



The Kenya National Examination Council

COMPETENCY BASED ASSESSMENT TOOLS

AGE BASED PATHWAY



Session Outcomes

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



Describe tools used in competency based assessment.



Develop and use Competency Based Assessment (CBA) Tools in learning process.



Adapt Competency Based Assessment Tools to suit learners with special needs.



Learning Activity

- What is an assessment tool?
- What are some of the assessment tools used in CBA?



•Group Activity:

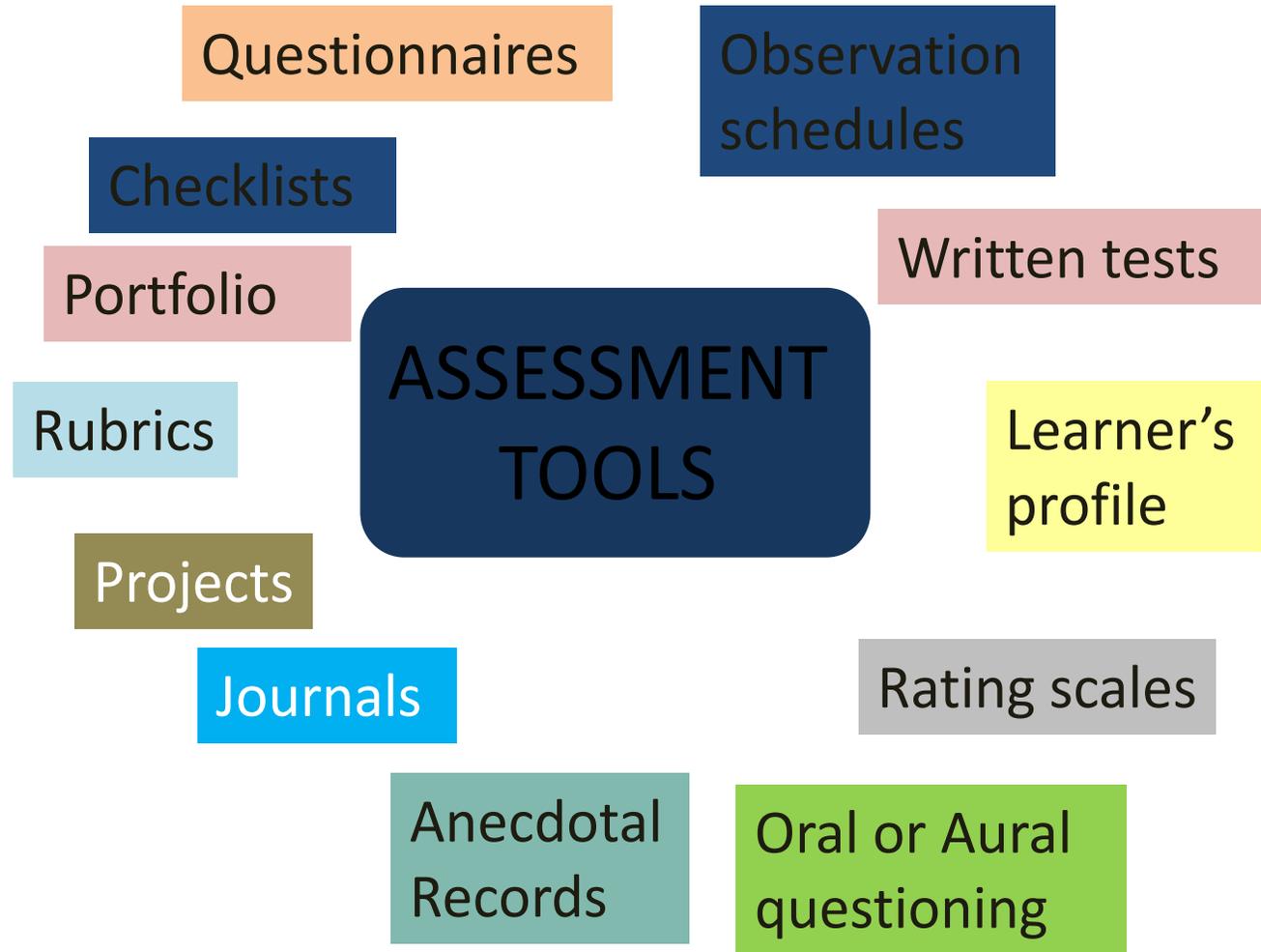
- Participants brainstorm on the assessment tools used in classroom assessment

INTRODUCTION

•CBA Tools are instruments used to:

- ✓ •Collect information on acquisition of competencies by a learner
- ✓ •Determine the level of acquired competencies
- ✓ •Provide feedback to the learner and other stake holders
- ✓ •Inform improvements on instruction strategies
- ✓ •Offer relevant and appropriate interventions

- CBA requires the use of a variety of assessment tools to address the *different learning styles of the learners.*



1. OBSERVATION SCHEDULE



• Outlines characteristics and behaviour that a learner shows during the performance of a task.



• The teacher records observations made on the behaviour of the learner on the spot.

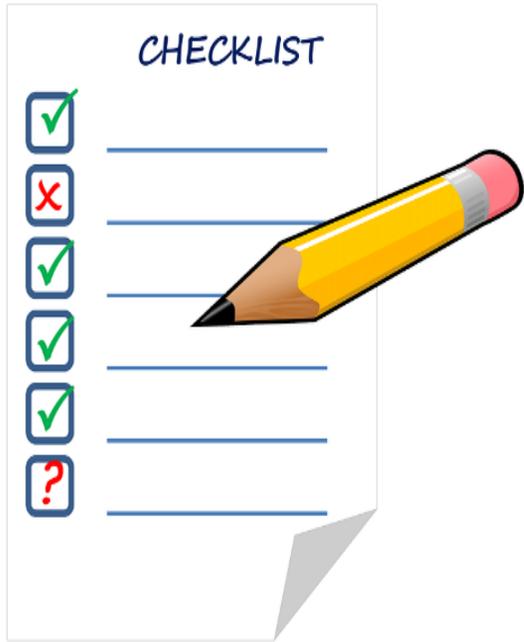


Observation Schedule

School		
Learner's name		Date of assessment
Teacher's name		
L. Area:	Strand:	Sub-Strand:
Competency		
Task		
Indicators of Competency: <i>Knowledge, skills, attitude, values being assessed</i>		
1.		
2.		
3.		
Observations		
1.		
2.		
3.		
Learner's signature		Date
Teacher's signature		Date

Sample observation Schedule

School	<i>AKILI SAFI</i>	
Learner's name	<i>ABDI OTIENO</i>	Date of assessment: <i>26/11/2021</i>
Teacher's name	<i>Tr. Fiona</i>	
L. Area: Art and Craft	Strand: <i>Creating 2D Artwork</i>	Sub-Strand: <i>painting (painting materials, tools and equipment.)</i>
Core Competency/core values		
Task	In groups, learners watch online clips on painting materials, tools and equipment.	
Indicators of knowledge, skills, attitude, values being assessed.		
1. Completes the assigned work within the specified time		
2. Leads/assists others to ensure the group targets are realized		
Observations		
1. Diligent and focused		
2. Shows leadership skills		
Teacher's comment:		
A good team player; relates activities well.		
Learner's signature		Date
Teacher's signature		Date



2. CHECKLIST

- ✔ •Offers a Yes/No, True/False format in relation to a learner demonstrating a specific criteria (similar to a light switch either **on** or **off**).
- ✔ •Contains a list of characteristics of a learner's behaviour.
- ✔ •Requires the teacher's careful observation of competencies portrayed.

2.0 CHECKLIST cont'd

- ✔ Teacher marks/ticks against the competencies portrayed.
- ✔ The observed competency can be recorded, as observed before or at the time of ticking.
- ✔ The learners can develop their own checklists.

2. Sample Checklist Cont'd

a) Learning Activity/Task												
No.	Name	Competence (Knowledge, skills, attitude, values) assessed (tick appropriately)										Teacher's comment
		<i>Preparing the working area by covering the surface with old newspaper or any other appropriate material</i>		<i>Removing mud with a blunt stick/brushing off loose dirt</i>		<i>Removing shoelaces, cleaning and hanging to dry</i>		<i>Wiping with a damp cloth dipped in soapy water and wiping again with a clean damp cloth.</i>		<i>Placing the shoe(s) under a shade to dry.</i>		
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1.	Kelly Rotich	✓		✓			✓	✓		✓		Got most of the key steps, Remind to always remove laces before cleaning.
2.	Mary Ogle											
Teacher's signature								Date				

3. RATING SCALE

- ✔ •States the **criteria** and provides **three** or **four** response selections to describe the quality or frequency of learner's work.
- ✔ •Teacher indicates the degree or frequency of occurrence of competencies displayed by the learner.

Descriptive words for Rating scale

- Examples of descriptive terms that indicate degree or frequency of occurrence are;

1

Always

Usually

Sometimes

Never

2

Very satisfactory

Satisfactory

Unsatisfactory

3

Excellent

Good

Fair

Sample Rating Scale Cont'd

b) Competence (knowledge, skills, attitudes, values) assessed	Always 4	Usually 3	Sometimes 2	Never 1
Selects appropriate tool				
Uses the tool appropriately				
Uses the tool safely				
c) Comments on the learner's performance				
Learner's signature _____ Date _____				
Teacher's Name _____ Signature _____ Date _____				

4.0 QUESTIONNAIRE



- ✓ •Is a list of questions on various aspects of a learner's situation or issue.
- ✓ •Respondents to give honest opinions or views.
- ✓ •Questions are either open-ended or closed.
- ✓ •*Can be developed and administered by the teacher before, during or after the learning process.*

Sample Questionnaire

School's Name	<i>Power Primary</i>
Learner's Name	<i>Katu Kaluu</i>
Gender	<i>M</i>
Learning area	<i>Science and Technology</i>
Grade	<i>4</i>
Strand	<i>4.0 Matter</i>
Sub strand	<i>4.2 Properties of Matter (4.2.1 Floating and Sinking)</i>
Date of the assessment	<i>25 November, 2021</i>
Teacher's Name	<i>Tr. Anjeliana Njeli</i>

Tick (✓) whether the following statements about floating and sinking are false or true.

1. An object that stays on the surface of water is referred to as a floater

FALSE	<input type="checkbox"/>
TRUE	<input type="checkbox"/>

For each of the following statements, tick (✓) appropriately.

2. All small objects floated on water.

FALSE	<input type="checkbox"/>
TRUE	<input type="checkbox"/>

3. Some floaters can be used to make boats.

FALSE	<input type="checkbox"/>
TRUE	<input type="checkbox"/>

4. During the activity, were you given a chance to carry out the experiment?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

5. If your answer in question 5 is NO, what was the reason?

6. **Teacher's General Remarks/Comments** (*strengths, areas which require improvement and recommendations*)

.....

ACTIVITY :

Participants to design a questionnaire as an assessment tool using a grade 5 or 6 curriculum design.

5. PROJECT



Projects can be used for learning, problem solving or income generation

SAMPLE PROJECT

1. Individually learners use books, magazines, resource persons, digital devices and guided internet to source for information on the making of a simple drip irrigation system using locally available materials in the immediate environment.
2. In groups of 3-5 learners, each learner presents and peers discuss the information collected on the making of a simple drip irrigation system.
3. Each group comes up with a common procedure of making a simple drip irrigation system.
4. The group then makes the irrigation system to water at least five plants.
5. The irrigation system should have a reservoir and a means of conveying water to the plants.



Learning Activity

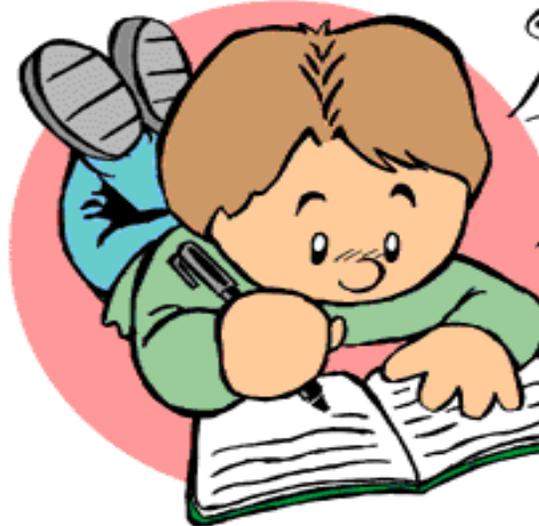


- ✓ • In groups, Identify an area in the curriculum designs then come up with a project for the learners.
- ✓ • The project should have clear timelines, purpose.
- ✓ • Develop an assessment guide to assess the project.
- ✓ • Each group to present the work in a plenary session.

6. JOURNAL

Journals entail the learner keeping a record of their personal feelings, thoughts, experiences and activities on a daily basis. *Records of past events or happenings in a learners life.*

Learner's development can be tracked through their writings



Based on the learner's performance/Feelings/thoughts, the teacher can provide either support, challenge or both.

Sample Assessment Journal

School	<i>Fanya Bidii Primary</i>
Learner's name	<i>Becky Raham</i>
Grade	<i>5</i>
Date of entry	<i>25th November, 2021</i>
Description of event	Creating Value gradation strip using digital software. Drawing Still life composition <i>of a cup and a thermos flask then shading using Smudge technique.</i>
What did I learn	How to use a computer to draw value gradations and drawing still life composition of overlapping objects.
Learner's feelings	Drawing is difficult. Some of my friends also do not like drawing. My friend Peter will help me in drawing. I will also ask my teacher to help me learn more about drawing still life composition.
Feedback from other learners	Some of my friends did not like my drawing.
Teacher's comment	<i>WHAT KIND OF COMMENTS WOULD YOU WRITE?</i>
Teacher's Name	

7.0 ORAL and AURAL ASSESSMENT (Signing & Observing Assessment)

i) Oral/Signed Assessment

- ✔ Aimed at assessing a learner's speaking/signing and listening/observing skills.
- ✔ Teacher asks questions verbally/signing.
- ✔ Learner can respond verbally/signing or using other appropriate modes of communication.
- ✔ Teacher should give prompts and verbal/signed or non-verbal cues as they ask oral/signed questions.



7.0 ORAL and AURAL ASSESSMENT Cont'd

•Aural/Observing Assessment



- ✓ •Aimed at assessing the learners listening/observing skills.
-
- ✓ •Usually pre-recorded (with captions) and played to the learner.



7.1 Strategies for effective Oral and Aural (Observing and Signing) Assessment

- Give a learner time to prepare and respond after the task is stated
- Ask a variety of questions:
 - ✔ open-ended questions;
 - ✔ questions that require more than a right or wrong answer;
 - ✔ questions that promote higher-order thinking.

7.2 Sample Oral Questioning

ENGLISH ORAL

The teacher greets the learner. The learner responds. The teacher asks the learner to sit.

The teacher tells the learner:

“Listen carefully to the passage that I am going to read, and then you will answer in English the questions I am going to ask you.”

One day, Grade 4 pupils went to the national park. They wanted to see wild animals. By bad luck, the bus got stuck in the mud inside the park. (**Teacher reads again**)

a) What were the pupils going to do at the park?

(Learner responds)

b) What did the pupils use to travel to the park?

(Learner responds)

c) What do you think the pupils did when the bus got stuck?

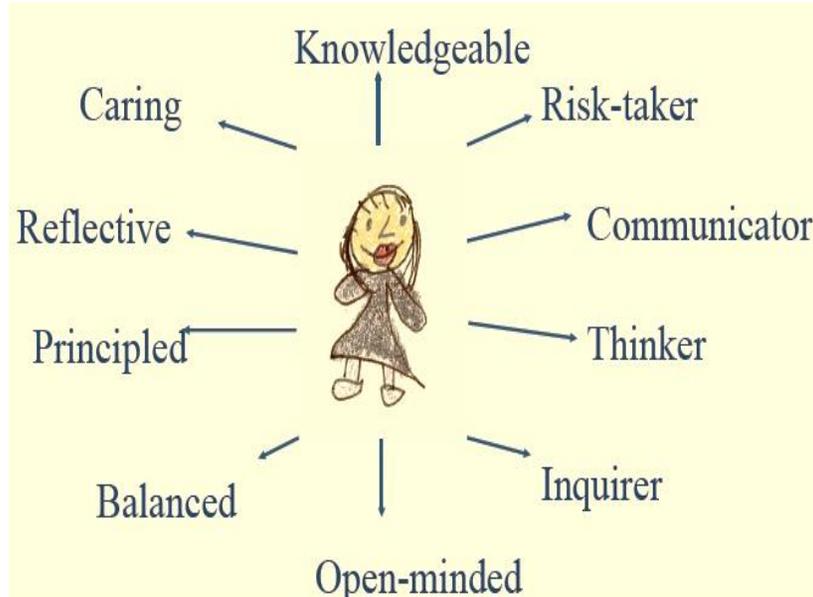
(Learner responds)

d) What do we mean by wild animals?

(Learner responds)

8.0 LEARNER PROFILE

- A summary of the teacher's opinion on a learner's mastery of competencies.



✓ Enables the teacher to understand the:

- competencies developed
- challenges the learner is experiencing

✓ The learner's competencies can be assessed by peers, teachers, parents, and community members.

8.0 LEARNER PROFILE cont'd

–The teacher constructs a learner's profile using information obtained from:



observation schedule



learner's journal



checklist



portfolio



involvement in projects

Sample Learner Profile

Learner's Name:
Grade:
Teacher:
Learning area/Subject:
Strand:
Learning outcome:

Criteria	Students—Strengths	Students—Weaknesses	Students—Preferences/Interests
Identification of plants	Excellent knowledge of names of plants	Challenges in sharing information about plants with peers	Talented in drawing plants
Categorisation of plants	Thorough knowledge of types of plants	None observed	Loves expressing self using drawings
Appreciation	Very confident in caring for plants,	Has challenges in observing safety when handling thorny plants	Loves gardening and Prefers hands-on activities

9.0 ANECDOTAL RECORDS



An account of a significant event in a learner's day as they happen or immediately after.



Anecdotal Records, provides teachers with a collection of narratives that can be used to showcase a child's progress over time..



The event may be described using Reports, photos, drawings etc.



Records specific observations of a learner's behavior, skills and attitudes.

ANECDOTAL RECORDS

School:	
Learner's Name:	
Grade:	
Observation Date:	Observation Time:
Description of the incident/event	
Description of location/Setting	
Teacher Comments:	
Teacher's Name:	Signature:

SAMPLE ANECDOTAL RECORDS

School:	Shika Adabu Primary
Learner's Name:	Mara Moja Ibitola
Grade:	5
Observation Date: 25 th Nov. 2021	Observation Time: 9.30 am
Description of the incident/event	
<p>Tamara was reading a Kiswahili text book in the library. Katana asked for the book but Tamara refused. Katana grabbed the book and hit Tamara. Tamara hit back and took the book. Tamara got another book and continued to read.</p>	
Description of location/Setting	
Kiswahili activities, reading lesson	
Teacher Comments:	
<p><i>Katana displayed lack of Respect and Love to his classmate Tamara which is unlike him – he failed show humility and understanding instead he displayed intolerance. Kindly talk to him to continue displaying respect and love to others.</i></p>	
Teacher's Name: Tr. Jonam R.	Signature: 

SAMPLE ANECDOTAL RECORDS

School:...*Konza City...Primary*.....

Learner's Name:.....*Melinda Shah*.....**Grade**.....*5*.....

Observation Date:*27/11/2021*..... **Observation Time:** ...*4.30 p.m.*.....

Description of the incident/event

Melinda was in the field playing football with the classmates. A conflict ensued on whether the opponent scored from an offside position. Tempers flared. Melinda talked to his friends and the game continued.

Description of location/Setting

Inter class football competition.

Teacher Comments:

Melinda showed a high level of responsibility and leadership skills. He demonstrate critical thing and problem solving since he was able to come up with ways of resolving the conflict.

Teacher's Name. A. Mwalimu **Signature** A. M.

10. Written Assignments/Tasks



- ✓ Tasks designed according to pre-determined criteria to measure competencies.
- ✓ Elicit evidence on the acquisition of learning outcomes and competencies.
- ✓ They take form of constructed-response authentic tasks e.g. multiple choice, short structured and short essay questions.
- ✓ Must be contextual and scenario based tasks aims at high order thinking skills.

ASSESSMENT RUBRICS

11.0 ASSESSMENT RUBRIC

- Its an assessment tool used to interpret and assess learner's performance in a task. It consists of:

Criteria

Descriptors

Performance
Levels

11.2 Types of Rubrics

- There are two types of rubrics.

1

Analytic Rubric

- ✓ – Breaks down content or tasks being assessed into parts.
- ✓ – Assesses each part separately.

11.3 Sample Analytic Rubric

Criteria	Exceeds expectation (4)	Meets expectation (3)	Approaches expectation (2)	Below expectation (1)
Drawing Still life composition (two cylindrical tins)	Creatively and accurately draws overlapping forms including distinctive features.	Accurately draws overlapping forms	Forms not appropriately drawn objects only show one side. One object is larger or smaller than reality.	Draws outline of the object.
Shading using Smudge technique	The blending is smooth, seamless, consistent and within the forms, creating an illusion of 3-D.	The smudges are consistent and within the forms, creating value.	The smudges are not consistent and go beyond the forms.	Smudges are random and not within the forms. Grooves are etched into the paper
Commenting on own work	Comments on own work articulately, using the correct language of the subject with a lot of confidence .	Comments on own work using the correct language of the subject with a lot of confidence .	Comments on own work with a lot of mix-up in the language of the subject and lacks confidence.	Only comment after probing and does it with a lot of hesitation and lacks confidence.

2

Holistic Rubric



– Assesses overall performance on a task as a single entity.



– Scores the overall competencies of the learner.

11.4 Sample Holistic Rubric

Criteria	Exceeds expectation (4)	Meets expectation (3)	Approaches expectation (2)	Below expectation (1)
Drawing Still life composition (two cylindrical tins) and shading using Smudge technique	<ul style="list-style-type: none"> • Creatively and accurately draws overlapping forms including distinctive features. • The blending is smooth, seamless, consistent and within the forms, creating an illusion of 3-D. 	<ul style="list-style-type: none"> • Accurately draws overlapping forms • The smudges are consistent and within the forms, creating value. 	<ul style="list-style-type: none"> • Forms not appropriately drawn objects only show one side. One object is larger or smaller than reality. • The smudges are not consistent and go beyond the forms. 	<ul style="list-style-type: none"> • Draws outline of the object. • Smudges are random and not within the forms. Grooves are etched into the paper
Commenting on own work	Comments on own work articulately, using the correct language of the subject with a lot of confidence .	Comments on own work using the correct language of the subject with a lot of confidence .	Comments on own work with a lot of mix-up in the language of the subject and lacks confidence.	Only comment after probing and does it with a lot of hesitation and lacks confidence.

11.6 Using Rubrics Effectively

- ✓ •Share rubrics with learner before giving the task
- ✓ •Have learners evaluate their own work or each other's work using the rubrics
- ✓ •Use the rubrics as the basis for feedback
- ✓ •Involve learners in revising and improving the rubrics
- ✓ •Assess learners based on the rubrics



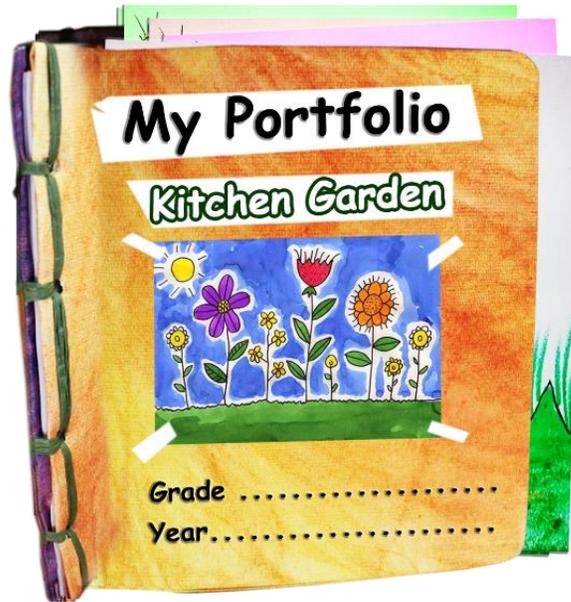
Learning

Activity

• In groups come up with Analytical rubrics for the task developed earlier.



PORTFOLIO ASSESSMENT



12.0 MEANING OF PORTFOLIO



- ✓ •A portfolio is a purposeful collection of learner's work.
- ✓ •Shows effort, progress and mastery of a specified learning outcomes or competencies.
- ✓ •It provides evidence of achievement or mastery over a period of time.

Participant Reflection

- What is a portfolio?
- What materials do we use to prepare a portfolio?
- Who develops the portfolio?
- Who keeps the portfolio?
- Should a learner have all the 3 types of portfolios?
- Should each learning area have its own portfolio?
- Should I discard the portfolios at the end of the year?
- Does all the past assessment papers be put in a portfolio?
- Can a portfolio be used independently when carrying out assessment?



12.1 Types of Portfolios



Working Portfolio:



A collection of learner's work in progress or completed samples of work



Showcase Portfolio:



Created by a learner to display their best work



Assessment Portfolio:



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

12.3 STAGES OF DEVELOPING A PORTFOLIO

1. Planning

- i. Type
- ii. Audience
- iii. Storage
- iv. Communication

Collection of work samples

Selection of work samples

Reflection

Feedback



Learning Activity

- In groups, participants to assume project on *simple irrigation system* has been running.
- Create an assessment portfolio and a suitable tool you will use to assess learners' performance.
- The assessment will be guided by the rubric used before making the portfolio.

see the next slide for the project



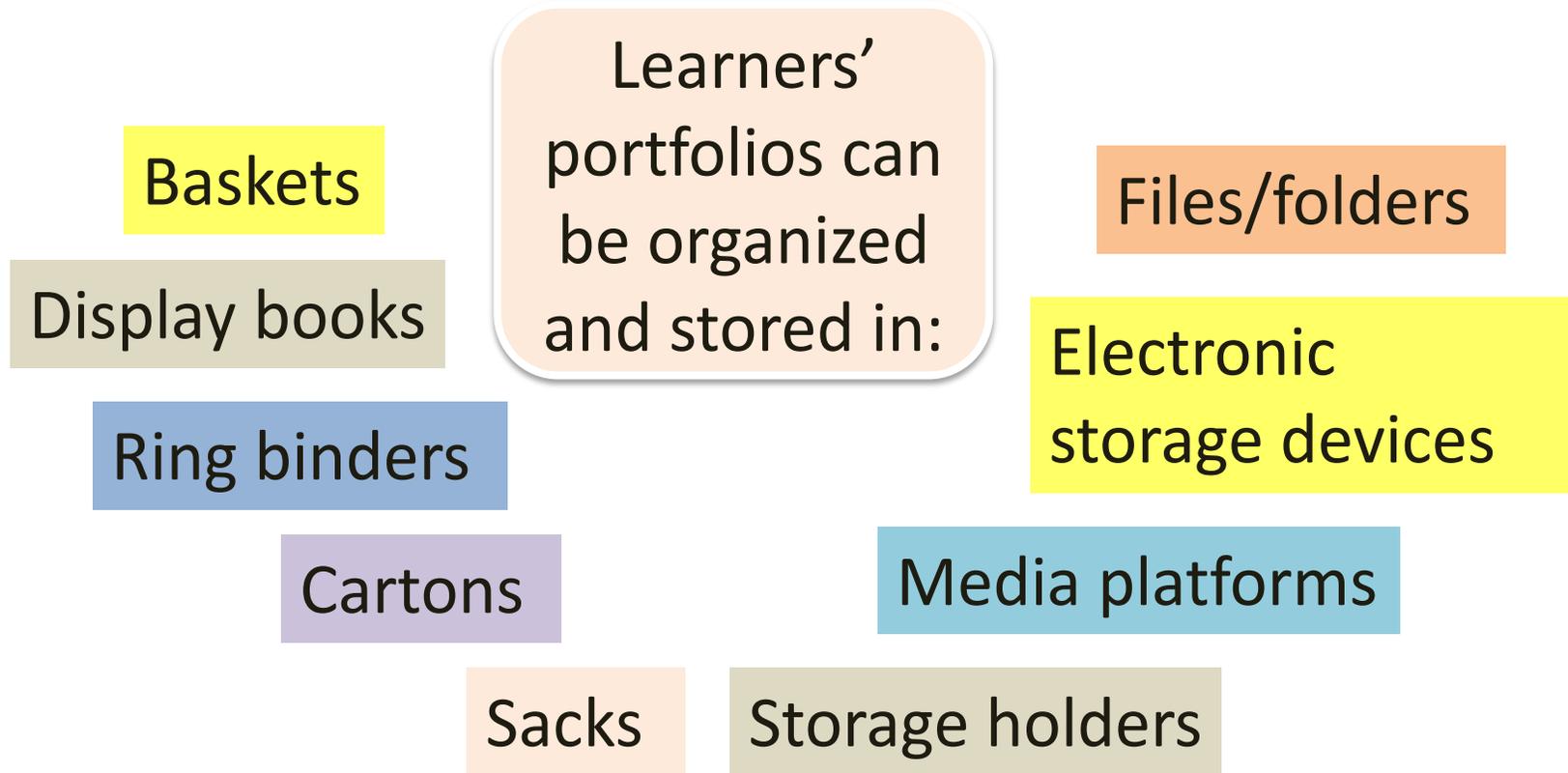
- 1.** Individually learners use books, magazines, resource persons, digital devices and guided internet to source for information on the making of a simple drip irrigation system using locally available materials in the immediate environment.
- 2.** In groups of 3-5 learners, each learner presents and peers discuss the information collected on the making of a simple drip irrigation system.
- 3.** Each group comes up with a common procedure of making a simple drip irrigation system.
- 4.** The group then makes the irrigation system to water at least five plants.
- 5.** The irrigation system should have a reservoir and a means of conveying water to the plants.

12.5 Effective Management of Portfolios

•The teacher should:

- review entries in the portfolio with learners regularly.
- Focus more on quality than quantity;
- involve the learners in organizing the portfolio.
- organize for the storage of the learners' portfolios.

12.6 Storage of Portfolios



12.7 Parental Engagement in Portfolio Assessment

- **The parents/guardians should:**

-  – be informed about portfolio assessment

-  – be involved in the development of their learner's portfolio



- provide support for their learner's effort and interest



- provide feedback to their learner

12.8 Importance of Portfolio Assessment

- ✓ • Enables learners to show quality of work in collaboration with others
- ✓ • Instructional goals are set at the beginning and shared with the learner
- ✓ • Provides a clear profile of learners in terms of abilities and interests

12.8 Importance of Portfolio Assessment (cont...)

- ✓ •It allows demonstration of a wide range of competencies
- ✓ •It demonstrates learner's progress over time.
- ✓ •It gives learners an opportunity to reflect on their work.
- ✓ •It enables learners to demonstrate their creativity.

END

