TEACHER TRAINING MANUAL FOR COMPETENCY BASED ASSESSMENT

Stage Based Pathway - Foundation Level

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.

DR. JOHN O. ONSATI, OGW
CHAIRMAN
KENYA NATIONAL EXAMINATIONS COUNCIL

PREFACE

The Government of Kenya, through the Ministry of Education is reforming Basic Education in the country. This aims to ensure that learners, irrespective of their disabilities, have access to quality education as enshrined in Article 54 (1b) of the Constitution of Kenya (2010) and Sustainable Development Goal No. 4. Further, the Sector Policy for Learners and Trainees with Disabilities (2018) emphasizes inclusivity of all learners at all levels of education and training.

The Kenya Institute of Curriculum Development (KICD) has developed Basic Education Curriculum Framework (BECF) that provides seven 21st Century Core Competencies that every learner in Basic Education should achieve, namely: Communication and Collaboration, Critical Thinking and Problem solving, Imagination and Creativity, Citizenship, Digital Literacy, Learning to Learn and Self-Efficacy.

The Framework also provides for two pathways: the Age Based Pathway for regular learners and learners with special needs who use the regular curriculum with adaptations; and Stage Based Pathway for learners with intellectual and developmental disabilities, autism, deaf-blindness and multiple disabilities. The Stage Based Pathway is further divided into Foundation, Intermediate, Pre-vocational and Vocational Levels. Based on the on-going reforms, the Kenya National Examinations Council (KNEC) has realigned educational assessment to reflect the paradigm shift in pedagogy, through the use of Competency Based Assessment (CBA) approach.

This training manual targets the teachers of learners with disabilities in the Stage Based Pathway. It is intended to equip the teachers with the requisite knowledge, skills and attitude to interpret and implement CBA at the Foundation Level curriculum.

The manual covers Introduction to Competency Based Assessment, outlines the Competency Based Assessment Framework, Authentic Assessment, Performance tasks, Integrated assessment, Development of CBA assessment tools, Adaptations of assessment tools and assessment of Core Competencies, core values and non-formal activities and assessment

feedback. The Guidelines on the use of Monitoring Learner Progress (MLP) portal is also covered.

DR. MERCY G. KAROGO, MBS

Ag. CHIEF EXECUTIVE OFFICER

ACKNOWLEDGEMENT

The Kenya National Examinations Council wishes to appreciate the KNEC Management for the invaluable contribution which played a critical role in coordinating the CBA Training Manual development process.

PATRICK O. OCHICH
DIRECTOR - TEST DEVELOPMENT DEPARTMENT

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ABBREVIATIONS AND ACRONYMS

BECF	-	Basic Education Curriculum Framework
CBA	-	Competency Based Assessment
CBAF	-	Competency Based Assessment Framework
CBC	-	Competency Based Curriculum
CEMASTEA	-	Centre for Mathematics, Science and Technology Education in Africa
DQAS	-	Directorate of Quality Assurance
ESD	-	Education for Sustainable Development
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
ICT	-	Information and Communication Technology
MoE	-	Ministry of Education
MLP	-	Monitoring Learners' Progress
NEMIS	-	National Education Management Information System
PCI	-	Pertinent and Contemporary Issue
SNE	-	Special Needs Education
ToTs	-	Trainers of Trainers

SESSION ONE
INTRODUCTION

1.1 Background

The curriculum reforms in Kenya were informed by the Task Force Report of 2012 on the Re-alignment of the Education Sector to the Constitution of Kenya, 2010. This propelled the Kenya Institute of Curriculum Development (KICD) to carry out a Needs Assessment Study in 2016 and develop a Basic Education Curriculum Framework (BECF). The framework guided the shift from the objective-based curriculum to the Competency Based Curriculum (CBC) that aims to equip all learners with the 21st Century skills. The BECF provides a Stage Based Pathway to cater for learners with intellectual and developmental disabilities, autism, deaf-blindness and multiple disabilities, among others. This is in contrast to the objective-based curriculum which lacked clear transition guidelines for learners with disabilities.

The Kenya National Examinations Council (KNEC), in its mandate as the national assessment body, has realigned assessment to the CBC guided by the Competency Based Assessment Framework (CBAF). This shift in assessment now focuses on formative assessment, assessment of higher order skills, self and peer assessment by learners, authentic assessment, and assessment of values, with more emphasis on what the learner can do than on what the learner knows.

In order to equip teachers with the skills and knowledge required to implement Competency Based Assessment (CBA), teachers of learners with disabilities at the Foundation Level need to be trained. To facilitate the training, this manual has been developed to enable teachers to conceptualize CBA, which entails development of standards, authentic tasks, assessment tools, assessment adaptation and reporting instruments. The manual also guides teachers on assessment of Core Competencies, Pertinent and Contemporary Issues (PCIs), core values and non-formal activities. The training sessions will involve simulations and practical activities.

Teachers should use this training manual as a guide and a reference tool for classroom assessment. At the end of the training, it is hoped that the assessment techniques presented in this manual will facilitate the implementation of the Competency Based Assessment at the Foundation Level.

1.2   How to Use the Manual

This manual will be used to train Trainers of Trainers (ToTs) and teachers implementing CBA in the Foundation Level of the Stage Based Pathway.

The manual is divided into sessions. These sessions are CBA Framework, Authentic Assessment, Performance Tasks, CBA Tools, Assessment of Core Competencies and Feedback and Reporting. Each session has the following components:

1.2.1   session outcomes;

1.2.2   resources required;

1.2.3   suggested learning activities;

1.2.4   facilitators notes;

1.2.5   participant's reflections, and

1.2.6   facilitator's reflections.

In each session, the facilitator and the participants should engage in discussions during the suggested learning activities. This should include use of practical examples from participants' own experiences.

The manual has suggested various learning experiences for the facilitator to ensure a participatory training approach. Through these experiences, trainees will not only view and undertake assessment as part of learning but will also be equipped with skills to develop authentic classroom assessments.

1.3 Vision, Mission and Core Values

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.

1.4 Expected Outcomes of the Training on Competency Based Assessment (CBA)

This training is expected to equip the teachers of learners with disabilities at the Foundation Level with the requisite knowledge, skills, and attitude to:

1.4.1 demonstrate understanding of formative assessment within the Competency Based Assessment Framework for Foundation Level (CBAF-FL);

1.4.2 formulate authentic assessment tasks;

1.4.3 integrate formative assessment for enhancing the learning process;

1.4.4 develop and use various assessment tools for learners with disabilities;

1.4.5 develop and use various assessment tools to assess core competencies, values and non-formal learning for learners with disabilities;

1.4.6 report assessment results of learners with disabilities.

SESSION TWO

THE COMPETENCY BASED ASSESSMENT DRAFT FRAMEWORK

Overview of the Competency Based Curriculum (CBC) and Competency Based Assessment (CBA)

Session Outcomes

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

a)   explain the meaning of CBC and CBA;

b)   explain the purpose of CBA;

c)   describe the interrelationship between the components of CBC and CBA;

d)   state the paradigm shifts in Assessment;

e)   explain the various types of assessment;

f)   describe the Competency Based Assessment Framework (CBAF) with reference to the Foundations Level of the Stage Based Pathway.
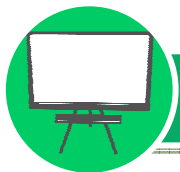
Suggested Learning Resources

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

- In pairs, participants brainstorm on the following:
  - o meaning of CBC and CBA;
  - o purpose of CBA;
  - o interrelationship between the components of CBC and CBA;
  - o paradigm shifts in Assessment;
  - o types of assessment;
  - o Competency Based Assessment Framework with reference to the Foundations Level of the Stage Based Pathway.
- A few selected pairs to read out their responses at the plenary.
- The facilitator to summarize the discussion.

Facilitator's Notes

Meaning of CBC and CBA

What is a 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 (CBA)?

This is a process of gathering information to determine the capability of a learner to apply a set of related knowledge, skills, values, and attitudes required to successfully perform tasks.

Competency Based Assessment is based on the principles of assessing learners as they use acquired knowledge and skills in a given situation. The strategy aims at providing a way of building the skills and knowledge that learners require to perform identified tasks after going through a learning experience.

Purpose of CBA

The main purpose of CBA is to inform and improve the quality of education and support long-term learning achievement of learners.

Interrelationship between Competency Based Curriculum (CBC) and Competency Based Assessment (CBA)

The Competency Based Assessment Framework (CBAF) provides conceptualization and organization of assessment based on the Basic Education Curriculum Framework (BECF), which is the blueprint for the curriculum reforms. The CBAF will adopt the Basic Education Curriculum Framework's vision and mission stated as:

- **VISION:** An engaged, empowered, and ethical citizen;
- **MISSION:** Nurturing every learner's potential.

Figure 1 illustrates the interrelationship between the various components of CBC and CBA.
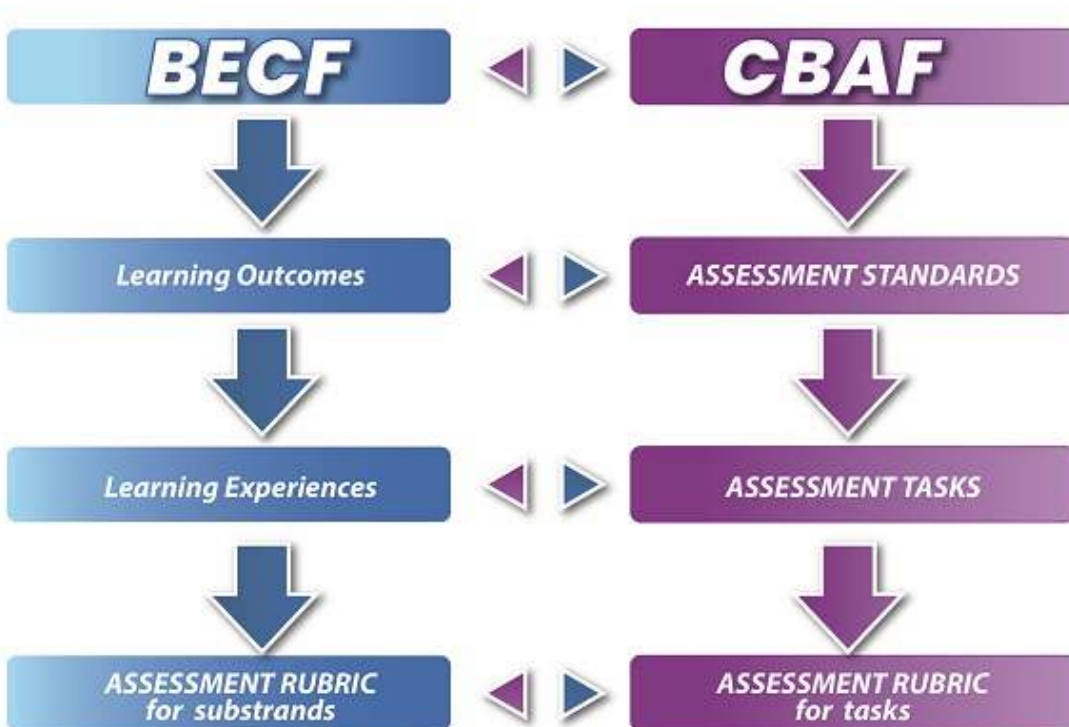
Figure 1: The Interrelationship of Components of CBC and CBA

The Paradigm Shift in Assessment

Table 1 illustrates the major shifts from the objective-based assessment to the Competency-Based Assessment.

Table 1: Shifts from the Objective-Based Assessment to the Competency-Based Assessment

Less of …	More of …
Assessment of learning (summative assessment)	Assessment *for* and *as* learning (formative assessment)
Assessment of knowledge acquired through rote learning	Assessment of competencies developed
Norm-referenced assessment	Criterion – referenced assessment
Competition	Collaboration and Cooperation

Less of …	More of …
Rigidity (assessment based on a prescribed duration)	Flexibility (assessment based on the pace of the learner)
Assessment of lower order skills	Assessment of higher order skills
Teacher and national assessment	Learner and peer assessment
Arbitrary and imaginary assessment tasks	Authentic assessment tasks
Quantitative reporting of performance	Qualitative reporting of performance
Reproduction of knowledge	Demonstration of creativity and talents

Types of Assessment in CBA

Competency Based Assessment is majorly carried out through formative assessment (Classroom Assessment). Formative assessment is carried out by the teacher throughout the learning process. It provides regular feedback and allows teachers and learners to reflect on progress and adjust learning approaches accordingly. Assessment involves assessment for learning, assessment as learning and assessment of learning.

Assessment *for* Learning

Assessment *for* Learning is the process of seeking and interpreting evidence for use by teachers and learners. It uses both formal and informal methods to check whether learners are achieving the desired learning outcomes. This is carried out on a continuous basis to monitor the learner's progress and to collect information on learners' ability to demonstrate the required competencies. Assessment for learning involves gathering data during the learning process, and provides **feedback** to the teacher, learner, and parents to improve learning. The overall assessment should be followed by descriptive remarks by the class teacher about positive and significant performance of the intended competences.

Assessment *as* Learning

Assessment *as* Learning occurs when a learner is assisted to develop capacity to be independent, self-directed, to set individual goals, monitor own progress or self-assess, and reflect on his/her

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

The emphasis and focus of this type of assessment is to foster skills and habits such as self-assessment, self-monitoring, and self-correction among learners. It fosters self and peer assessment among learners and promotes self-awareness of strengths and weaknesses in learning.

Assessment *of* Learning

Assessment *of* Learning is a comprehensive process used to summarize and communicate what a learner knows and can do with respect to curriculum learning outcomes and expectations at the conclusion of a defined instructional period, time, or tier.

Assessment of Learners in the Stage Based Pathway at Foundation Level

The CBA provides for assessment opportunity to all categories of learners with disabilities at the Foundation Level. Assessment at this level should utilize performance tasks to assess learners' competencies. Each learner will only be assessed when he/she is ready regardless of his/her age.

The Competency Based Assessment Framework (CBAF) – Foundation Level

The overall aim of the Competency Based Assessment Framework (CBAF) is to provide a basis to create a sound and sustainable assessment system that includes the principles and professional standards of assessment.

The CBAF provides sufficient information to the various education stakeholders to guide in:
- improving learning and instruction;
- identifying and nurturing every learner's potential;
- measuring learners' achievement and certification at an appropriate level;
- establishing a means of measuring learners' participation in non-formal activities and acquisition of values as a mandatory part of the Learner Exit Profile;
- 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 Basic Education Curriculum Framework (BECF) aims at developing the following core competencies and core values.

Table 2: 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 core values by learners should be continuously assessed as the learner interacts with curriculum content at all levels.

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

Figure 2 illustrates a section of the Competency Based Assessment Framework. It indicates assessment at the Age Based (PP1 to Grade 3) and Stage Based Pathway (Foundation Level).
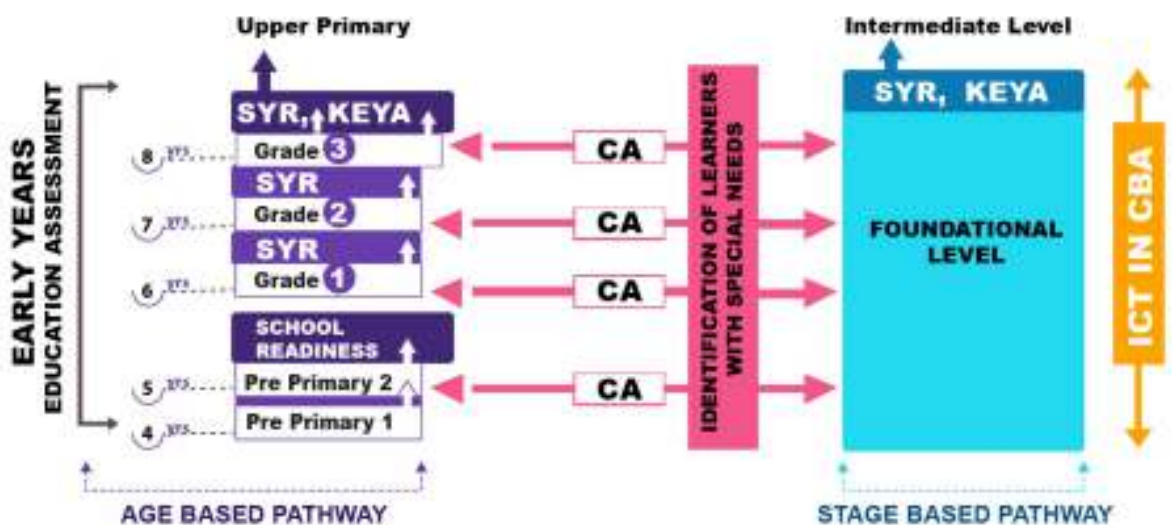
Figure 2: Draft Competency Based Assessment Framework for Early Years Education

Identification of learners with special needs is a continuous process throughout learning. Learners found to have disabilities need to undergo though functional assessment to the Stage Based Pathway and may be moved to have their needs catered for. Similarly, learners with disabilities in the Stage Based Pathway may, however, show ability to cope with the regular curriculum and should be allowed to move to the Age Based pathway at the appropriate time and level within the Early Years Education tier.

Participant's Reflection

Participants to reflect on the following:

a)   Effects of the shift from objective based to Competency Based Assessment (CBA) on learners, teachers, and parents.

b)   Effective ways of carrying out classroom assessment.

Facilitator's Reflection

a)   What went on well?

b)   What did not go on well?

c)   Why did it not work well?

d)   What needs to be improved?

SESSION THREE

AUTHENTIC ASSESSMENT

Overview of Authentic Assessment

Session Outcomes

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

a)   define Authentic Assessment;

b)   distinguish between authentic and traditional assessment;

c)   explain the benefits of authentic assessment;

d)   describe the steps of developing authentic assessment.
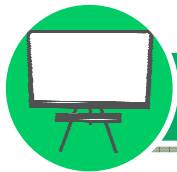
Suggested Learning Resources

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

In pairs/groups participants:

● brainstorm on the meaning of authentic assessment;

● discuss and share on how they assess learners in the CBC and in the objective based curriculum to identify differences between authentic and traditional assessment;

● discuss benefits of authentic assessment;

● discuss steps of developing authentic assessment.

Participants make presentations of their discussions.

Facilitator's Notes

Meaning of Authentic Assessment

Authentic Assessment is a form of assessment that focuses on determining learner's ability to demonstrate competencies in performing real life tasks. The tasks should be based on learner's day-to-day experiences. **Table 3** presents the differences between authentic and traditional assessment.

Table 3: Differences between Authentic and Traditional Assessment

Traditional Assessment	Authentic Assessment
Learners are required to demonstrate knowledge by selecting a response (giving correct answers) through written tests	Learners are required to demonstrate proficiency by performing relevant tasks of showing application of what has been learned
Pre-tested for standardization, validity and reliability	Standards and criteria are well defined to achieve reliability and validity

Traditional Assessment	Authentic Assessment
Provides a teacher with a summary of what the learners knows (knowledge)	Provides teachers with a more complete picture of what the learners know 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
Focuses more on the product	Focuses more on the process towards completing the product

Benefits of Authentic Assessment

The following are the benefits of Authentic Assessment:

- reflects real life experiences;
- focuses on high order thinking skills;
- requires active performance to demonstrate competencies;
- involve interesting and engaging assessment tasks;
- teacher and the learner collaborate in determining the assessment;
- ensures success for every child, (focuses on progress rather than identifying weakness);
- encourages the integration of learning and assessment.

Steps for Developing an Authentic Assessment Task

The following are the steps for developing and authentic assessment task:

- identify the learning area, the strand and sub strand from which the task will be developed;
- formulate the standard(s) from the specific learning outcomes;
- formulate assessment tasks from the standards;
- develop the scoring guide;

Standard

A standard is the level at which learners should demonstrate achievement of the learning outcome(s). When developing standards, the teacher should analyse the learning outcome from the curriculum designs to establish the overall competency to be demonstrated. 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: Standards from Different Learning Areas

Learning Area	Strand	Sub-strand	Specific Learning Outcome	Standards
Communication, Social and Pre-literacy Skills	Verbal and or nonverbal expressive communication skills	Naming self and others	By the end of the sub-strand, the learner should be able to: a) respond to own name for self-identity; b) recognize their identity tags and or signs for effective communication c) identify own gender for self-awareness; d) identify classmates by name and gender for social interaction; e) appreciate naming self and others for communication.	The learner can: a) respond to own name for self-identity; b) recognise their identity tags and or signs for effective communication c) identify own gender for self-awareness; d) identify classmates by name and gender for social interaction; e) appreciate naming self and others for communication
Activities of Daily Living Skills	Personal items	Personal Clothes	By the end of the sub-strand, the learner should be able to: a) Identify own clothes using various sensory modalities for appropriate selection; b) Select own clothes for the intended use; c) Appreciate personal clothes for personal hygiene.	The learner can: a) identify own clothes using various sensory modalities for appropriate selection; b) select own clothes for the intended use; c) appreciate personal clothes for personal hygiene.

Participants to reflect on how authentic assessment can be effectively used to assess learners with disabilities.

Facilitator's Reflection

a)   What went on well?

b)   What did not go on well?

c)   Why did it not work well?

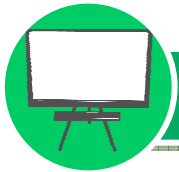d)   What needs to be improved?

SESSION FOUR

PERFORMANCE TASKS

Session Outcomes

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

a)   explain the meaning of performance tasks;

b)   describe characteristics of performance tasks;

c)   explain the benefits of performance tasks;

d)   develop performance tasks for learners with disabilities at the Foundation Level.

Suggested Learning Resources

- Curriculum designs
- Flip charts
- Manila papers
- Marker pens
- Chalk
- Chalkboard
- Stick notes
- Masking tapes
- Digital devices

In groups, participants:

- discuss the meaning of performance tasks;

- explore the characteristics of performance tasks;

- discuss benefits of performance tasks;

- develop performance tasks in various learning areas;

- make presentations based on their discussion and peer review their work.

Facilitator's Notes

Meaning of Performance Task

A performance task is any learning or assessment activity that requires learners to carry out/perform a task and demonstrate their competency. Assessment of learners at the Foundation Level is carried out using practical based tasks due to their limitations in cognitive functioning.

Characteristics of Performance Tasks

a)   Performance tasks call for application of knowledge and skills.

b)   Performance tasks gives opportunity for varied responses.

c)   Provide evidence of understanding through transfer of knowledge.

d)   Performance tasks are multi-faceted. They involve more steps and can assess several standards or outcomes.

e)   Performance Tasks can integrate two or more learning areas as well as core competencies.

Benefits of Performance Tasks

- Engage learners in meaningful learning.

- Enable teachers to assess learners understanding and proficiency with complex processes.
- Serve as evidence of learning.
- Link knowledge with the 21st century skills.

Examples of Performance Task for Foundation Level.

Learning Area: Pre-numeracy activities. (Ref. page 189 of Foundation Level Curriculum Design)

Strand: Gross and fine motor skills

Sub-strand: Gross motor Skills

Learning Out-come: By the end of the sub-strand, the learner should be able to use gross motor muscles for functioning in the immediate environment.

Standard

The learner can use gross motor muscles in lifting, pushing, rolling, catching and throwing objects in the immediate environment.

Task Description

- Learners to watch/listen to a video on performance of various gross motor activities.
- Teacher to distribute weightlifting objects like stones, balls, beanbags, and blocks of wood.
- Learners are guided to lift the items several times as they count the number of times, they lift the objects
- Teacher guides the learner to roll/ push/pull various objects given on surfaces of different gradients.
- In pairs, learners throw and catch balls/ beanbags to each other.
- The teacher observes the performance of the learners and assess their ability to roll, push, pull, throw, and catch.

Assessment Tool				
Rating Scale				
Name of the Learner……………………………………. School……………………….…………				
Level: _____ Foundation _____ Date………………………………….				
Activities	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Teachers Statement on learners Performance Level
Lifting of objects (wood, metal, stones).				
Rolling of objects on surfaces with different gradients.				
Pushing objects				
Throwing beanbags to a partner.				
Catching balls/ bean bags				

Participant's Reflection

Participants to reflect on how performance tasks can be developed in the various learning areas of the Foundation Level.

Facilitator's Reflection

a) What went on well?

b) What did not go on well?

c) Why did it not work well?

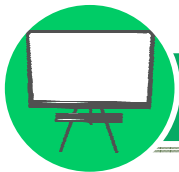d) What needs to be improved?

SESSION FIVE

INTEGRATED ASSESSMENT

Session Outcomes

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

a)   describe integrated assessment;

b)   state the benefits of integrated assessment;

c)   develop integrated assessment tools to assess learners' competences.

Suggested Learning Resources

- Curriculum designs
- Flip charts
- Manila papers
- Masking tapes
- Sticky notes
- Writing pads/foolscaps
- Samples of integrated tasks
- Digital devices

Suggested Learning Activities

In pairs, participants:

a) brainstorm on the meaning of integrated assessment

b) discuss the benefits of integrated assessment

c) develop an integrated assessment task

Meaning of Integrated Assessment

Integration in assessment is where an assessment task demands learners to apply knowledge skills and experiences from several learning areas to perform a task successfully.

Benefits of using Integrated Assessment Practices

a)   Allows a learner an opportunity to relate competences acquired in a variety of settings (e.g. learning areas and experiences).

b)   Can be used in assessing all forms of learning experiences.

c)   It is an effective practice that 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)   Can be applied for formative and summative assessment purposes.

g)   Useful in assessing a number of outcomes/units/standards together.

h)   Provides spontaneous feedback to both the assessor and the learner.

Facilitator's Notes

A Sample of an Integrated Assessment Task

Reference: Foundation Level Curriculum Designs

Learning Areas	Strand	Sub-Strand	Source (Page)
Sensorimotor and creative activities	5.0	5.2	172
	1.0	1.2	124
Orientation and mobility skills	2.0	2.2	160
Communication social and pre literacy skills	3.0	3.2	17
Pre numeracy activities	3.0	3.10	205

Standards

The learner can:

a)   move around their immediate environment.

b)   recognize items/objects within the environment.

c)   perform scribbling colouring and tracing activities.

d)   demonstrate appropriate finger dexterity.

e)   sing a familiar song.

f)   exhibit acceptable social skills.

Task Description

The learners to:

- move around and explore their immediate environment;

- identify various significant objects/items/places in their environment such as buildings, plants, animals, playing materials, gate among others, by using various sensory modalities;

- describe objects/items/ places in their environment by name, colour, size, type, texture, smell, or use;

- in groups collect various non-harmful items from their environment such as leaves;

- individually trace the objects collected;

- individually Colour/paint the traced diagrams;

- display and peer review each other's work;

- sing and dance, in groups, to a familiar song on items within their immediate environment as they exhibit the acceptable social skills and safety.

Participant's Reflection

Participants to reflect on how integrated assessment can be effectively used in assessing learners with disabilities at the Foundations Level.

Facilitator's Reflection

a)   What went on well?

b)   What did not go on well?

c)   Why did it not work well?

d)   What needs to be improved?

SESSION SIX

ADAPTATIONS IN ASSESSMENT

Session Outcomes

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

a)   explain the meaning of assessment adaptation in the relation learners with disabilities;

b)   analyse different ways of adapting assessment to accommodate learners with disabilities;

c)   apply necessary adaptations in the assessment of learners with disabilities.
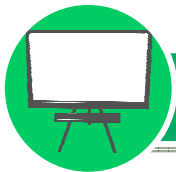
Suggested Learning Resources

- Curriculum designs
- Flip charts
- Masking tapes
- Sticky notes
- Felt pens

Suggested Learning Activities

In groups, participants:

- brainstorm the meaning of assessment adaptation;
- discuss ways of adapting assessment tools to accommodate learners with disabilities;
- adapt assessment tools to suit learners with disabilities.

Meaning of Assessment Adaptation

This involves changing various assessment components to cater for the diverse needs of learners with disabilities.

Ways of Adapting Assessment to Accommodate Learners with Disabilities

1.   **Adaptation of the environment for assessment**
     a)   Administer the assessment to small groups or individually in separate locations.
     b)   Provide a conducive assessment environment free from distraction or other conflicting stimuli. Allow for preferential seating arrangements.
     c)   Conduct assessment in familiar environments to reduce anxiety.
     d)   Ensure there is enough lighting in the assessment area especially for learners with low vision.
     e)   Ensure that materials tools and equipment are placed in a familiar place consistently to make it easy for learners to find them during assessment.
     f)   Adjust the height of work surfaces especially for learners with physical impairments.
     g)   Provide an acoustically treated environment for learners with hearing impairment.
     h)   Ensure a safe and secure environment.

2.   **Presentation of assessment tasks**
     a)   Provide the assessment in accessible formats such as audio tape, Braille, Sign Language, pictures, contrast colours, orally and use of large print or appropriate print and font sizes.
     b)   Provide a step by step verbal description of practical activities.
     c)   Provide physical assistance to learners with manipulation difficulties.
     d)   Provide verbal and physical cues to learners with intellectual disability and those with autism.

e) Provide adequate working space.

f) Provide interpreters as appropriate.

3. Timing

a) Allow a flexible schedule.

b) Extend the time allocated to complete the tasks.

c) Allow breaks as appropriate during assessment.

4. Response/learners performance

a) Audio record responses for later verbatim translation.

b) Allow the use of assistive technology.

c) Allow the use of an interpreter appropriate.

d) Allow response by performance rather than written text.

5. Scheduling

a) Administer assessment in several sessions, specifying the duration of each session.

b) Administer assessment over several days, specifying the duration for each day's session.

c) Administer assessment in the morning rather than in the afternoon, unless dictated by the nature of assessment task(s).

6. Adaptation of the assessment Tasks

a) Modify assessment items to conform to the adapted curriculum or the Stage Based Curriculum for learners with disabilities

b) Focus on assessment of practical skills rather than cognitive skills when assessing learners with intellectual disability.

c) Use simple and precise language when designing assessment tasks.

Participants to reflect on the extent to which assessment can be adapted to cater for the needs of learners with disabilities at the Foundation Level.

Facilitator's Reflection

a)   What went on well?

b)   What did not go on well?

c)   Why did it not work well?
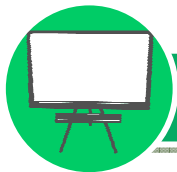
d)   What needs to be improved?

SESSION SEVEN

COMPETENCY BASED ASSESSMENT TOOLS

Session Outcomes

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

a)   describe Competency Based Assessment tools;

b)   develop Competency Based Assessment tools.

Suggested Learning Resources

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

Suggested Learning Activities

In groups, participants:

- **Activity 1**: brainstorm (participants give their views) on the assessment tools they use for classroom assessment.
- **Activity 2:** discuss two types of Competency Based Assessment tools. Groups then make presentations in a plenary session.

Meaning of Competency Based Assessment tools

These are tools used to collect information on competencies (knowledge, skills, values and attitudes) acquired by a learner during or after learning session or period. A variety of tools can be used to assess learners with disabilities undertaking the Stage Based Pathway and whose tasks are performance based. The classroom assessment should be carried out in the learner's natural environment. Teachers are encouraged to develop simple classroom assessment tools to assess their learners after covering a lesson, sub strand(s), strand(s) as may be appropriate. This will enhance the practice of formative assessment.

Types of Competency Based Assessment tools

a) Observation schedule

b) Checklist

c) Rating scale

d) Questionnaire

e) Project

f) Journal

g) Oral or Aural

h) Learner's profile

i) Anecdotal Records

j) Written assessments

k) Rubrics

l) Portfolio

Description of the Competency Based Assessment Tools

a) Observation Schedule

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.

Components of observation schedule include preliminary information, learning activity/ task, learner characteristic or behaviour to be observed and its indicator(s).

A Sample of an Observation Schedule

School	Kubwa Unit
Level	Foundation
Learner's name	John Reeds
Teacher's name	Teacher David
Competency/Strand	2.0 Personal Hygiene
Sub-strand	2.1 Washing Hands
Date/period of assessment	3rd March 2021
Task	Hand washing
Reference	Foundation Level Curriculum Design for learners with special needs Activities of Daily Living skills Page 64

Characteristic/Behaviour on Activity	Tick as appropriate		Teacher's remarks learner's performance
	Yes	No	
1. Assembling hand washing materials and items.			
2. Applying water in the palm.			
3. Applying soap in the palm.			
4. Rubbing the palm.			
5. Rubbing the back of the hand.			
6. Rubbing between the fingers.			
7. Rubbing the fingers.			
8. Rubbing the wrists.			
9. Rinsing the hands.			
10. Turning off the tap.			
11. Wiping the hand with a cloth/serviette/ towel.			

b) **Checklist**

A checklist contains a list of attributes of an individual's behaviour and require the teacher to carefully observe and tick whatever behaviour is portrayed. At the end of the lesson, the teacher makes a summary and draws a conclusion.

Components of a checklist include preliminary information, learning activity/task, learner characteristic or behaviour/attribute to be observed by the teacher.

A Sample of a Checklist

School	Pamoja Special School
Level	Foundation
Teacher's name	Peter John
Competency/Strand	6.0 Dressing and undressing
Sub-strand	6.2 Dressing up
Date /Period of assessment	
Task	**Putting on a blouse or a shirt**
Reference	Foundation Level Curriculum Design for learners with special needs Activities of daily living skills Page 112

Name/Activity	Tick as appropriate							
	Identify the blouse/ shirt	Identify the right and wrong side	Identify the right and left sleeves	Inserts the hands in the right side of the sleeve	Align the buttons to the holes	Button up sequentially	Checks and folds the collar	Teachers Remarks on learner's performance
Peter James								
Francesca Ann								
George Michael								
Mary Rose								
Lynne Lee								

c)   **Rating Scale**

A rating scale allows a teacher to indicate the degree or frequency of the behaviour exhibited, skills and strategies displayed by the learner. It states the criteria and provides three or four response selections to describe the quality or frequency of learner's work.

Activities to be assessed and provision for ticking/marking the level against the activity being assessed.

Components of a rating scale

At the Foundation Level, the use of a maximum of four (4) level descriptive words rating scale is advised. These could include: Always, usually, sometimes, never OR very satisfactory, satisfactory unsatisfactory, very unsatisfactory. Other sets of descriptive words may be applied.

A Sample of a Rating Scale

School	Undugu Special School
Level	Foundation
Learner's Name	Mercy John
Teacher's Name	Teacher Caroline
Competency/Strand	2.0 Personal Hygiene
Sub-strand	2.6 Control of drooling
Date/period	15th September 2022
Task	Personal Hygiene
Reference	Foundation Level Curriculum Design for Learners with Special Needs Activities of daily living skills Page 73.

S/No	Activity	Very satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory	Teachers comments on learner's performance
1.	Wiping the mouth using a clean piece of cloth.					
2.	Closing the mouth.					
3.	Swallowing saliva.					
4.	Chewing.					
5.	Blowing.					
6.	Whistling.					
7.	Folding/rolling the tongue.					

d)   Questionnaire

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. Learners with disabilities at the Foundation Level may not self-respond on this tool. Simple questionnaires can be developed and administered by the teacher to individual learners.

Components of questionnaire include preliminary information, instructions about how to use the tool and the various questions.

A Sample of a Questionnaire

School	Zuri Special School
Level	Foundation
Teacher's Name	Teacher Daudi
Competency/Strand	3.0 Verbal and or Nonverbal Expressive Communication Skills
Sub-Strand	3.1 Naming Self and others
Date/Period	15th September 2022
Task	Naming self and others
Learning Area	Communication, Social and Pre-Literacy Skills
Reference	Foundation Level Designs for Learners with Special Needs Page 15

Learner's Name:	Juma Mwema
a) Is your name Juma Mwema?	Yes ☐ No ☐
b) Are you a boy or a girl?	Boy ☐ Girl ☐
c) Do you have a best friend?	Yes ☐ No ☐
d) Is your best friend a boy or a girl?	Boy ☐ Girl ☐
e) What is the name of your best friend?	_____

e) **Project**

A project is a set of activities implemented within a set timeframe with a clear time to start and time to end. It should have a clearly stated purpose and set of specific learning outcomes. The project gives an opportunity to learners to apply their acquired knowledge

and transferable skills to a real life situation. Other assessment tools such as observation schedules, rating scales, checklists, journals, and portfolios can be used to assess the various sub tasks of the project chosen.

Components of a project include: title of the project, preliminary information, date of commencement & end of the project, conclusion and recommendation.

Guidelines for developing a project

The following guidelines can help in the use of projects to assess learners with disabilities:

- select the learning area (s) to be assessed;

- formulate a theme / title of the project;

- select specific learning outcomes to be assessed;

- develop standards for assessment;

- select/ develop the assessment tool for each standard;

- monitor the learners' progress using the assessment tools.

Activity: In groups, suggest and develop the tools that can be used to assess the project below:

Example

Task: Modelling an item of choice

Standards

The learner can:

a)   Identify materials used in modelling;

b)   Assemble the materials for modelling;

c)   Model an item of choice using the material appropriately;

d)   Clean the working area after finishing the activity;

e)   Keep the modelled item in a safe place;

f)   Display the modelled item in the display area;

g)   Discuss the modelled items with peers during an exhibition /display;

h)   Appreciate the modelled items of self and others.

School	Mkurugenzi
Level	Foundation
Learner's Name	Mercy Hope
Teacher's Name	Teacher Marcus
Strand	4.0 Creative Activities
Sub strand	4.1 Modelling
Date/Period	27th July 2022
Task	Modelling
Reference	Foundation Level Curriculum Designs, page 137

f)   **Journal**

This is a record showing a learner's personal feelings, thoughts, and experiences on a daily basis. Learners with disability can be taught how to record their feelings using emojis or drawn emotion-faces or words, among others, made by the teacher. Such a journal can be kept daily for a week and the teacher uses it to assess the learner's emotional development /performance.

Components of a journal can include: a purpose/title, time (date, day, week), learner input/entries, teacher summary for assessment and remediation.

A Sample of a Journal

Learning Area	Communication, Social and Pre-Literacy Skills
Strand	7.0 Social Skills
Sub strand	7.1 Expressing Feelings
Reference	Foundation Level Curriculum Designs for Learners with Special Needs Page 48

g) **Oral Questions**

Oral questioning is used to find out what a learner knows or can do. They are asked by the teacher verbally and learners can either respond orally or using appropriate mode of communication. The teacher should give prompts and verbal and non-verbal cues as they ask oral questions.

Reference	Foundation Level Curriculum Designs Page 58
Learning Area	Activities of Daily Living and Religious Education
Strand	1.0: Personal items
Sub strand	1.4: Grooming items

(i)   What do you do to keep yourself clean?

(ii)   Name/identify an item that you use for:

- Bathing?

- Brushing teeth?

- Combing hair?

- Controlling drooling?

(iii)   Why should you avoid sharing grooming items?

h)   **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 builds a learner's profile using information obtained from other assessment tools.

Components of a learner's profile include preliminary information, learner's strengths and areas to improve on and any other information deemed necessary about the learner.

A Sample of a Learner's Profile

Reference: Foundation Level Curriculum Designs for Learners with Special Needs.

Learning Areas: All learning areas

School	Upendo Special School
Level	Foundation
Learner's Name	Dickens Musa
Teacher's name	Rose Mary
Date /Period of assessment	

S/No.	AREA	STRENGTHS	CONCERNS
1.	Academic		
2.	Behaviour		
3.	Communication		
4.	Health and Development		
5.	Activities of Daily		
6.	Sports		
7.	Community Service Area		

i) Anecdotal Record

This is a record of an individual learner's behaviour, skills, and attitudes in response to the intended learning outcomes. The teacher makes this record as the learner naturally goes about his/her daily activities in relation to the expected changes for a specified period of time. The teacher records exactly what he/she sees or hears without calling the learner's attention. Anecdotal record can be taken as a follow up to see whether a learner implements or puts into practice what he/she has been taught.

Components of an anecdotal record include preliminary information, specific activity, observations made, and any other information deemed necessary.

Sample of an Anecdotal Record

Reference: Foundation Level Curriculum Designs page 91.

Learning Area: Activities of Daily Living and Religious Education.

Strand: 4.0: Prayer

Sub-Strand 4.1: Simple Prayers

School	Upendo Special School
Level	Foundation
Learner's Name	Larry Mike
Teacher's name	Mary Joy
Date /Period of Assessment	Teacher's comment on learner's performance
1st Jan 2021	*Prayed before taking lunch.*
2nd Jan 2021	*Ate before praying.*
3rd Jan 2021	*Prayed in the morning.*
4th Jan 2021	

j) **Written assessments**

Written assessments are tasks designed according to pre-determined criteria. The tasks are drawn from the specific learning outcomes to measure development of competencies in specific learning areas.

Written assessments that are abstract in nature should be avoided for learners following the Stage Based Pathway due to their limitations in performing intellectual tasks.

A Sample of a Written Assessments

Reference	Foundation Level Curriculum Designs, page 191
Strand	2.0 Classification
Sub strand	2.2 Matching and sequencing
Task	Match the following objects
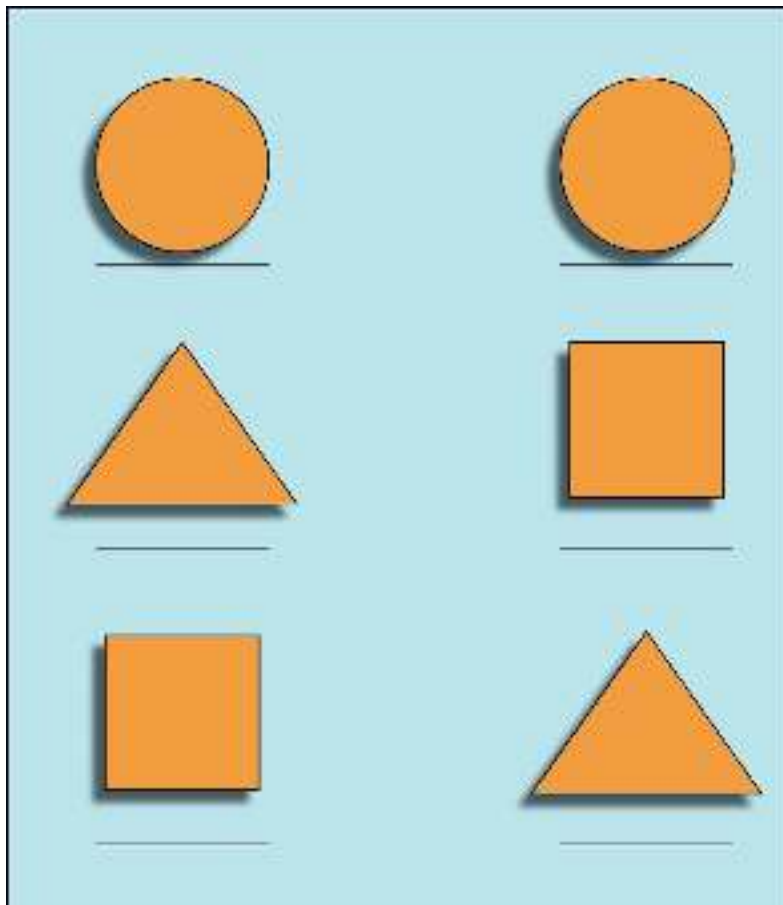
k)   **Assessment Rubric**

A Rubric is a tool used to assess learner's performance. It consists of three components: criteria, level of performance and descriptors.

(i)   **Criteria**

The criteria are derived from the standard. They are the aspect(s) of the task the learner is expected to perform. It is that component/aspect which the teacher will assess.

(ii)   **Descriptors**

The descriptor precisely outlines what is expected of the individual learner at each performance level in line with the set criteria. Descriptors describe the differences in quality of the learner's work.

(iii) **Level of Performance;**

This indicates the degree of performance which has been met or attained by the learner. Performance level can be presented in three forms:

- Qualitative, such as Exceeding, Meeting, Approaching and Below expectations;

- Quantitative by use of numerals i.e. level 4, level 3, level 2, level 1

- Both qualitative and quantitative for example, Exceeding expectation (4); Meeting expectation (3); Approaching expectation (2); Below expectation (1).

Note: The numerical levels are not scores and should not be averaged to report on the learner's performance.

The three components are represented in the following sample.

	EXCEEDS EXPECTATION (4)	MEETS EXPECTATION (3)	APPROACHES EXPECTATION (2)	BELOW EXPECTATION (1)
Recognize different places in the immediate environment.	recognizes different places in the immediate environment using all the sensory channels with ease.	recognizes different places in the immediate environment using different sensory channels.	recognizes only commonly frequented places in the immediate environment using different sensory channels with assistance.	learner can only recognize a place in the immediate environment using different sensory channels with assistance.

DESCRIPTOR

Types of Rubrics

There are two types of rubrics: Analytic and Holistic rubrics.

a)   **Analytic Rubric**

This type of rubric 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 an Analytic Rubric

Criteria	PERFORMANCE LEVELS			
	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Below Expectations (1)
Identification of own clothes using various sensory modalities	Identifies own clothes and those of others correctly using various sensory modalities.	Identifies own clothes correctly using various sensory modalities.	Identify own clothes correctly using sensory modalities with prompts.	Identifies own clothes with assistance.
Naming of own clothes	Names own clothes and those of others correctly.	Names own clothes correctly.	Names own clothes with prompts.	Names own clothes with assistance.
Description of own clothes by colour and use	Describes own clothes using attributes of colour, use and any other attribute such as material correctly.	Describes own clothes using attributes of colour and use correctly.	Describes own clothes using colour and use with prompts.	Describes own clothes by either colour or use with assistance.
Selection of own clothes for specific function using various modalities	Selects own clothes as well as those of others for specific function using various sensory modalities.	Selects own clothes for specific function correctly using various sensory modalities.	Selects own clothes for specific function using sensory modalities with prompts.	Selects own clothes with assistance.

2) Holistic Rubric

This is a rubric that assesses overall performance on a task as a single entity. It assesses the overall competencies of the learner without breaking down task into subtasks.

A Sample of a Holistic Rubric

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Expectation (4)	Meets Expectation (3)	Approaches Expectation (2)	Below Expectation (1)
Identifying, describing and selecting own clothes.	Identifies, describes, and selects own clothes and those of others.	Identifies, describes, and selects own clothes.	Identifies, describes, or selects own clothes with prompts.	Identifies or describes or selects own clothes with assistance.

Suggested Learning Activities

In groups, participants to:

- develop analytic and holistic rubrics;
- present and analyse the rubrics they have developed;
- critique the rubrics presented;
- suggest ways of improving the rubrics;
- present their findings to the plenary.

Benefits of Rubrics

Use of rubrics benefits teachers and learners in the following ways:

(i)   provide an overview of learners' achievements;

(ii)   motivate learners to reach the standard specified;

(iii)   give learners control of their own learning process;

(iv)   give formative feedback;

(v)   easier for the teacher to share with learners and parents about certain strengths and weaknesses;

(vi)   guide learners on areas that require improvement;

(vii)   make scoring easy and faster.

Using Rubrics Effectively

Rubrics can be used effectively in the following ways:

a)   share rubrics with learner before giving the task;

b)   have learners evaluate their own work using the rubrics (self assessment);

c)   have learners evaluate each other's work using the rubrics (peer assessment);

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)   assign performance levels for learners based on the rubrics.

For effective use of the rubrics, one needs to internalize and interpret the various descriptors and criteria to place the learner in the respective performance levels.

l)   **Portfolio**

Portfolio is a 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 of a competence.

Types of Portfolio

There are three types of portfolio. These include: working portfolio, showcase portfolio and assessment portfolio.

1.   **Working Portfolio**

This is a collection of learner's work which is still in progress as well as finished samples of work selected for showcase and assessment portfolios. The working portfolio contains learner's work that reflects his/her area of interest.

Functions of working portfolio include:

a)   tracks a learner's progress;

b)   enables a learner to set goals;

c)   enables a learner to compare earlier and later work samples;

d)   makes reflection of progress on set goals;

e)   shows strengths and weaknesses of the learner.

2.   **Show-case Portfolio**

It is created by a learner to display their best work. The content that goes into this portfolio is purely selected from the working portfolio by the learner in line with their interests.

Functions of showcase portfolio include:

a)   accomplishments made by the learner;

b)   showcases samples of best work of the learner.

3.   **Assessment Portfolio**

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

Functions of assessment portfolio include:

a)   shows achievement of learners in a specific learning area;

b)   allows for monitoring of learner's progress;

c)   places learners appropriately in performance levels.
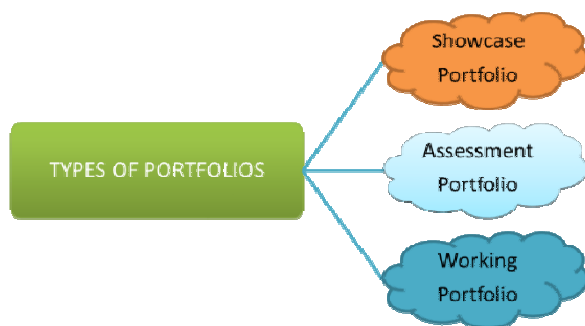
Stages of Developing a Portfolio

Stage 1: Planning

When planning to develop a portfolio, the teacher should consider the following factors:

- **Types of portfolio** - working, showcase, 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, e-storage).

Stage 2: Communication

The teacher should communicate to the learners, head-teacher, other teachers and parents on their roles in the development of a portfolio.

Stage 3: Collection and selection of work samples

The teacher should guide learners on collecting and arranging their work in the portfolios. Only few relevant entries can be stored in any portfolio.

Stage 4: Guided Reflection

Every learner should be guided to make a self-assessment comment on the work selected for addition to a portfolio. The guided reflection statements can be:

✓ Learner's thoughts on their own learning;
✓ Strengths and areas of improvement identified;
✓ Progress on the specified competency.

Stage 5: Feedback

The work selected for addition into a portfolio should contain feedback from peers, parents/guardians, caregivers and/or teachers.

Features of a Portfolio

Cover Page

This includes information about the learner. It also includes the learner's personal details such as personal goals name, grade, school, gender, disability and age.

Figure …: 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:** These include 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) showing when the activity was done to provide proof of growth over time.
- **Drafts:** These include initial and revised/corrected version of learner's work.
- **Guided Reflections:** This could be on the level of performance, progress and feelings about learner's own work.

Storing of Portfolios

Learners' portfolios can be organized and stored in:

- Storage holders
- Display books
- Ring binders
- Cartons

- Baskets
- Files/folders
- Sacks
- E-storage

The following pictures illustrate the different ways of storing portfolios

Storage box

Box files

Baskets

Folders

Ring binders

Effective Management of Portfolios

The teacher should:

1. go over the portfolio with learners at regular intervals to ensure that the selected pieces of work address the learning outcomes;

2. ensure limited number of entries for practical reasons. focus should be on quality and not quantity;

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

4. organize for the storage of the learners' portfolios which should be easily accessible;

5.   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 should be informed about:

(i)   portfolio assessment tasks;

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

(iii)   provision of feedback on their child's work;

(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.

Development of Portfolio

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 by a learner at Foundation Level.

Participant's Reflection

Participants to reflect on what considerations should be made when choosing a CBA tool?

Facilitator's Reflection

a)   What went on well?

b)   What did not go on well?

c)   Why did it not work well?

d)   What needs to be improved?

SESSION EIGHT

ASSESSMENT OF CORE COMPETENCIES

Session Outcomes

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

a)   examine the seven core competencies outlined in the BECF;

b)   highlight the indicators of each core competency;

c)   demonstrate the ability to assess a learner on the acquisition of core competencies.

Suggested Learning Resources

- Textbooks
- Curriculum Designs
- Flip Charts
- Manila papers
- Marker pens
- Samples of tasks to assess core competencies

- Biro pens
- Writing pads
- Masking tape
- Chalk
- Sticky notes

In groups, participants:

- describe the seven BECF Core Competencies;

- brainstorm on indicators of core competencies at the Foundation Level;

- discuss ways of assessing core competencies;

- select a core competency and develop an assessment tool for assessing the acquisition of that core competency by a learner at Foundation Level.
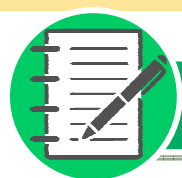
Facilitator's Notes

The following core competencies will be assessed:

1. Communication and collaboration.
2. Critical thinking and problem solving.
3. Imagination and creativity.
4. Digital literacy.
5. Learning to learn.
6. Citizenship.
7. Self-Efficacy.

Indicators of Core Competencies

To effectively assess a core competency, it is broken down into indicators. The teacher looks for indicators exhibited by the learner that confirm the development of the core competency. Suggested indicators of the various core competencies are provided. The teacher is free to come up with more indicators. The teacher will make a deliberate effort to assess a given core competency when the learner is performing other learning activities.

(i)   **Suggested indicators for Communication and Collaboration**

Communication

Receptive communication /Listening

The learner:

- pays attention to the person who is speaking;

- keeps eye contact/ turns to the direction of the speaker;

- shows interest by nodding or by smiling at appropriate times;

- imitates what is communicated;

- asks questions for clarity.

Verbal /non-verbal expression

The learner:

- expresses self confidently;

- initiates a conversation;

- sustains a conversation;

- takes turns in a conversation;

- has control of tone, voice, and pitch;

- has intelligible or clarity of expression;

- uses gestures and facial expressions appropriately.

Collaboration

The learner:

- shares information with others;

- shows interest in working together with others to achieve a common goal

- asks relevant questions;

- appreciates efforts of others;

- listens to others;

- cooperates with others;

- shows respect towards others;

- is self-motivated.

(ii)   **Critical Thinking and Problem Solving**

The learner:

- identifies a problem or challenge;

- seeks clarification from the teacher, peers, guardians/parents;

- tries alternative ways to solve a problem;

- accepts alternative views from other learners;

- shows flexibility and adapts to different situations;

- reflects and assesses self.

(iii)   **Creativity and Imagination**

The learner:

- spends time outdoors for discovery;

- makes drawings on various surfaces;

- models clay into a variety of objects;

- observes the sky and explains what is seen;

- comes up with new ways of doing things;

- develops new skills.

(iv)   **Digital Literacy**

The learner:

- operates digital devices;

- communicates and collaborates using digital devices;

- uses the internet;

- plays digital games;

- creates patterns and drawings with digital devices;

- takes photographs and records videos;

- observes safety when using digital devices.

(v)   **Citizenship**

The learner:

- obeys the law;

- respects authority;

- contributes to society and community development and wellbeing;

- love his/her country;

- exhibits trustworthiness and honesty;

- empathizes with others;

- has awareness of own country;

- respects self and others;

- embraces peaceful resolution of conflict;

- has respect for the environment.

(vi)   **Learning to Learn**

The learner:

- is self-disciplined;

- works collaboratively (in groups);

- shares what is learned;

- reflects on own work or assess self;

- seeks advice, information, and support when appropriate;

- develops new relationships.

(vii)   **Self-Efficacy**

The learner:

- believes in own capabilities;

- has self-esteem and confidence;

- has developed self-awareness;

- portrays a sense of self-worth;

- shows interest in learning activities;

- demonstrate persistence, commitment, and resilience;

- improves in the level of achievement;

- embraces challenging tasks;

- demonstrates interpersonal relationship skills such as empathy, assertiveness, and non-violent conflict resolution;

- recovers quickly from disappointments and setbacks.

A Sample tool (Checklist) to assess the core competency of Self-Efficacy

School	Shule Bora			
Level	Foundation			
Learner's Name	Mtoto Mzuri			
Teacher's Name	Jina Langu			
Competency	Self-Efficacy			
Date/Period	January to March 2021			
Task	Assessment of Self-Efficacy			
Reference	Foundation Level Curriculum Designs			
		(Tick as appropriate)		
S/No.	Indicators	Demonstrated	Not Demonstrated	Teachers Remarks on Learner's Performance
i)	Believes in own capabilities			
ii)	Has self-esteem and confidence			
iii)	Has developed self-awareness			
iv)	Portrays a sense of self worth			
v)	Shows interest in learning activities			
vi)	Demonstrates persistence, commitment and resilience			

Teacher's Comments:

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Participant's Reflection

(i)   What went on well in the session?

(ii)   What did I find interesting?

(iii)   What did I learn?

Facilitator's Reflection

a)   What went on well in the session?

b)   What would I have done differently?

SESSION NINE

ASSESSMENT OF THE CORE VALUES

Session Outcomes

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

a)   state the eight core values outlined in the BECF;

b)   explain each of the core values;

c)   demonstrate the ability to assess a learner on the acquisition of core values.
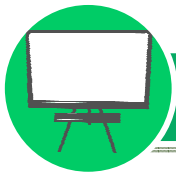
Suggested Learning Resources

- Textbooks
- Curriculum Designs
- Flip charts
- Manila paper
- Marker pens
- Digital devices
- Biro pens
- Writing pads
- Masking tapes
- Chalk
- Sticky notes

Suggested Learning Activities

In groups, participants:

a)   brainstorm on the core values as presented in the BECF

b)   discuss how the core values can be assessed.

Values are standards that guide an individual on how to respond or behave in a given circumstance. The eight core values to be inculcated in learners are Love, Responsibility, Respect, Unity, Peace, Patriotism, Social Justice and Integrity. The assessment of values facilitates the achievement of the CBA vision of developing an ethical citizen.

A sample assessment tool (rating scale) to assess the core value of responsibility

School	Shule Bora
Level	Foundation
Learner's Name	Mtoto Mzuri
Teacher's Name	Jina Langu
Date/Period	January to March 2021
Core Value assessed	Responsibility
Reference	Foundation Level Curriculum Designs

		Performance (Tick as appropriate)			
S/No	Indicators:	always	sometimes	never	Teachers comments on learner's performance
1.	Observes safety precautions				
2.	Takes good care of resources.				
3.	Offers leadership and guidance to peers during activities.				
4.	Carries out activities on time.				

Teacher's Comments:

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Participant's Reflection

(i)   What went on well?

(ii)   What did I find interesting?

(iii)   What did I learn?

Facilitator's Reflection

(i)   What went on well?

(ii)   What would I have done differently?

SESSION TEN

ASSESSMENT OF PERTINENT AND CONTEMPORARY ISSUES (PCIs)

Session Outcomes

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

a)   identify the six broad areas of PCIs outlined in the BECF;

b)   analyze PCIs under each of the six broad areas outlined in the BECF;

c)   demonstrate ability to assess the acquisition of PCIs by a learner at the Foundation Level.
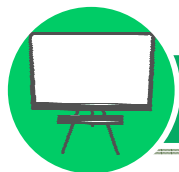
Suggested Learning Resources

- Textbooks
- Curriculum Designs
- Flip charts
- Manila paper
- Marker pens
- Digital devices

- Biro pens
- Writing pads
- Masking tapes
- Chalk
- Sticky notes

Suggested Learning Activities

In groups, participants:

- brainstorm on the six broad categories of PCIs.
- break down each broad area of PCI into its components
- develop a tool of choice to assess a PCI.

PCIs are organized in six broad areas in the BECF as follows:

S/No.	Broad Area	Corresponding PCIs
1.	Citizenship	Peace Education, Integrity, Ethnic and Racial relations, Social cohesion, Patriotism and good governance, Child's rights and, childcare and protection
2.	Health Education	HIV and AIDS Education, Alcohol and drug abuse prevention, Lifestyle diseases, personal hygiene, Common Communicable and chronic diseases
3.	Life Skills and Values Education	Life Skills, Core Values and Human sexuality
4.	Education for Sustainable Development (ESD)	Environmental Education, Disaster Risk Reduction (DRR), Safety (Road Safety) and security Education (small arms, human trafficking,) Financial Literacy, Poverty Eradication, Countering terrorism, Extreme Violence and Radicalization, Gender Issues and Animal Welfare Education.
5.	Learner Support programmes (Non-Formal Programmes	Guidance services, Career guidance, counselling services, Peer education, Mentorship, Learning to Live together (LTLT), Clubs and Societies, Sports and Games.
6.	Service learning, Parental Empowerment and Engagement	Service learning and community involvement and parental empowerment and engagement

A Sample Assessment Tool to Assess PCI (Education for Sustainable Development)

School	Shule Bora
Level	Foundation
Learner's Name	Mtoto Mzuri
Teacher's Name	Jina Langu
PCI	Education for Sustainable Development
Reference	Foundation Level Curriculum Designs

S/No.	PCI	Always	Sometimes	Never	Teacher's Comments on Learner's Performance
1.	Observes safety when working				
2.	Collects litter from the environment				
3.	Takes care of the plant				
4.	Avoids violent situations				

Teacher's Comments:

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Participant's Reflection

(i)   What new knowledge have I acquired from this session?

(ii)   Can this new knowledge enhance my assessment of the acquisition of PCIs in learners?

Facilitator's Reflection

(i)   Did the participants enjoy participation in the session?

(ii)   What would I have done differently?

SESSION ELEVEN
ASSESSMENT OF LEARNER'S PARTICIPATION IN NON-FORMAL ACTIVITIES

Session Outcomes

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

(a)   explain non-formal activities;

(b)   identify non-formal activities in relation to Foundation Level curriculum designs;

(c)   develop tools to assess participation in non-formal activities for learners at Foundation Level;

(d)   demonstrate the ability to assess participation in non-formal activities by a learner at Foundation Level.
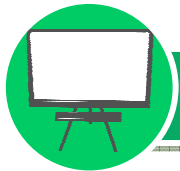
Suggested Learning Resources

- Textbooks
- Curriculum Designs
- Flip charts
- Manila paper
- Marker pens
- Digital devices
- Biro pens
- Writing pads
- Masking tapes
- Chalk
- Sticky notes

Suggested Learning Activities

In groups, participants:

- brainstorm on meaning and forms of non-formal activities.
- develop a tool to assess learners' participation in a non-formal activity of choice

Facilitator's Notes

Non-formal activities are organized, structured, and systematic learning activities that take place in school out of the formal instruction, which support the acquisition of knowledge, values, and skills learned in class such as music, games, and athletics.

A Sample tool (Checklist) for assessing learner's participation in a non-formal activity of a game/drama/music

School	Shule Bora
Level	Foundation
Learner's Name	Mtoto Mzuri
Teacher's Name	Jina Langu
Non-formal activity	Participation in game/drama/music
Reference	Foundation Level Curriculum Designs

S/No	Attributes: The leaner;	Performance/Frequency		Teachers comments on learner's performance
		Demonstrated	Not Demonstrated	
1.	Participated actively in the activity			
2.	Demonstrated team spirit/cooperation			
3.	Demonstrated skill acquisition			
4.	Observed rules/regulations			
5.	Observed turn taking.			

Teacher's Comments:

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....
....

Participant's Reflection

(i)   What went on well?

(ii)   What did I find interesting?

(iii)   What did I learn?

(iii)   What went on well?

(iv)   What would I have done differently?

SESSION TWELVE

REPORTING OF LEARNER'S PERFORMANCE

Session Outcomes

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

(i)   identify tools for reporting learner's performance;

(ii)   demonstrate the ability to use an appropriate tool to provide feedback on learner's performance and report to relevant stakeholders.
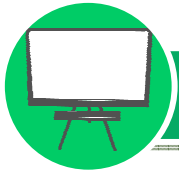
Suggested Learning Resources

- Textbooks
- Curriculum Designs
- Flip charts
- Manila paper
- Marker pens
- Digital devices
- Biro pens
- Writing pads
- Masking tapes
- Chalk
- Sticky notes

In groups, participants:

- discuss tools for reporting on learner's performance.
- develop tools for reporting on learner's performance.

Facilitator's Notes

Feedback and reporting on learner's performance

Feedback can be explained as a report or information presented about a learner's performance on a task. The purpose of formative feedback is to improve the quality of education, learning process, or the learner's performance.

Beneficial feedback should be:

a) constructive i.e. positive, optimistic, genuine, and appreciative;

b) meaningful i.e. linked to a specific observable outcome;

c) SMART (Specific, Measurable, Attainable/Achievable, Realistic, Timely).

In giving feedback, teachers should:

a) highlight the strengths of the learner;

b) highlight areas requiring improvement;

c) give individual feedback;

d) guide learners and focus on the expectations of task;

e) use simple and clear language;

f) give prompt feedback;

g) be kind and give encouraging feedback;

h) communicate the desired performance;

i)   provide written feedback.

In giving feedback, teachers should avoid the following:

a)   biases and stereotypes;

b)   criticism and fault finding;

c)   vagueness and use of difficult words;

d)   controlling and giving orders;

e)   comparisons and ranking;

f)   using discouraging comments.

Tools for reporting on learner's performance

Assessment tools such as checklist, observation schedule, anecdotal record, portfolio, rating scale, rubric, project, journal among others become feedback reporting tools after administration and completion by the teacher. The information in the section on 'teacher's remarks on learner's performance' in each of the tools can be used to provide feedback on the individual learner's performance. Feedback from the various assessment tools will inform on the progress of the learner. The following is sample of how to use an assessment tool to report on learner's performance at the classroom level:

A Sample of an Anecdotal Record

Reference: Foundation Level Curriculum Designs page 91.

Learning Area: Activities of Daily Living and Religious Education.

Strand: 4.0: Prayer

Sub-Strand 4.1: Simple Prayers

School	Upendo Special School
Level	Foundation
Learner's Name	Larry Mike
Teacher's name	Mary Joy
Date /Period of Assessment	Teacher's Remark on Learner's Performance.
1st Jan 2021	*Prayed before taking lunch.*

2nd Jan 2021	*Ate before praying.*
3rd Jan 2021	*Prayed in the morning.*
4th Jan 2021	

Transition Report (TR)

Transition report is a comprehensive account of learner's acquisition of competencies in various learning areas as per the specified level learning outcomes. It further indicates the learner's acquisition of values and participation in non-formal learning.

It shall be issued as the learner transits from Foundation to Intermediate level. It will also be used to inform the learner's transition from stage-based to age-based pathway as recommended by teacher in collaboration with other stakeholders.

The Learner Exit Profile (LEP)

This is a comprehensive account of learner's acquisition of various competences, values and participation in non-formal learning activities. It shall be issued on need basis to a learner at the point of exit from formal school programme.

KEYA sheet

The following assessment sheet will be developed by KNEC and shared with the schools. The sheet is to be filled with information obtained from various assessment tools. This will be filled when summarising the learner's performance levels in various learning areas to be uploaded on the KNEC KEYA portal. Teachers will use the feedback in the sheet to share with the parents the performance of the learners immediately the KEYA is administered.

CRITERIA / LEARNER	Task 1 /Criteria 1	Task 2 /Criteria 2	Task 3 /Criteria 3	Task 4 /Criteria 4	CORE COMPETENCY	Teacher comments on learner's performance (*strengths, weaknesses, and strategies for improvement*)
Learner 1						
Learner 2						
Learner 3						
Learner 4						
Learner 5						

Participant's Reflection

(i)   What went on well?

(ii)   What did I find interesting?

(iii)   What did I learn?

Facilitator's Reflection

(i)   What went on well?

(ii)   What would I have done differently?

SESSION THIRTEEN
KENYA EARLY YEARS ASSESSMENT PORTAL
GUIDELINES FOR ACCESS

INTRODUCTION
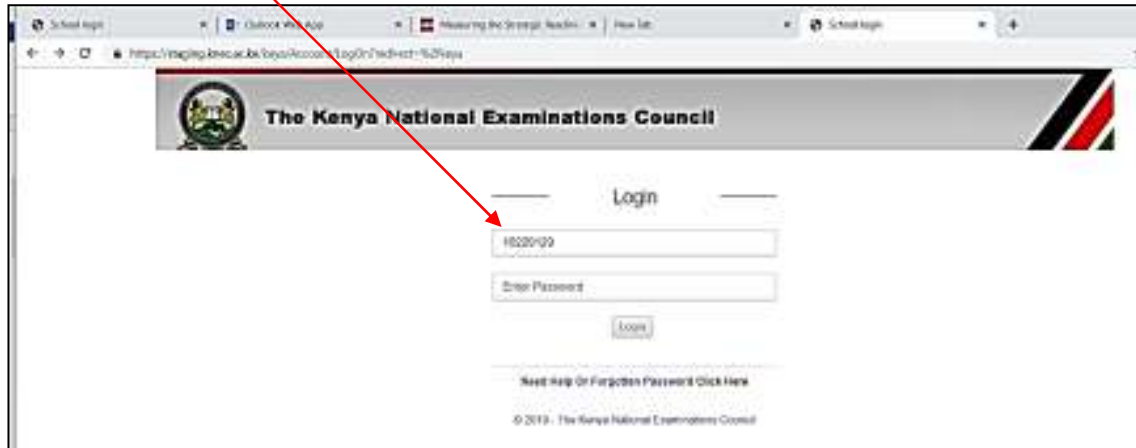
The Kenya Early Years Assessment (KEYA) Portal is a web-based application with reporting functionality that the public access online. Users access the portal for the administration of the MLP that includes registration of grade three learners, downloading of assessment tools and instructions, capturing 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.
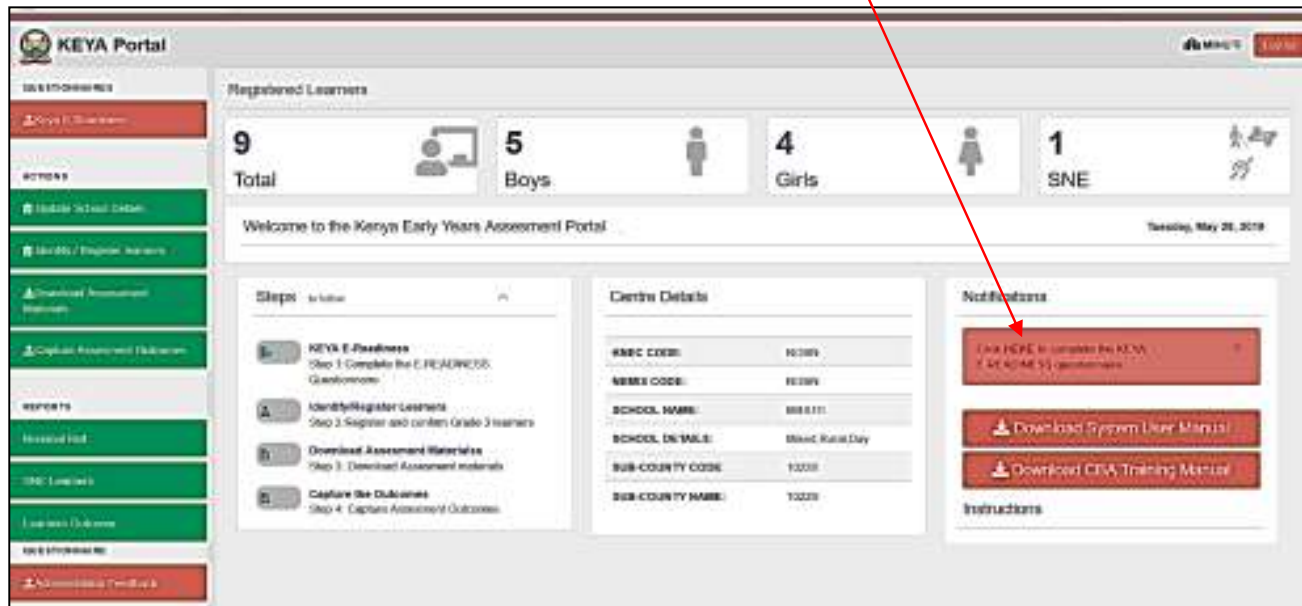
The questions will be as shown below

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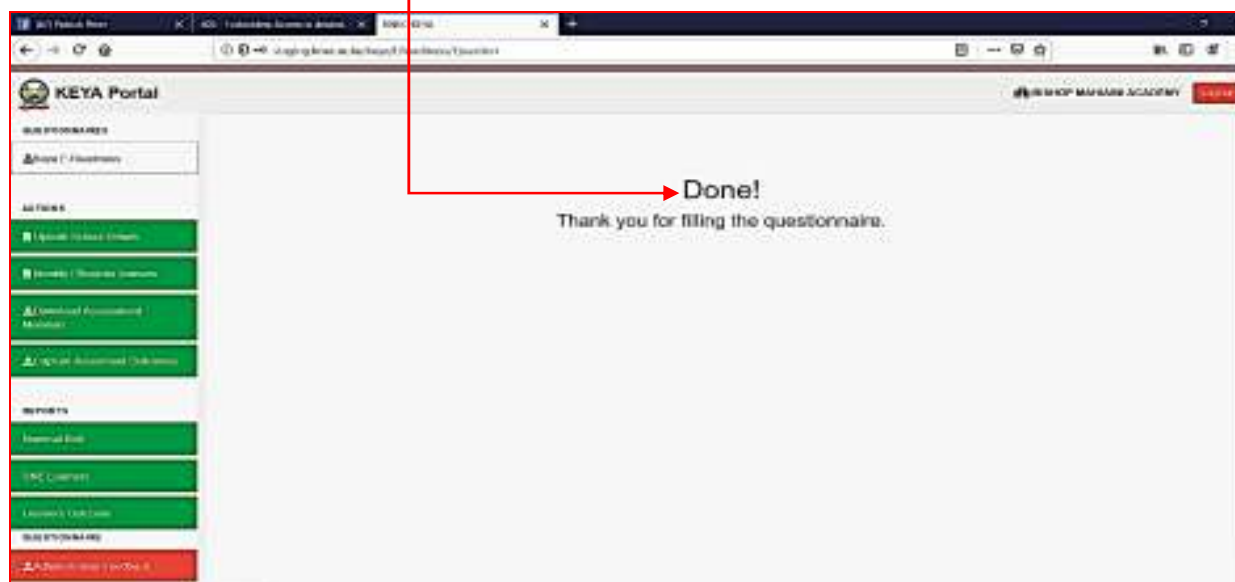
UPDATING SCHOOL DETAILS
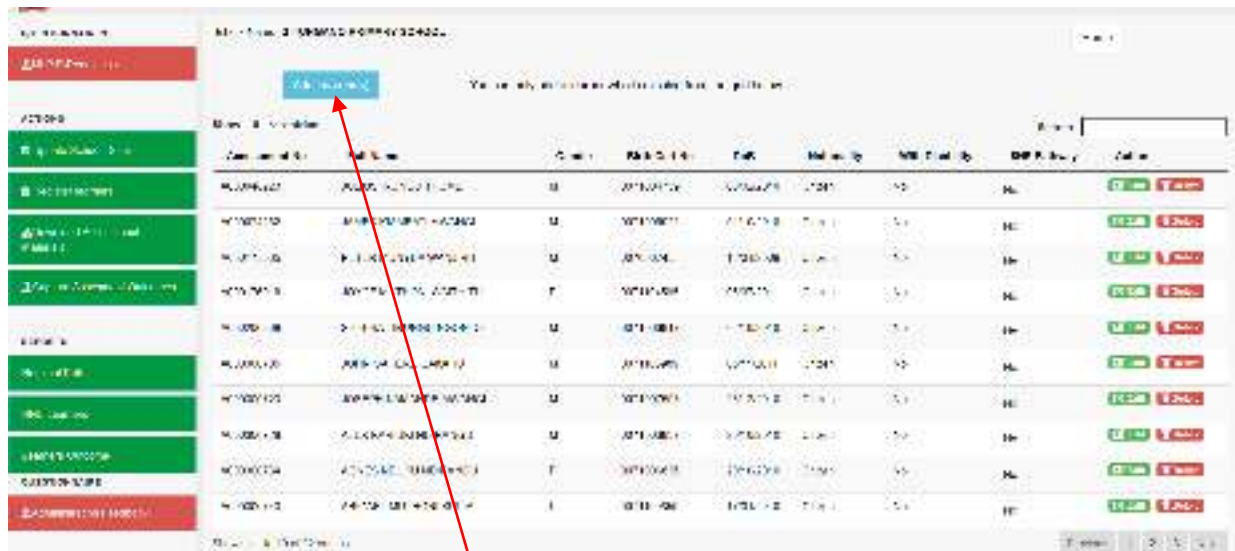
To make any of the allowed changes to the school details, **[Click]** here.
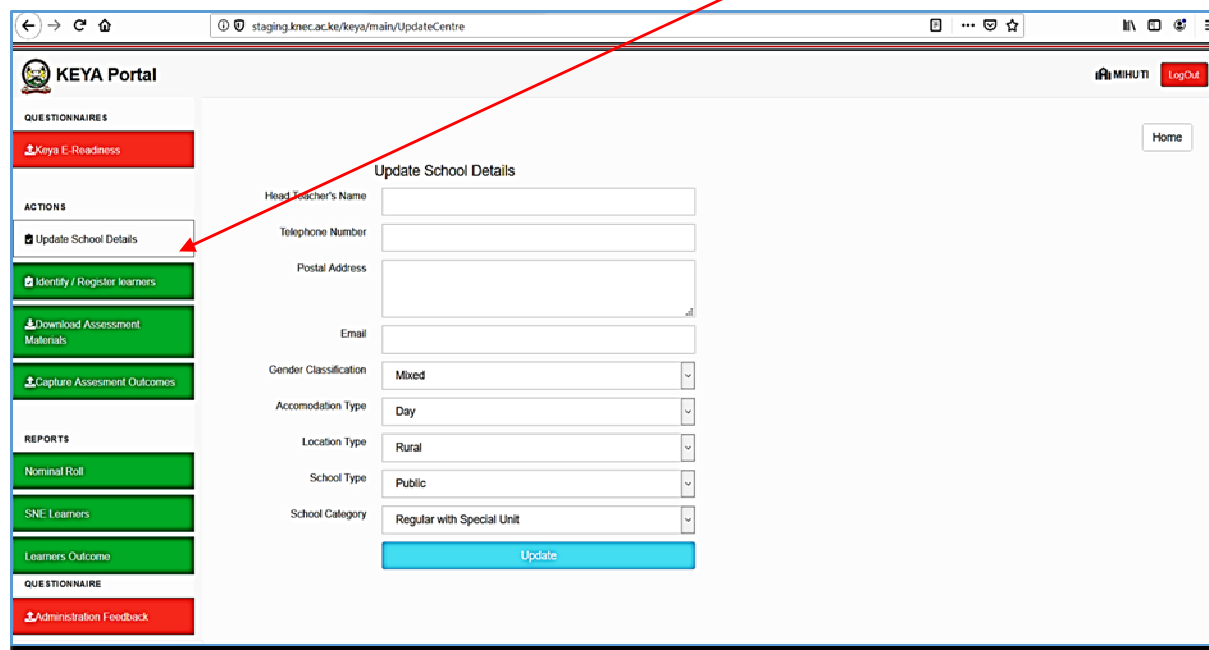
You can only amend the Head teacher's name, telephone number, postal address, and email. If you need to amend any other detail, you have to contact the Kenya National Examinations Council.

ENROLMENT OF GRADE THREE LEARNERS

Schools are required to **[Click]** on the **[Add Learner(s)]** button to enroll learners for MLP assessment in the MLP 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.
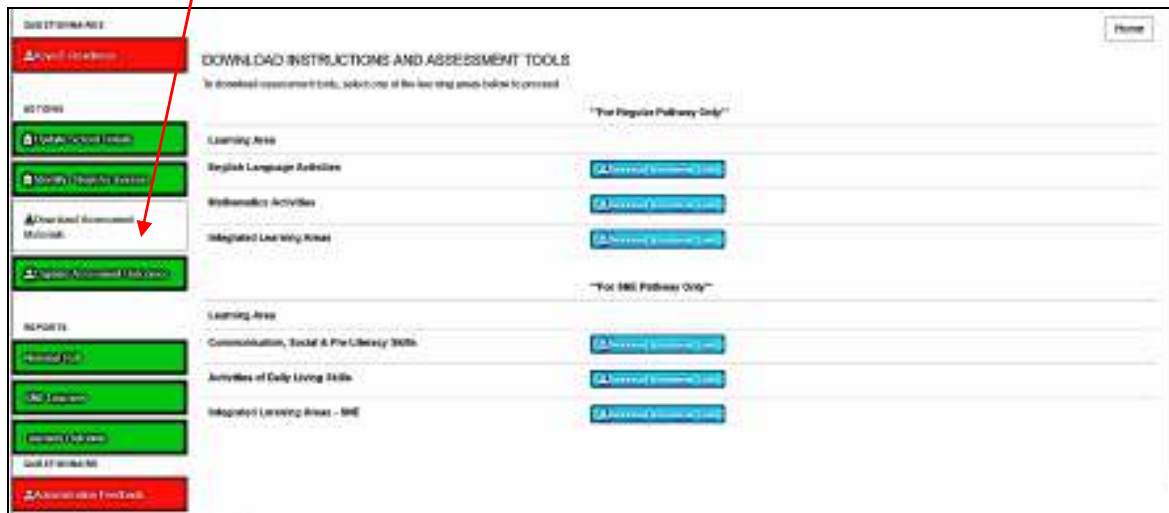
DOWNLOADING FILES

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.
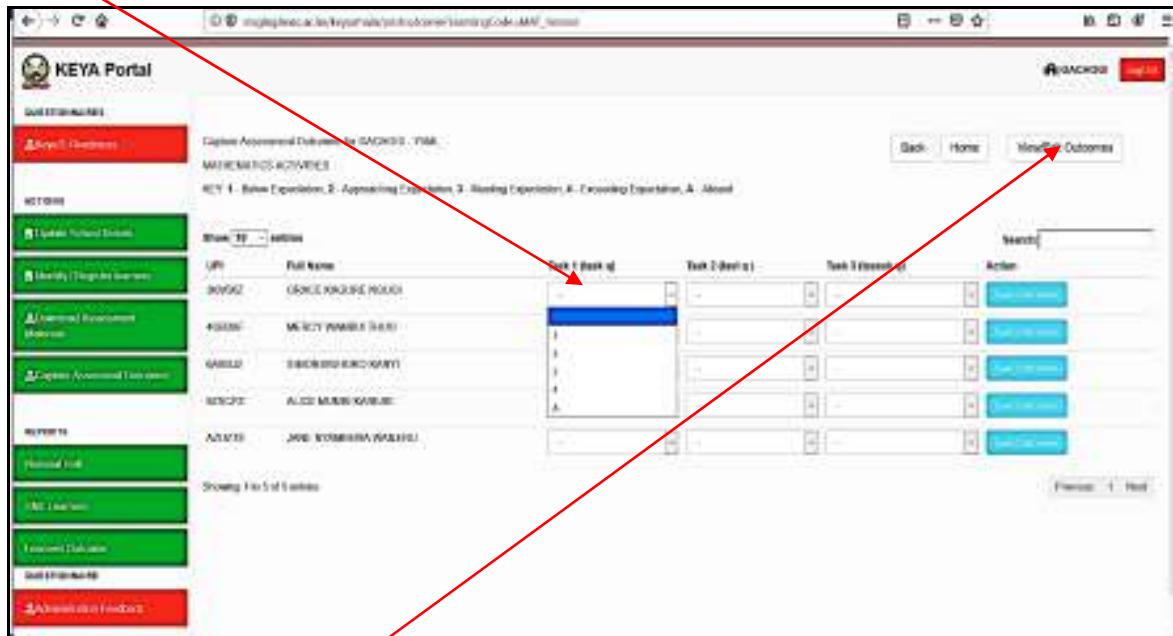
VIEW CAPTURED OUTCOMES

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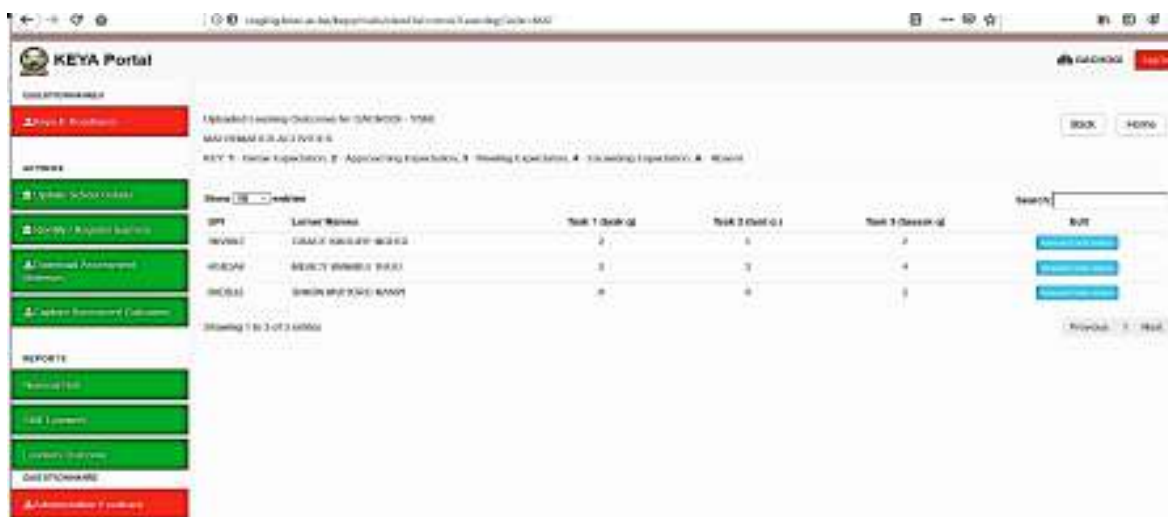
EDITING LEARNERS' OUTCOME

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 leaners' competencies based on the assessment of the concluded KEYA. In order to view the report **[Click/ *here*.**
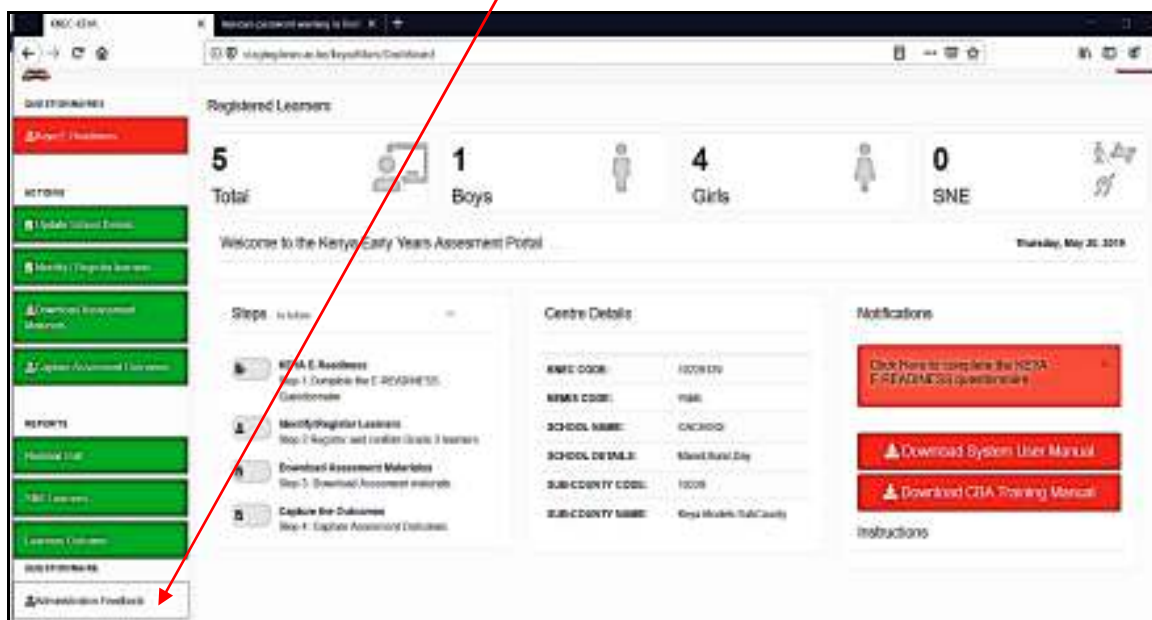
SNE LEARNERS' REPORT

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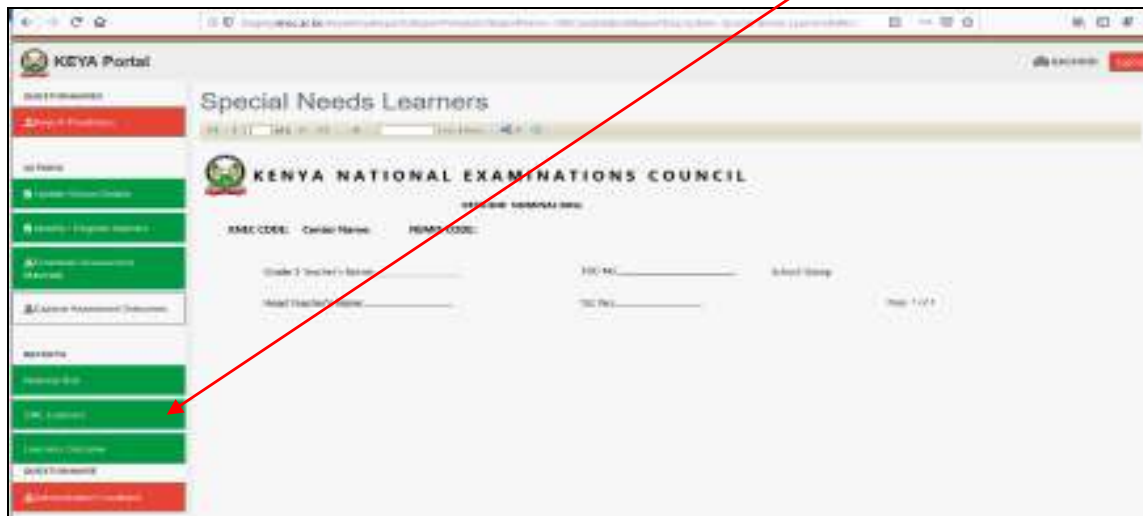
ADMINISTRATION FEEDBACK

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

Stage Based Pathway Foundation Level