Schools that do not have KNEC examination code to contact their respective sub county education offices in order to register. The Sub County Director of Education (SCDE) will provide the schools with a KNEC code (that will serve as the username) and a password upon registration. Any school that will have forgotten their password should contact their respective Sub County Director of Education (SCDE) for a new password.

LOGIN PAGE

The school will log into the system using the KCPE registration username and password as shown below. **[Click]** here to key in the username and password

LANDING PAGE

After login, **[Click]** KEYA to move to the Home Page

HOME PAGE:

From this page, you can access any menu/module of your choice. Before proceeding to any task, you **MUST** complete the KEYA readiness questionnaire.   **[Click]** to complete the KEYA e-readiness Questionnaire.

The questions will be as shown below

Navigate through the questionnaire by responding to all the questions until the questionnaire is complete.
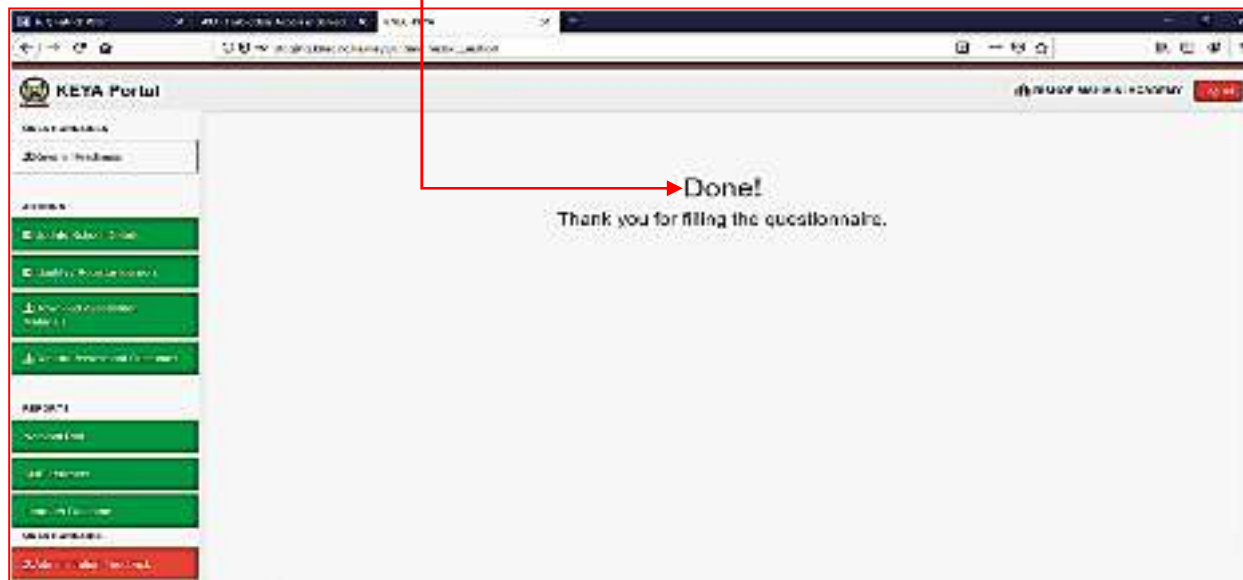
UPDATING SCHOOL DETAILS
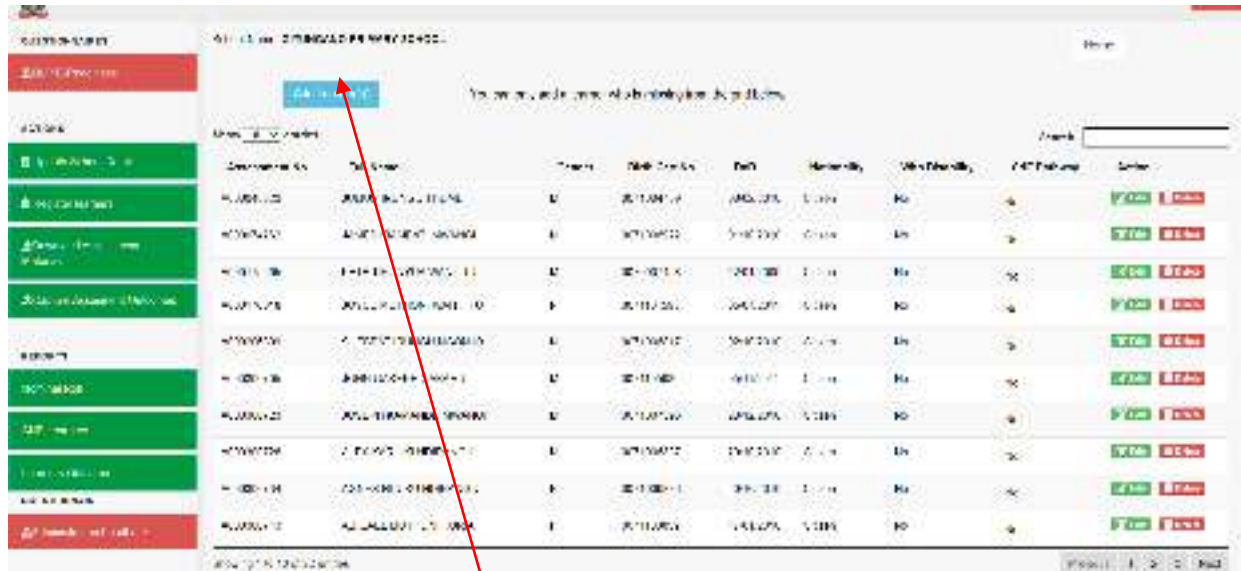
To make any of the allowed changes to the school details, **[Click]** here.
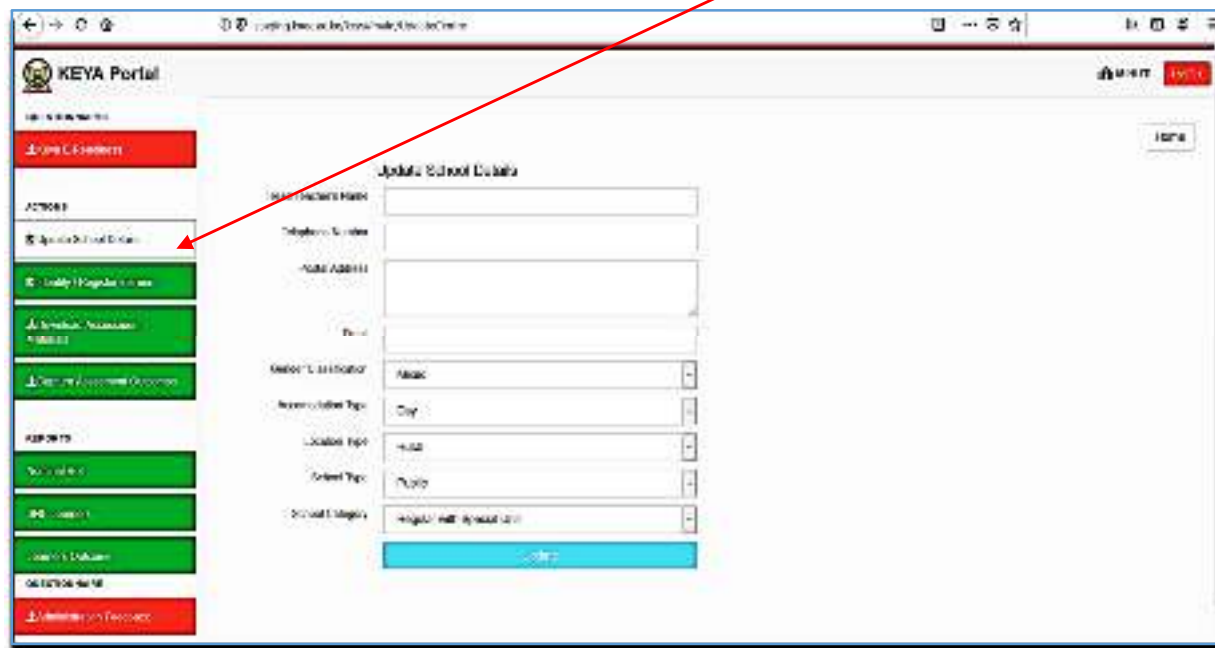
You can only amend the Head teacher's name, telephone number, postal address and email. If you need to amend any other detail, you have to contact the Kenya National Examinations Council.

ENROLMENT OF GRADE THREE LEARNERS

Schools are required to **[Click]** on the **[Add Learner(s)]** button to enrol learners for KEYA assessment in the KEYA Portal.
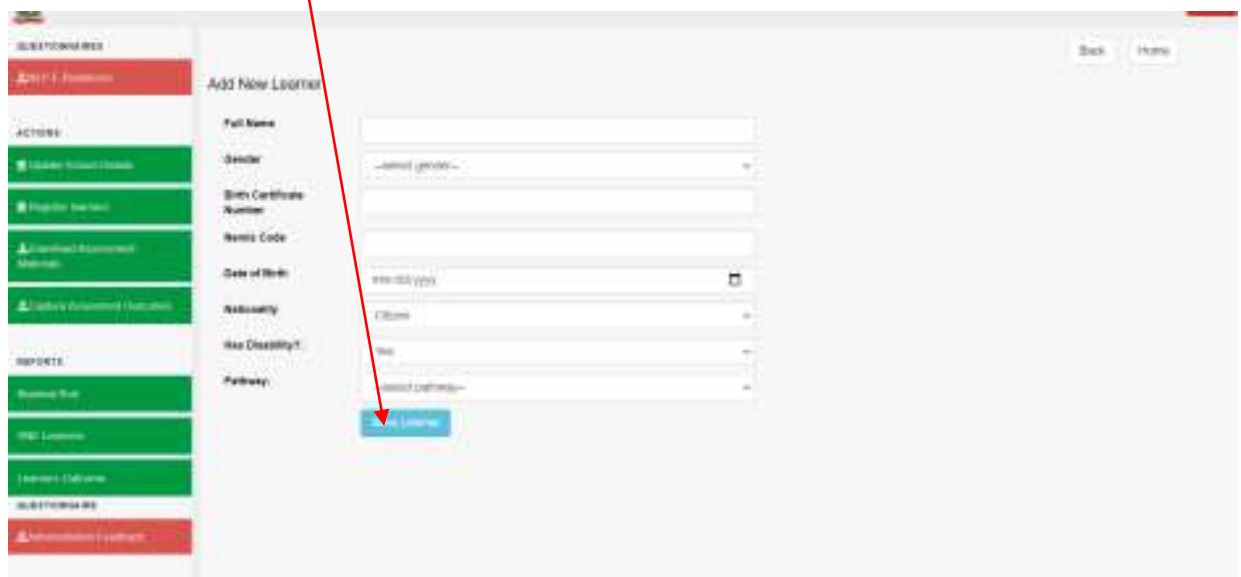
ADDING A NEW LEARNER

If learners are missing in the list, **[Click]** here to add them by filling in the details required as shown below then **[Click]** the **[Save Learner]** button to include the learner in the school list.

DOWNLOADING ASSESSMENT MATERIALS

The school will be able to download materials for learners in the regular pathway or SNE pathway. If a school has both regular and SNE learners, it will be required to download both SNE and regular assessment materials.

[Click] here to download the various tools, scoring rubrics and instructions.
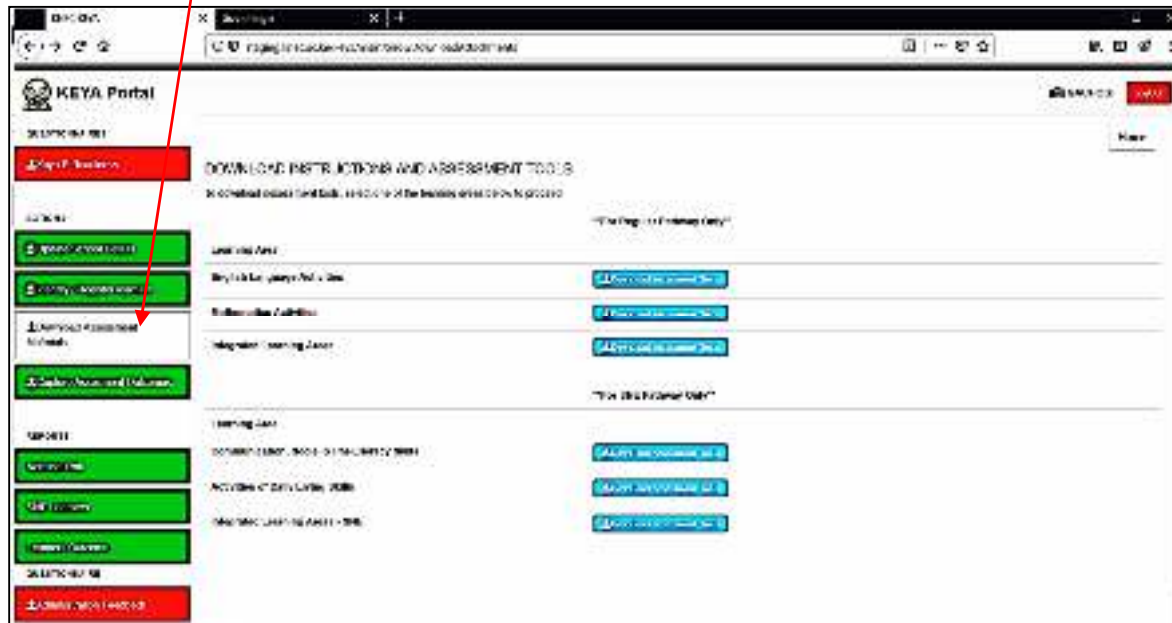
DOWNLOADING FILES

The school will be required to download the files for the learning areas you are to administer. For example, by accessing Mathematics Activities under the Regular Pathway, you will download the assessment tool, scoring rubric, instructions for administration and the adapted tools for learners with disabilities enrolled in the regular pathway as illustrated below.

LEARNERS' OUTCOMES

Learners' outcomes for each of the learning activities are captured as illustrated below. For example, **[Click]** here to capture learners' outcome in Mathematics Activities.
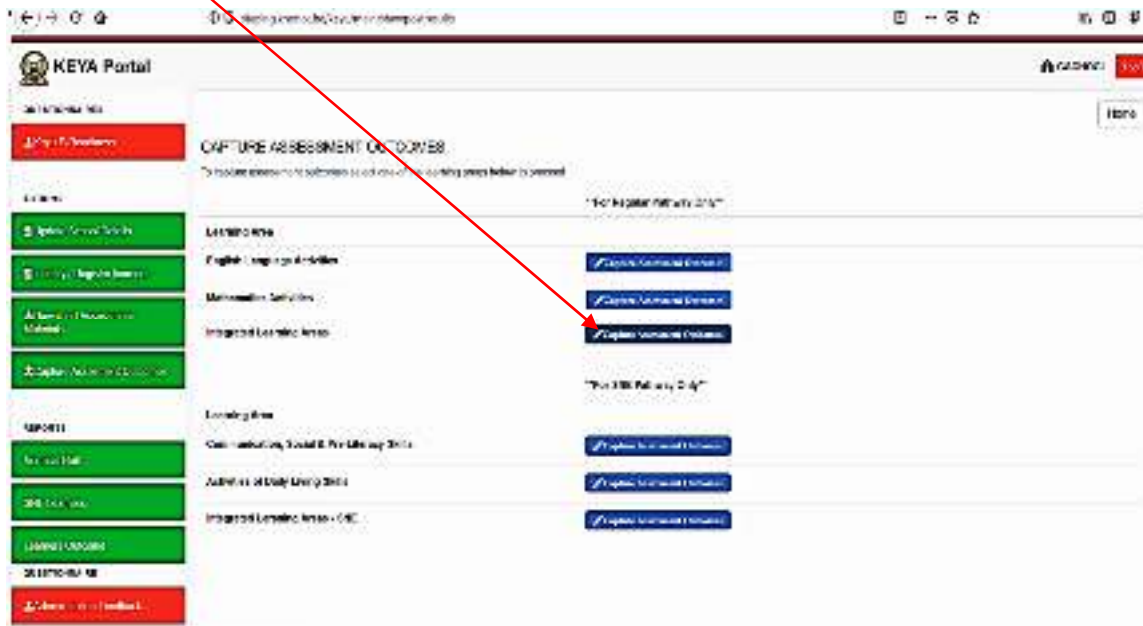
CAPTURING LEARNERS' OUTCOMES

Outcomes are captured per learning area per tasks. Outcomes are captured in levels of competencies from level 1 to 4 and as AB for an absent learner as illustrated below.

[Click] task to select the level of the candidate. Capture for all tasks and save the outcome.
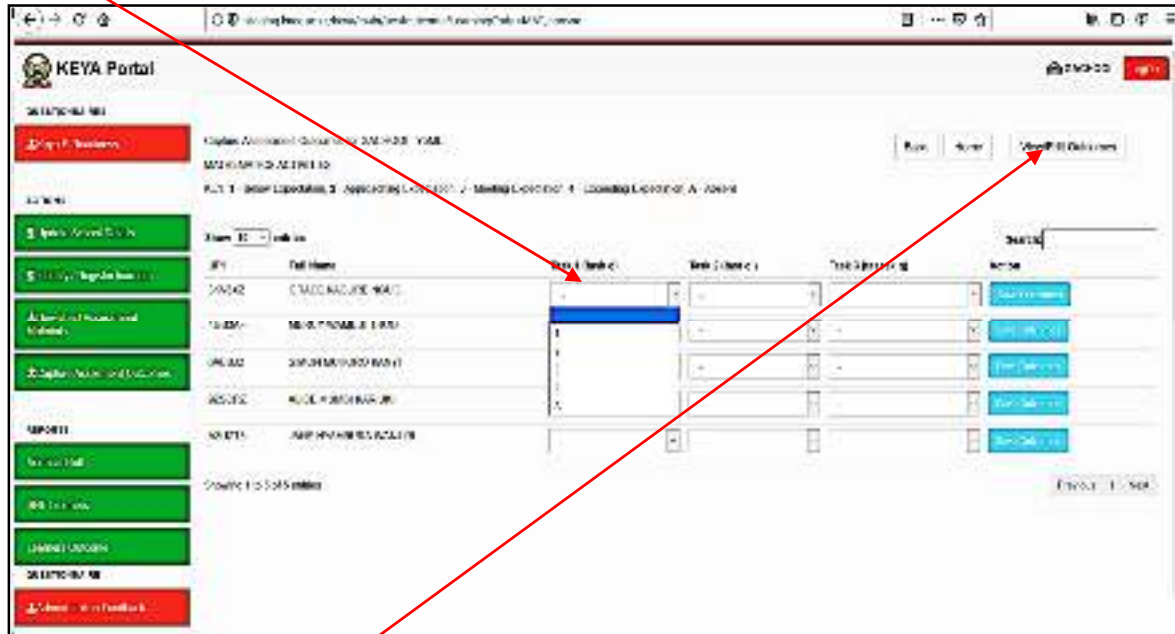
VIEW CAPTURED OUTCOMES

When you **[Click] View/Edit Outcomes** button, a list of the captured tasks appears as shown below.

EDITING LEARNERS' OUTCOME

The school is able to view and amend the captured learner outcomes in this page. To access a particular learner, scroll through the screens using the navigation buttons **[Previous I Next]** or use the **[Search]** button to retrieve the learner's captured outcomes. This will give you the screen below.
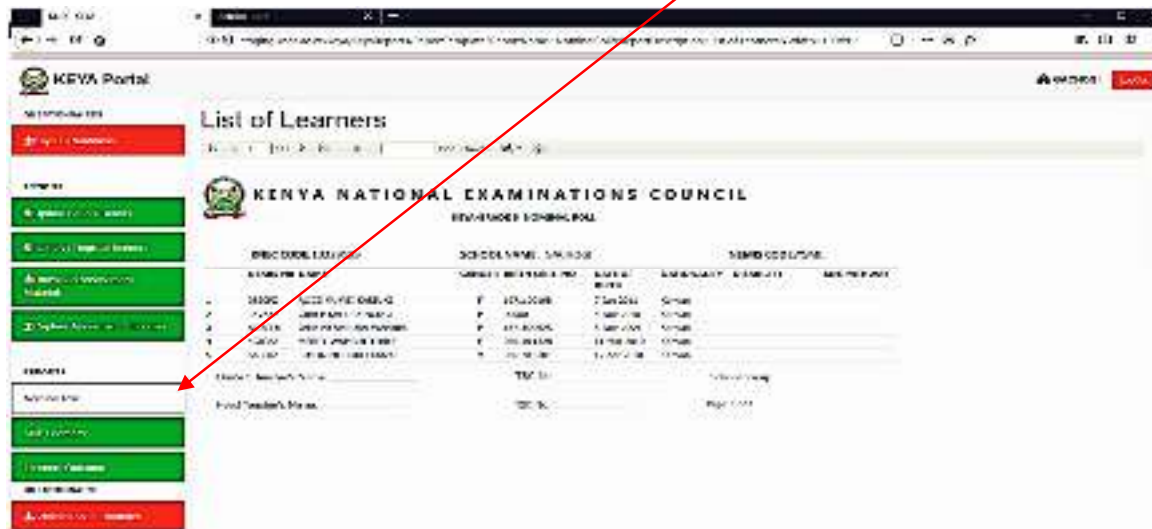

REPORTS

You can access the following printable reports for record keeping.

NOMINAL ROLLS

This is a printable listing of the enrolled learners. **[Click]** here to view the nominal roll

LEARNERS' OUTCOME REPORT

This is a printable view of the learners competencies based on the assessment of the concluded KEYA. In order to view the report **[Click**/ *here.*
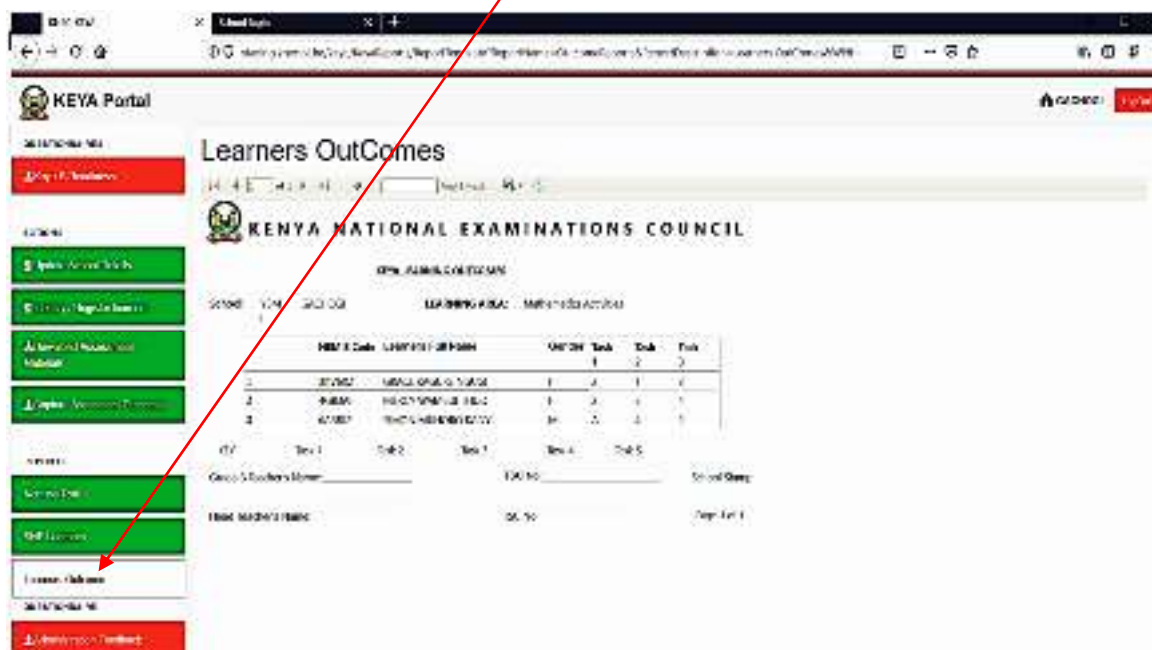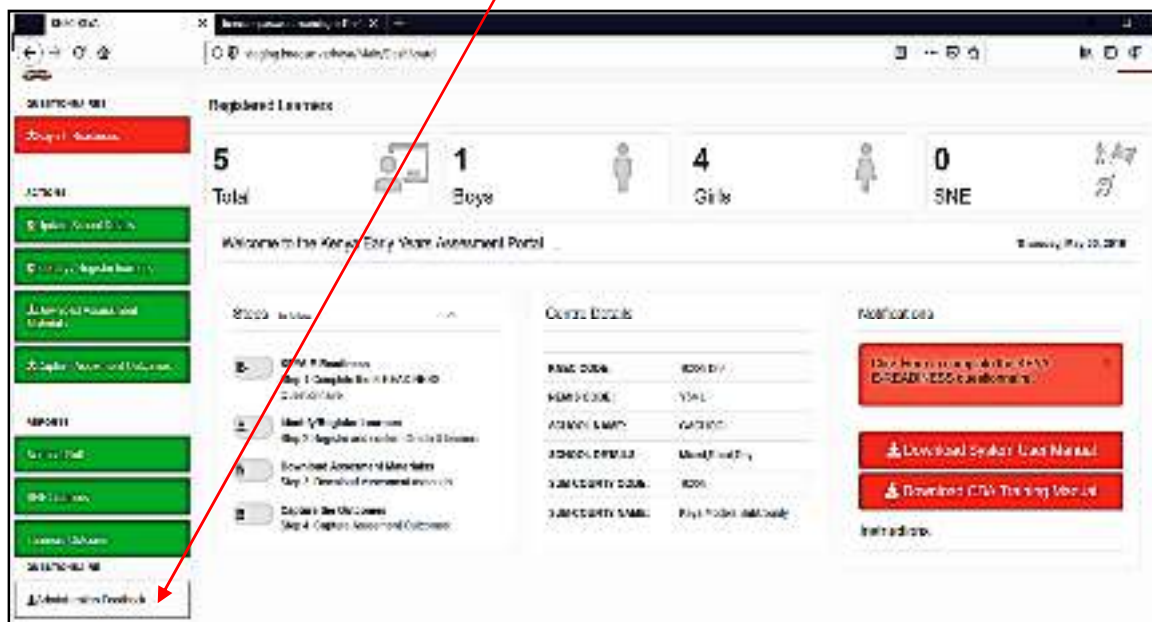
SNE LEARNERS' REPORT

This is a printable report of the learners with special needs. **[Click]** here to view the report.

ADMINISTRATION FEEDBACK

After administering the assessment, **(Click)** here to fill in the **[Administration Feedback]** questionnaire. This will assist the KNEC improve on future administration of KEYA.

Training Manual for Competency Based Assessment

Early Years Education Age Based Pathway