



**The Kenya National Examinations Council**

# **COMPETENCY BASED ASSESSMENT TOOLS**

**AGE BASED PATHWAY – JUNIOR SECONDARY SCHOOL**

# 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.



# Assessment tool

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



## Activity:

- Participants brainstorm on:
  - (i) what is meant by the term assessment tool.
  - (ii) the assessment tools used in classroom assessment.
  - (iii) Describe what each tool entails and suggest when/where the tool would be appropriate.

# Assessment tool

- This is an instrument that may be used by a teacher to determine the extent to which a learner has achieved specified learning outcomes. The teacher may be guided by the following when choosing the Assessment tool to use;

*Knowledge and skills' evidence that the learner is expected to demonstrate*



*Performance criteria and the expected evidence*



*Assessment conditions*

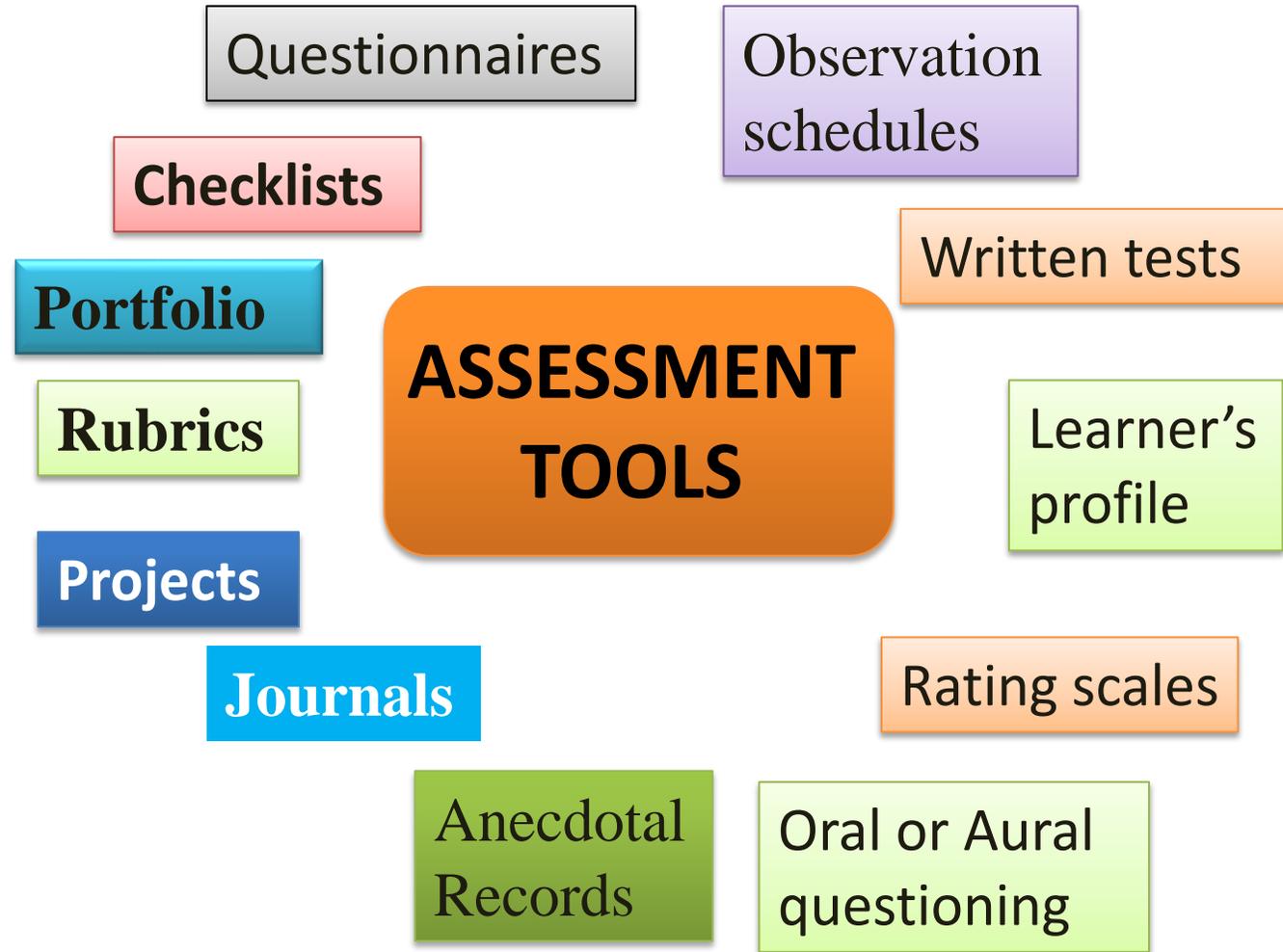


# WHY ASSESSMENT TOOLS?

**CBA Tools are instruments used to:**

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

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



# 1. OBSERVATION SCHEDULE



✓ It outlines the characteristics and the behaviour that a learner shows during the performance of a specific task.

✓ The teacher records observations made on the behaviour of the learner on the spot as outlined in the rubrics.

# Observation Schedule

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

# Sample Observation Schedule

<b>School</b>	<b>Daraja Moja Junior Sec. Shool</b>	<b>Learning Area/Subject: Home Science</b>
<b>Student's name</b>	<b>Major Minor</b>	<b>Date of assessment: 18/5/222</b>
<b>Teacher's name</b>	<b>Tr. Parmas Pammy</b>	
<b>:</b>	<b>Strand: 3.0 Textiles and Clothing</b>	<b>Sub-Strand: 3.2 Sewing Machine</b>
<b>Task</b>	<b>Individually, learners to prepare a sewing machine for straight stitching.</b>	

# Sample observation Schedule

## Criteria

Carrying out the upper and lower threading, winding the bobbin and threading the bobbin case. fixing the needle, testing the stitches and machine tension, powering-on incase of the electric sewing machine.

## Observations

Was able to;

(i) Carry out the upper and lower threading, (ii) wind the bobbin (iii) thread the bobbin case (iv) fix the needle.

## Teacher's comment:

Able to carry out most of the checks on the sewing machine however, testing the stitches and setting the machine tension posed a challenge.

**Student's signature:**

**Date:**

**Teacher's signature:**

**Date:**

## 2. OBSERVATION CHECKLIST



- ✔ *Checklists* are used for identifying whether key tasks in a procedure, process, or activity have been completed.
- ✔ A teacher carefully observes and tick whatever behavior is portrayed guided by the criterion set.
- ✔ It is used to assess performance or products, both formally and informally.

## CHECKLIST cont'd

- ✔ It offers a Yes/No, True/False format in relation to a learner demonstrating a specific criteria.
- ✔ Contains a list of characteristics of a learner's expected behavior
- ✔ Used to gauge skills development or progress.
- ✔ Requires the teacher's careful observation of the competences.
- ✔ Teacher marks/ticks against the competencies portrayed.
- ✔ The observed competency can be recorded, as observed before or at the time of ticking.

# Characteristics of a good checklists

Should:

- ✔ Have criteria for success based on expected outcomes.
- ✔ Be short enough to be practical (e.g., one sheet of paper).
- ✔ Have tasks chunked into logical sections or flow from start to finish.
- ✔ Highlight critical tasks only.
- ✔ Be written with clear and detailed wording to minimize the risk of misinterpretation.

## Administrative Information

**Learner's name:**

*Bakari  
Njoroge*

**Grade:**

*7*

**School:**

*Bidii Junior Secondary School*

**Learning  
Area/Subject:**

*Integrated Science*

**Strand:**

*Force and  
Energy*

**Sub-  
strand:**

*Electrical Energy*

**Learning  
Activity:**

*setting up simple electrical circuits in series and parallel and classify materials a conductors and non-conductors of electricity*

# Sample Checklist Cont'd

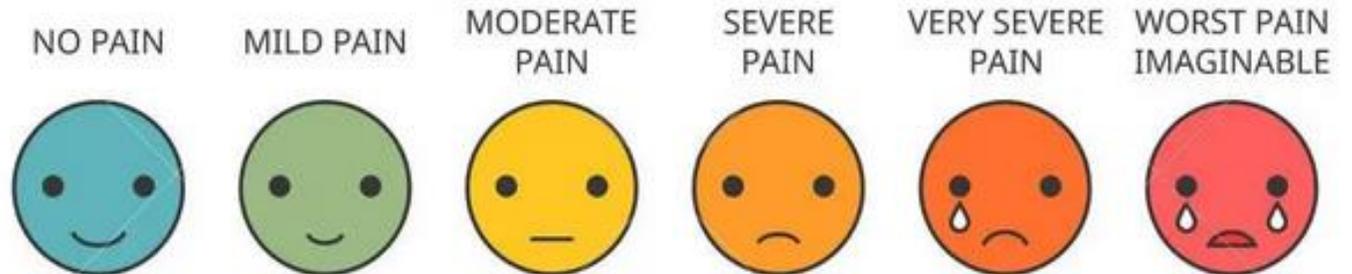
a) Learning Activity/Task											
No.	Name	Competence (Knowledge, skills, attitude, values) assessed (tick appropriately)									
		Can set- up simple electric circuit consisting of 3 dry cells, 4 bulbs, ammeters and voltmeters in series		Can set- up simple electric circuit consisting of 3 dry cells, 4 bulbs, ammeters and voltmeters in parallel		Can identify conductors of electricity.		Can identify non-conductors of electricity.		Teacher's comment	
		YES	NO	YES	NO	YES	NO	YES	NO		
1.	Prudence Terry	√		√		√		√			
2.	Patience Amol		√		√	√		√			
Teacher's signature								Date			

# 3. RATING SCALE

- A rating scale is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end products, such as reports, drawings, and computer programs etc.
- These are judged at a defined level within a stated range.



## PAIN RATING SCALE



## RATING SCALE cont....

- ✔ Just like a checklist, it can be used to assess performance or products, both formally and informally.
- ✔ The teacher states the **criteria** and provides **three** or **four** response selections to describe the quality or frequency of learner's work.
- ✔ The teacher then indicates the degree or frequency of occurrence of competencies displayed by the learner.
- ✔ Each scale is an incremental level of measurement, meaning, each scale fulfills the function of the previous scale.

# Descriptive words for Rating scale

1

**Always**  
**Usually**  
**Sometimes**

2

**Excellent**  
**Good**  
**Fair**

3

**Outstanding**  
**Satisfactory**  
**Unsatisfactory**

# Meaning of some descriptive words used in rating scale

Level	Rating	Description
3	<b>Outstanding</b>	Performance exceeded the expectations and represents extra ordinary level of achievement and commitment, technical skills and knowledge, ingenuity, creativity and initiative. All goals, objectives and targets are achieved above the expected standards.
2	<b>Satisfactory</b>	Performance met expectations in terms of quality of work, efficiency and timelines. The most critical goals, objectives and targets are met.
1	<b>Unsatisfactory</b>	Performance was consistently below expectations and no reasonable progress was made towards achieving the critical goals and a significant improvement is needed in one or more important areas.

# Sample Rating Scale

## a) Administrative Information

**Learner's name:** *Yusuf Balaji*                      **Grade:** *7*

**School:** *Exel Junior Secondary School*

**Learning Area/Subject:** *Integrated Science*

**Strand:** *Force and Energy*

**Sub-strand:** *Electrical Energy*

**Learning Activity:** *setting up simple electrical circuits in series and parallel and classifying materials as conductors or non-conductors of electricity.*

# Sample Rating Scale Cont'd

<b>b) Competence (knowledge, skills, attitudes, values) assessed</b>	<b>Always 3</b>	<b>Usually 2</b>	<b>Sometimes 1</b>
Setting- up simple electric circuit consisting of 3 dry cells, 4 bulbs, ammeters and voltmeters in: (I) series			
(II) parallel			
Classifying materials as conductors or non-conductors of electricity.			
<b>Comments on the learner's performance</b>			
<b>Learner's signature</b> _____		<b>Date</b> _____	
<b>Teacher's Name</b> _____ <b>Signature</b> _____ <b>Date</b> _____			

# ACTIVITY



- *In groups, come up with a Rating Scale tool that you can use to assess your learners.*

## 4. QUESTIONNAIRE



- A questionnaire is a specific set of written questions which aims to extract specific information from the chosen respondents.

## 4.0 QUESTIONNAIRE



- ✔ The questions and answers are designed in order to gather information about attitudes, skills, knowledge, preferences and factual information about the learners.
- ✔ Questions are either open-ended or closed.
- ✔ *Can be developed and administered by the teacher before, during or after the learning process.*

# For effective use of Assessment questionnaire

- ✔ Ensure the assessment relates to the learning outcomes.
- ✔ Select the right type of question e.g. True/false, multiple-choice.
- ✔ Keep the questions simple, clear and concise.
- ✔ Write plausible incorrect answers.
- ✔ Provides the learner with useful feedback.
- ✔ Use scenario-based questions where possible that will make learners to apply what they've learned to realistic situations.

# Sample Questionnaire

## Administrative Information

**Learner's name:**

Velma Vero

**Grade:**

7

**School:**

Exel Junior Secondary School

**Learning Area/Subject:**

Integrated Science

**Strand:**

Force and Energy

**Sub-strand:**

Static electricity

**Learning Activity:**

Charging objects using rubbing and induction methods.

# Sample Questionnaire

*Tick YES or NO for question 1*

1. Can the following methods be used to charge a body

(a) Rubbing

YES

NO

(b) Induction

YES

NO

2. If your answer in **1(b)** is **YES**, demonstrate how it is carried out.

3. If your answer in question **1(a)** is **YES**, demonstrate to your classmates how this can be achieved.

*Tick true or false for question 4 and 5.*

4. Static electricity cannot kill a human being. **TRUE**  **FALSE**

5. Static electricity plays important role in our daily life. **TRUE**  **FALSE**

6. If your answer in **question 5** is **TRUE**, write some of the areas it is used.

# 5. PROJECT

✓ •A Project is a set of activities implemented within a given timeframe.

✓ Gives an opportunity for learners to apply acquired knowledge and skills to a real life situation.

✓ Should have a clearly stated purpose and set of objectives

✓ Can be assessed using observation schedules, rating scales, checklists, journals and portfolios



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

## Administrative Information

<b>Learner's name:</b>	<b>Otieno Oteino</b>	<b>Grade:</b>	<b>7</b>
<b>School:</b>	<b>Password Junior School</b>		
<b>Subject:</b>	<b>Computer Science</b>		
<b>Strand:</b>	<b>Foundation of Computer Science</b>	<b>Sub- strand:</b>	<b>Central Processing Unit (CPU)</b>
<b>Specific Learning Outcome</b>	d) use computers with different types of processors to perform tasks.		

**Activity:** Use your computer to type the document given below using appropriate processor. Submit your work after one weeks.

# SAMPLE PROJECTS

## Typing a word document.

EXCERPT FROM THE RIVER AND THE SOURCE  
BY MARGARET OGOLA

"My Sons," said Akoko. "Do not decide the wisdom of a man by the brevity of his quite or the multitude of his words. It is only a wise man who can decide quickly that he doesn't know and needs to seek more knowledge. A fool knows everything. It is only a man who does not hide his folly behind many words. I think this Diyo will help me."

Later that evening their benefactor whose name was Otuoma told them of the DO's conversance with the ways of the people. "Have no doubt, he will deal fairly with you because he knows right from wrong which is more than you can say for some white people. The DO has lived in this place for thirteen years. It is customary for difficult cases to be heard more than once, so that the truth can be fully ascertained."

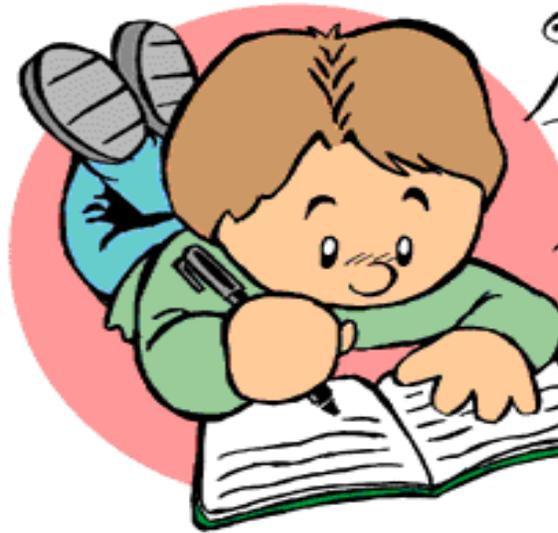
# Learning Activity



- ✓ 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.

Assessment through journals should be a joint venture between the learner and the teacher.

# Sample Assessment Journal

<b>School:</b>	Parapanda Junior Secondary School
<b>Learner's Name:</b>	Chol Awol Babu
<b>Grade</b>	7
<b>Date of Entry:</b>	3/05/2022
<b>Targeted Competency:</b>	Speaking Skills
<b>Happenings/Activities:</b>	Public Speaking Competition
<b>Learners feelings:</b>	Today I felt embarrassed, because I was not able to present my work well.
<b>Teacher's comment to the learner</b>	You are a talented learner, just do more practice on public speaking.
<b>Teacher's recommendation</b>	Awol should be given more opportunity to make presentations whenever necessary. This will help him develop courage to be able to speak before a large group of people.

## 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.



# 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.

observe



# 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.

<b>Administrative Information</b>			
<b>Learner's name:</b>	<i>Al-Noor Junior Secondary School</i>	<b>Grade:</b>	<i>7</i>
<b>School:</b>	<i>Al-Noor Junior Secondary School</i>		
<b>Learning Area/Subject:</b>	<i>Business Studies</i>		
<b>Strand:</b>	<i>Business and its environment</i>	<b>Sub-strand:</b>	<i>Goods and services</i>
<b>Learning Activity:</b>	<p>Learners are given opportunity to visit any local market and compile a list of goods and services provided. The teacher then asks the learners the following questions after the visit. The learners are expected to respond orally.</p> <p>(i) What are some of the goods that you observed in the market?</p> <p>(ii) State some of the services that you observed during the visit?</p> <p>(iii) Can you now, distinguish between the terms goods and services you observed?</p> <p>(iv) What are some of the goods and services that you did not observe but you would recommend to be provided in the market.</p>		

# ORAL ASSESSMENT

	<b>Criteria</b>	<b>OBSERVATION</b>
1	What are some of the goods that you observed in the market?	
2	State some of the services that you observed during the visit?	
3	Can you now, distinguish between the terms goods and services you observed?	
4	What are some of the goods and services that you did not observe but you would recommend to be provided in the market.	
<b>Teachers' comment on the learners performance:</b>		
<b>Teachers' signature:</b>		
<b>Students' signature:</b>		

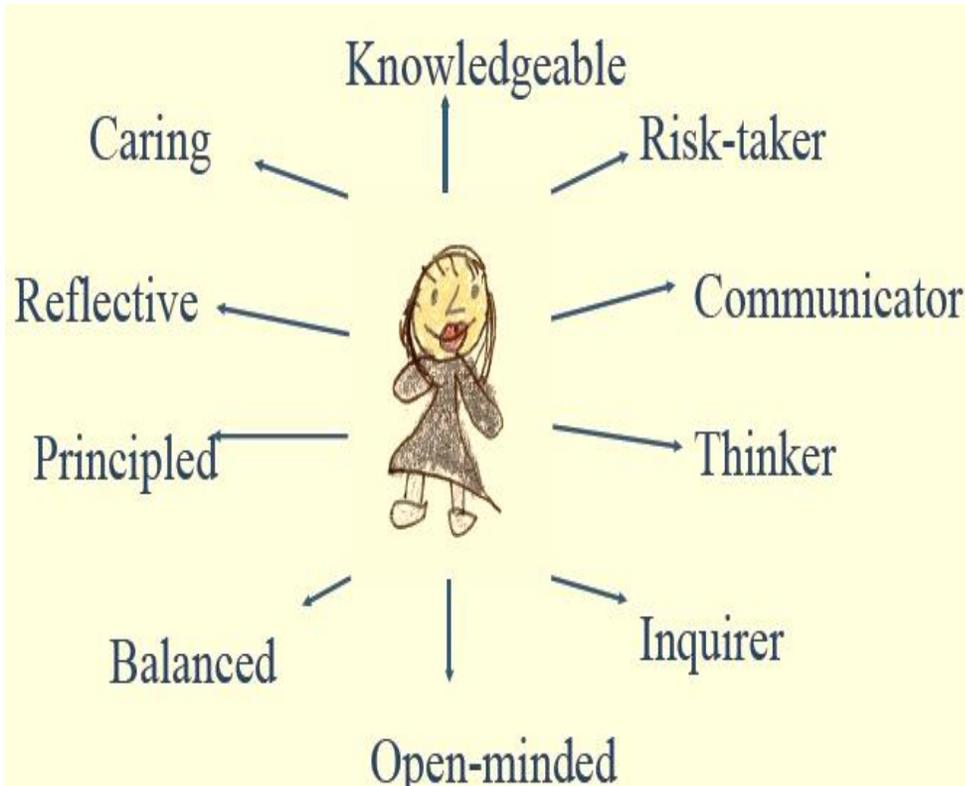
# 8.0 LEARNER PROFILE

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

✔ Enables the teacher to understand the:

- i) competencies developed
- ii) challenges the learner is experiencing

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



# 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:** Farida Njeri Naliaka

**Grade:** 7

**Teacher:** Tr. Irungu Mwashetani

**Learning area/Subject:** Agriculture

**Strand:** Animal production

**Sub-Strand:** preparation of animal products

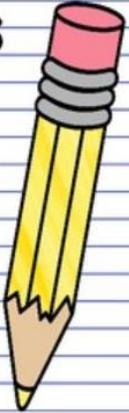
**Learning outcome:** sorting and grading of eggs for various purposes

Criteria	Students' strengths	Students' area of improvement	Students' Preferences/Interests

# 9.0 ANECDOTAL RECORDS

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

## Anecdotal Notes



✓ Anecdotal Records, provide 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: PANDANGUO JUNIOR SECONDARY SCHOOL**

**Learner's Name: ROY OCHIENG**

**Grade: 7**

**Observation Date: 3/5/2022**

**Observation Time: 11.45 AM**

## **Description of the incident/event**

Ray, Roy and Joy were connecting electric circuits in the laboratory. Ray mocked Roy about his inability to connect a simple electric circuit. Roy felt bad about this and kicked Ray out of the group and for the first time Roy successfully connected the circuit and Joy congratulated him.

## **Description of location/Setting**

Connecting simple parallel circuit consisting of 4 bulbs, 3 cells, 2 switches, a voltmeter and an ammeter in the science Laboratory..

## **Teacher Comments:**

It was encouraging to see Roy connect the circuit for the first time. He should be accorded more opportunity to help him build on his confidence in connection of circuit. However, he should control his tempers when challenged.

**Teacher's Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_



## 10. Written Test

- ✓ Tasks designed according to pre-determined criteria to measure competencies.
- ✓ Elicit evidence on the acquisition of learning outcomes and competencies.
- ✓ They take form of multiple choice, short structured and short essay questions.
- ✓ They are accompanied by a scoring guide

# Sample Written Test

<b>Administrative Information</b>			
<b>Learner's name:</b>	<b>Kipngetich Mwende</b>	<b>Grade:</b>	<b>7</b>
<b>School:</b>	<b>Bamba Junior Secondary School</b>		
<b>Learning Area/Subject:</b>	<b>Mathematics</b>		
<b>Strand:</b>	<b>Numbers</b>	<b>Sub-strand:</b>	<b>Fractions</b>
<b>Specific Learning Outcome</b>	<b>d) multiply fractions by a whole number, fraction and a mixed number in real life situations.</b>		

## SAMPLE WRITTEN TEST

Four boda boda welfare groups held an end of year meeting to share their savings. Group A received  $\frac{2}{5}$  of the savings and group B received  $\frac{1}{2}$  of the remainder. The rest of the savings were equally divided between group C and D. What fraction of the savings did group D receive?

# **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 smaller parts.
- ✓ – Each part is assessed separately.

# **SAMPLE RUBRICS**

**SUBJECT:** *Visual Arts*

**STRAND:** *2.0 Picture Making.*

**SUB-STRAND:** *2.1 One-point Perspective Drawing.*

## **TASK**

- (i) Look at the matchbox placed on the table by your teacher.
- (ii) Draw the matchbox, in varied views to depict one point perspective.
- (iii) Display and explain to your classmates how you arrived at the final product.

<b>Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Drawing a matchbox in varied views to depict one-point perspective</b>	Accurately, neatly and correctly draws the matchbox from varied views with all lines projected and converging neatly at vanishing point on the horizon	Correctly draws the matchbox in varied views with all lines projected and converging at vanishing point on the horizon	Draws the matchbox from varied views though some lines not well projected, nor converging at vanishing point on the horizon.	Has a challenge drawing the matchbox from varied views and lines are not projected and not converging at vanishing point on the horizon.
<b>Displaying and explaining to classmates the final product.</b>	Displays neat work and confidently explains using the correct technical terms all the processes involved in creating the final drawing	Displays neat work and confidently explains all the processes involved in creating the final drawing	Displays neat work but not able to explain some of the processes involved in creating the final drawing.	Displayed work not well drawn and explains with difficulty the processes involved in creating the final drawing

2

## Holistic Rubric



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



– Scores the overall competencies of the learner.

<b>Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<p><b>Drawing and displaying a matchbox in varied views to depict one-point perspective and explaining the final product.</b></p>	<p>Accurately, neatly and correctly draws the matchbox from varied views with all lines projected and converging neatly at vanishing point on the horizon and confidently explains using the correct technical terms all the processes involved in creating the final drawing</p>	<p>Correctly draws the matchbox in varied views with all lines projected and converging at vanishing point on the horizon and confidently explains all the processes involved in creating the final drawing</p>	<p>Draws the matchbox from varied views though some lines not well projected, nor converging at vanishing point on the horizon but not able to explain some of the processes involved in creating the final drawing</p>	<p>Has a challenge drawing the matchbox from varied views and lines are not projected and not converging at vanishing point on the horizon and explains with difficulty the processes involved in creating the final drawing</p>

## 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.*



**END**

