REPUBLIC OF KENYA
MINISTRY OF EDUCATION

DIPLOMA IN EDUCATION LEADERSHIP AND MANAGEMENT
MODULE 6: LEADERSHIP IN CURRICULUM DELIVERY

KENYA EDUCATION MANAGEMENT INSTITUTE

UNIT 5.:
CURRICULUM ASSESSMENT

Introduction

In this unit we will look at Competency Based Assessment Framework (CBAF), Competency Based Assessment (CBA) tools, Assessment of core competencies, Assessment of core values, Assessment and Reporting of learner's performance.

Learning outcomes:

Upon completion of this Unit, you will be able to:

a) Explain aspects of the Competency-based assessment framework (CBAF)
b) Describe the assessment tools
c) Undertake assessment of core competencies
d) Undertake assessment of core values
e) Appreciate assessment and Reporting of Learners' Performance

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

Competency Based Assessment Framework (CBAF)

KENYA EDUCATION MANAGEMENT INSTITUTE

What is Assessment?

- Before we embark on looking at CBAF, we need to look at the meaning of assessment.
- Assessment can be defined as a process of determining the capability of a learner to apply a set of related knowledge, skills, values and attitudes required to successfully perform tasks.
- Competency Based Assessment (CBA) attempts to assess whether the three domains have been acquired by the learners basically knowledge, skills and values. Competency Based Assessment is based on the principles of assessing learners as they use acquired knowledge and skills in a given situation.
- It aims at providing a way of building the skills, knowledge, attitudes and values that learners require to perform identified tasks as they go through learning experiences.
- Assessment can also be said to be the systematic process of getting information from multiple sources about what a learner knows, understands and can do, with reference to the specific curriculum learning outcomes.

- Competency Based Assessment therefore, informs implementers, and the parents on the learner's knowledge and how it is applied to successfully perform a task in a defined setting.
- Assessment in a learning situation is necessary to ensure that learners develop competencies
- Deviating from the 8-4-4 system of education which emphasized on acquisition of knowledge (theory), CBC aims at equipping learners with the three domains as well as acquiring competencies. The CBAF provides a road map of how CBC shall be assessed.

a) Purpose of Assessment or why assess?

- Assessment is carried out for the following reasons:
- Evidence for accountability
- Identity and Nurturing learner potential
- Determine acquisition of competencies and values
- Improve learning, Instruction and values
- Measuring learner participation in CSL and acquisition of values
- Feedback to stakeholders
- For certification purposes

a) Learning Outcomes

- It is vital to note that assessment is carried out with the main aim of ascertaining whether the learning outcomes has been achieved.
- Learning outcomes are the evidence that learning experiences have made a change that learners manifest.
- The change or transformation in learners is manifested through new knowledge, skills and attitudes.
- The Competency based curriculum is founded on learners showing or demonstrating that they have learnt.

How then do we design learning outcomes?

- Since CBC is learner centered and activity oriented thus the learning outcomes are designed following the same trend.
- The outcome statement includes a verb that will clearly illustrate what action learners need to engage in to demonstrate their competencies.
- The action could demonstrate a change at the level of knowledge, a skill or an attitude.

Characteristics of a good learning outcome includes the following:

(i) A good learning outcome begins with an action verb, followed by the object of the verb and a phrase that gives the context.

(ii)The learning outcomes should be observable

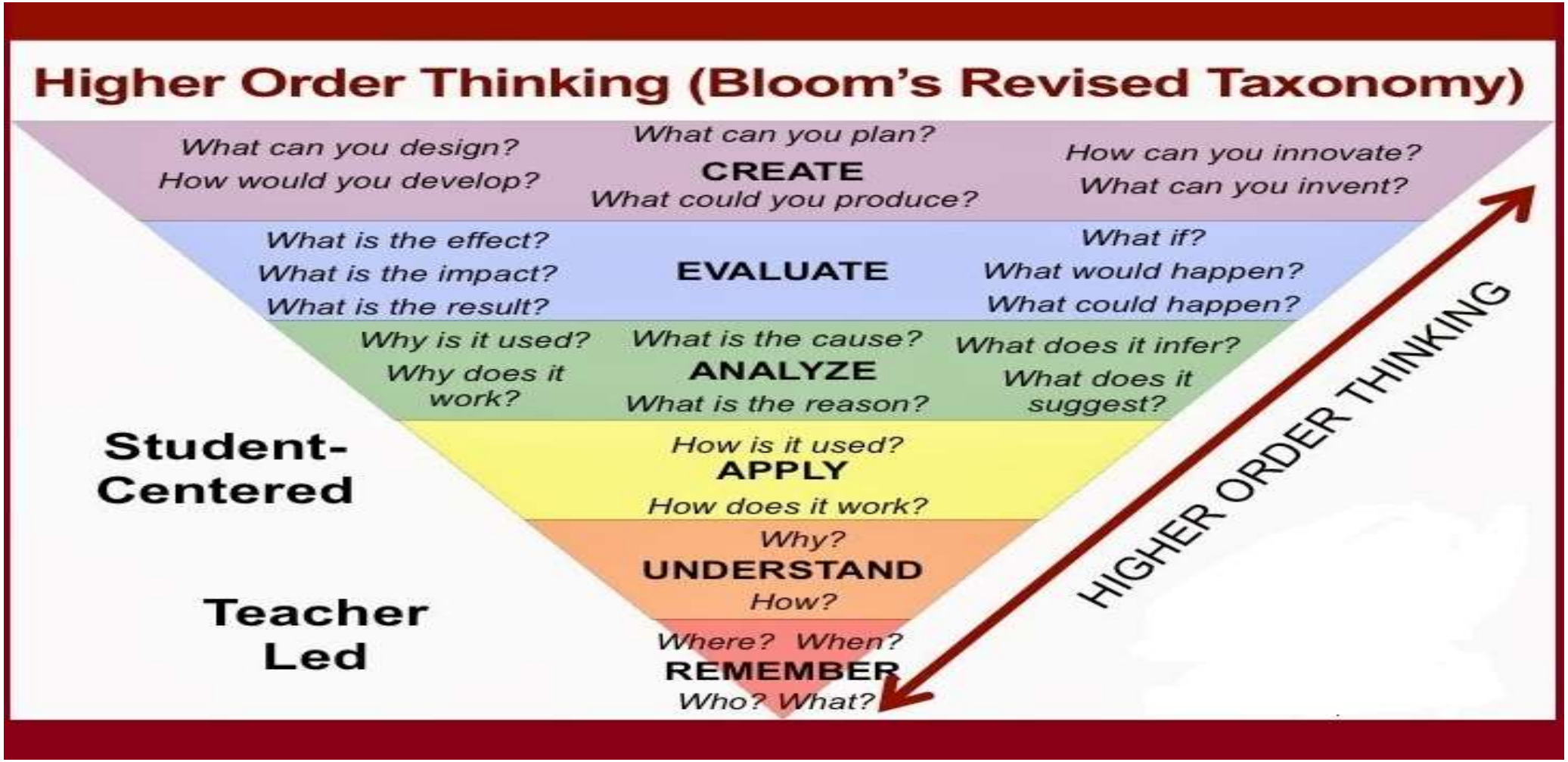
(iii)Learning outcomes are amenable to assessment

(iv)Avoids vague terms like know, understand, learn, be familiar with and so on…….

- Learning outcomes are therefore a projection of what we expect.
- They reflect the desired end of the learning experience. Outcomes are linked to assessment because they define what learners are expected to demonstrate.
- As mentioned earlier, CBC unlike 8-4-4 embraces higher order thinking as shown below by the Blooms Taxonomy

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE



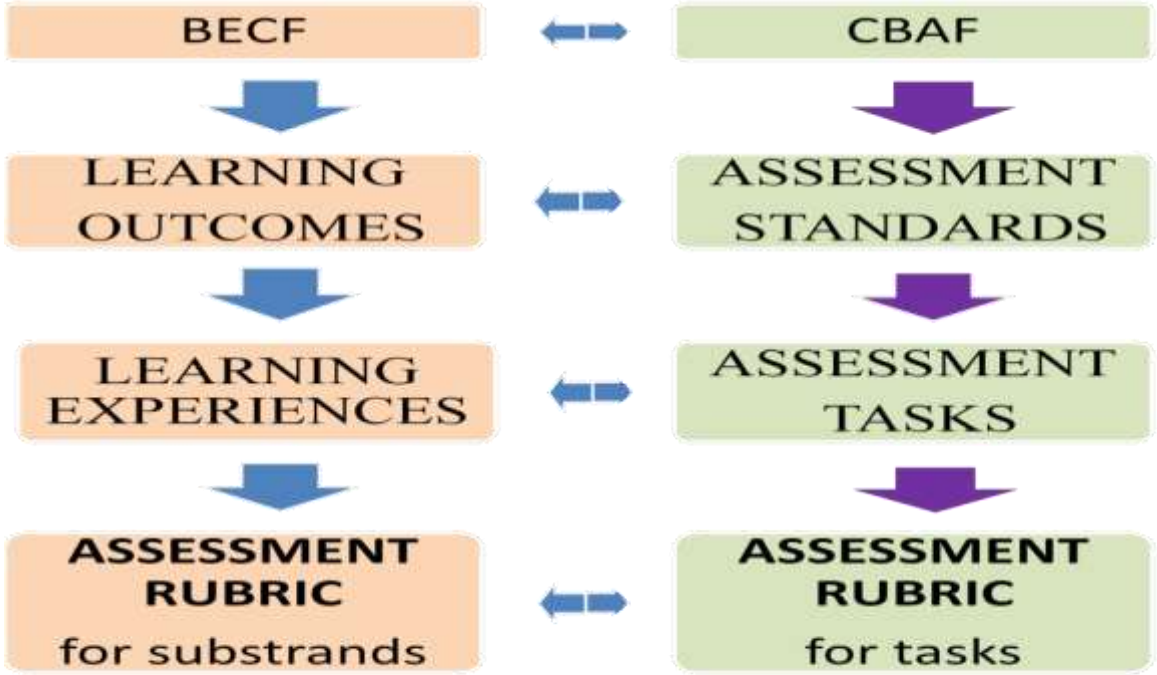
a) Linkage between CBC and Competency based assessment (CBA)

• It is crucial to relate CBA to CBC since both are addressing the same learner.

• Note that:

- CBA is derived from the vision and mission of CBC
- Learning outcomes in CBC form the basis of all assessment
- Learning experiences in CBC determine the assessment tasks
- Focus is on assessment of the core competencies, values, PCIs, Community service Learning.

• Considering the linkage between CBC and CBA, we realize that there is a relationship between CBC and CBA. This is demonstrated in the figure below. Study the figure and compare notes with your neighbor.



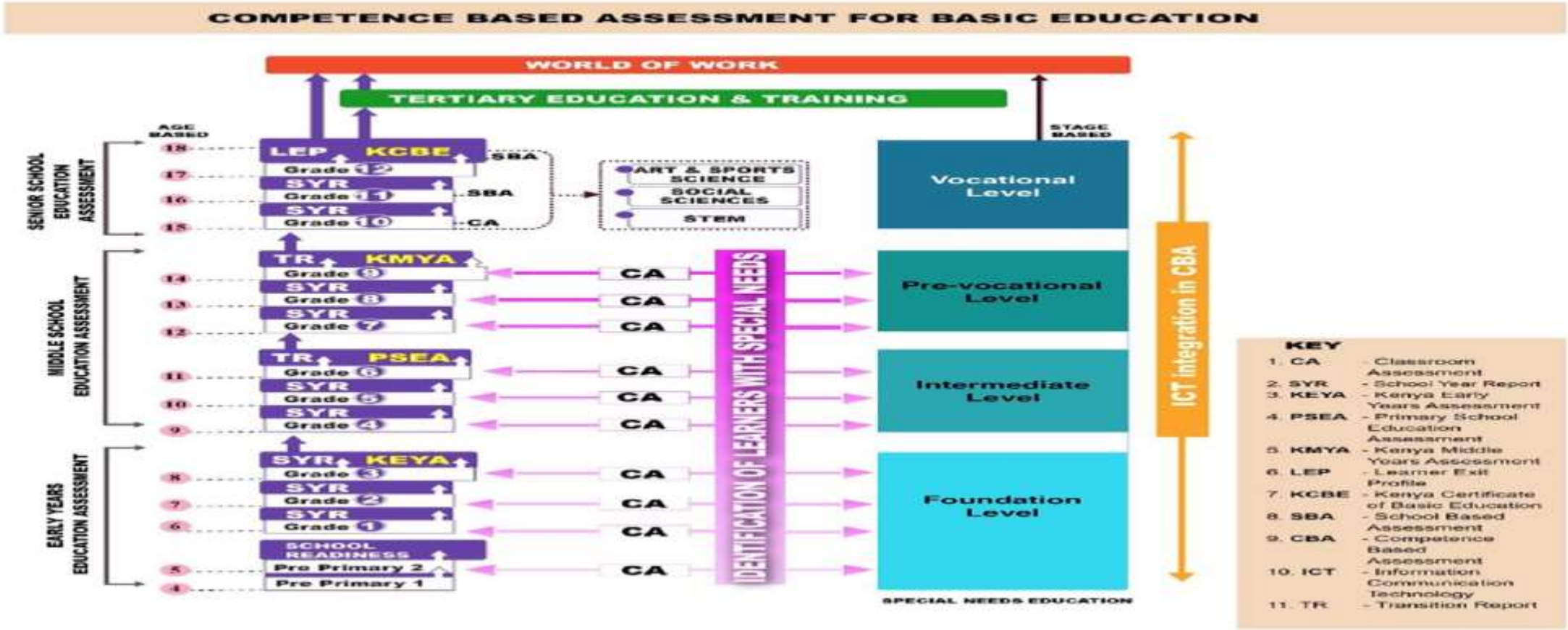
a) Paradigm Shifts in Assessment

- Just like there is a paradigm shift in CBC, so there is in CBA.
- The table below describes the shift 8-4-4 to CBC assessment approach.

Less of……	More of……
Assessment based on a prescribed duration	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	Authentic assessment tasks
Quantitative reporting of performance	Qualitative reporting of performance
Reproduction of knowledge	Demonstration of creativity and talent
Assessment of learning (Summative assessment)	Assessment for learning (formative assessment)
Assessment of knowledge acquired through rote learning	Assessment of competencies developed
Non –referenced assessment	Criterion- referenced assessment
Competition	Collaboration and cooperation

a) Structure of Competence Based Assessment for Basic Education

The following diagram gives a summary of the CBA:



- It is important to go through the framework and understand how you can apply it.
- The following are critical:
- ***Classroom Assessment- (CA):*** There will be Formative assessment carried out by the teacher throughout the learning process which is referred to as CA in the framework.
- ***National Assessment (NA):*** The Ministry of Education through KNEC will be monitoring learner progress (MLP) at grade 3, 6, 9 and 12

Types of Assessment

There are three types of assessment which you must familiarize yourself with namely:

a) Assessment for Learning
b) Assessment as Learning
c) Assessment of Learning

Let us look at each of them in details:

(i) Assessment for learning

- This assessment is done continuously as the learning progresses. This information from formative assessment is not just collected as a routine practice.
- The feedback obtained becomes very useful to both the learner and the teacher to **improve** learning. **Assessment *for* Learning** is therefore a term that is commonly used to refer to the use of feedback to make positive changes in the learning environment to enhance learning outcomes.
- 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.

(ii)Assessment as learning

- In the course of learning, some learners are independent, highly motivated and self-directed.
- Such learners take personal initiatives to set their own goals and monitor their progress.
- This is **Assessment *as* Learning**.
- Assessment as Learning occurs when a learner is assisted to develop a 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. Set criteria that have a variety of examples or models of good work for comparison are also provided as benchmarks.

(iii) Assessment of Learning

- Kenya has relied on determining the performance of learners based on national examinations.
- Summative assessment is therefore a comprehensive process used to summarise and communicate what a learner knows and can do.
- 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.
- It includes tests, examinations, performances, presentations, portfolio, and a variety of written, oral and visual methods.

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE

Assessment Tools

- The 8-4-4 system of education has been using written tests to examine learners but in CBC, there are various tools that teachers can use to assess learners. We can start by asking ourselves what we mean by classroom assessment.
- This is an instrument that may be used by a teacher to determine the extent to which a leaner has achieved specified learning outcomes. Below is the list of assessment tools that can be used in CBA:
    - Observation schedules
    - Checklists
    - Rating Scales
    - Rubrics
    - Questionnaires
    - Project
    - Journals
    - Portfolio
    - Oral or Aural Questions
    - Learner's Profile
    - Written Tests
    - Anecdotal Records

a) Observation Schedule

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

Observation:

The teacher will observe the learner's real-time performance and tick the competency observed on the grid below as guided by the assessment rubric above.

Criteria / Name	Accuracy of Pitch				Accuracy of Rhythm				Vocal Techniques				Expression			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Ismail																
Koech																
Nyambura																

Checklist

The following are the characteristics of a checklist:

Aa list of attributes of an individual's behaviour that requires the teacher to carefully observe and tick whatever behaviour is portrayed

(i) At the end of the lesson the teacher and the learner make a summary and draw a conclusion.

(ii) Learners too can be guided to develop and use their own tools to monitor their progress especially on self-efficacy (such as personal, social and decision making) skills.

Rating Scale

- Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learner's work. It makes of use of descriptive words such as always, usually, sometimes and never helps to pinpoint specific strengths and needs.
- Below is a sample of a rating scale:

Skill /Behaviour	Always	Usually	Sometimes	Rarely
Locates own seat independently spontaneously				
Settles on own seat independently with ease				
Positions self on the seat appropriately				

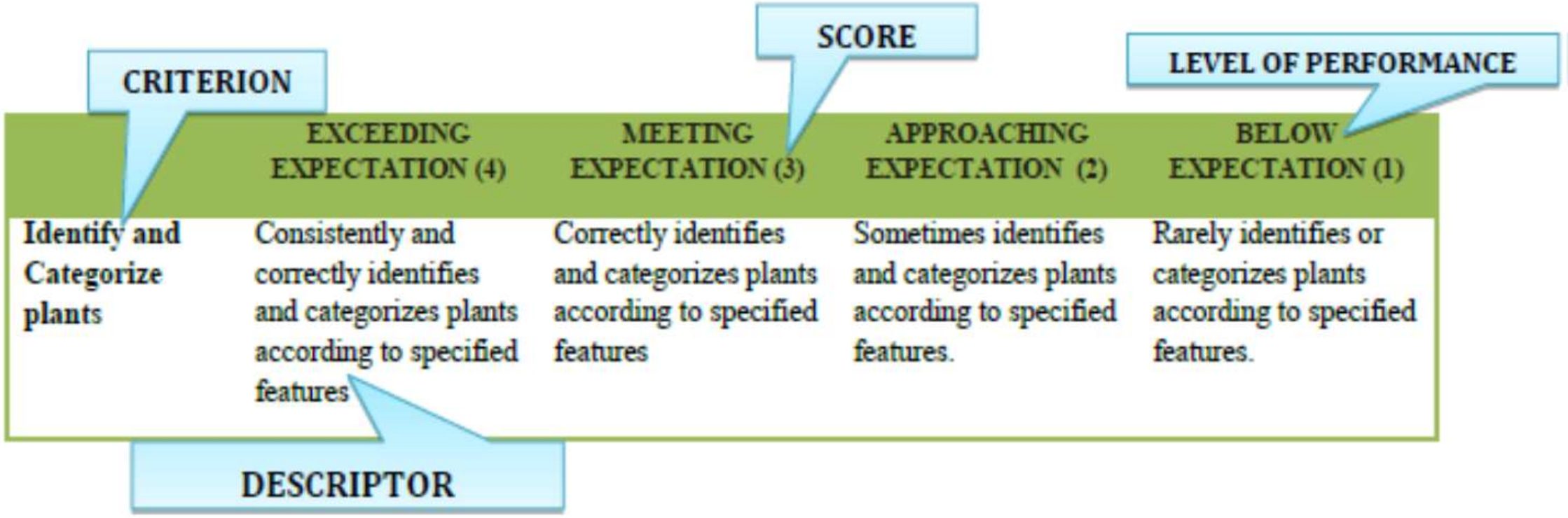
a) Assessment Rubric

- A rubric is a tool used to interpret and grade learners against set criteria and standards. It consists of a fixed measurement scale and detailed description of the characteristics for each level of performance.
- Assessment rubric helps in measuring the process, progress and product of learning. It also provides consistency in evaluating learners.

b) Components of assessment rubrics

- Assessment rubrics have three main components namely; Performance Criteria, Performance Levels and Performance Descriptors.
- **The performance criteria** are the standard against which a teacher measures how well a learning outcome has been achieved. The criteria should clearly describe the expectation in a given task or assignment. Using the criteria, the teacher can easily discriminate the performance of different learners. For example, a teacher may want learners to name four domestic animals. The assessment of the learners' performance will be gauged by their ability to name the animals.

- **The Performance levels** are the categories under which learners are classified according to their performance. The Performance levels give a picture of what learners can do and what they need to improve. For example, a learner who can only name one domestic animal will be categorized differently from one who can name three domestic animals. The Performance levels can be assigned numbers or words to describe the rating of the learners' performance. While the curriculum designs have four levels of performance, the range performance levels can vary depending on the purpose of the assessment rubric.
- **The performance descriptors** give the characteristics of what learners in each performance level can exhibit. For example, a learner below expectation can only name one domestic animal. The ability to name one domestic animal is therefore the descriptor that would be used under for the performance level **"Below Expectation**". It is important for learners to know in advance the assessment rubrics that is being used to gauge their performance.
- Below is a table that shows the components of an assessment rubric



	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
Identify and Categorize plants	Consistently and correctly identifies and categorizes plants according to specified features	Correctly identifies and categorizes plants according to specified features	Sometimes identifies and categorizes plants according to specified features.	Rarely identifies or categorizes plants according to specified features.

Questionnaires

(i) a list of questions on various aspects of a person's situation or issue

(ii) can be used before teaching to find out the needs, characteristics, experiences and knowledge levels of learners (entry behaviour)

(iii) can be used by the teacher to find out how learners are progressing and responding to the learning activities

(iv) can be given to learners to gather feedback on how they are applying their learned competencies in and out of school

- Below is a sample of a questionnaire

- Research questionnaire for Grade 4 Social Studies Class.
- Source: Grade 4, Vol 4, S 7.0, Ss7.3
- Topic: The County Government of Kenya
- A visit to the county assembly
- Learners to use this questionnaire during their interaction with the members of the county assembly.
- What is the meaning of county government and county assembly?
- What is the difference between the two?
- What is the composition of the county assembly?
- What is the criteria of appointing the speaker of the county assembly?
- What is the role of the speaker of the county assembly?
- What are the duties of the county government?
- What is the quorum of the county assembly?
- Which are the sources of revenue/money for your county?
- How does your county government spend its money?
- What challenges does your county face?
- What have you done as members of this county to mitigate those challenges?
- What circumstances may cause the governor to lose his/her position?
- What are the qualifications for becoming a member of the county assembly?
- A conclusion can be made by saying – '**Thank you for your time with me/us".**

Projects

- Projects are associated with the following characteristics:

(i) A set of activities implemented within a set timeframe with a clear start and end time, with a clearly stated purpose and set of objectives

(ii) Gives an opportunity to learners to apply their acquired knowledge and transferable skills to a real-life situation.

(iii) Learners could be challenged to identify a need in their community where they can provide services based on what they have learned.

(iv) Below is an assessment sheet for a project:

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE

Assessment Sheet

Name / criteria	Identification of forms of kitchen garden				Choice of the form of kitchen garden				Naming types of crops that can be grown in a kitchen garden				Choice of crops for kitchen garden				Creating a kitchen garden				Care for the crop in the kitchen garden				Quality of final product			
	4	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**
John																												
Mary																												
Rose																												
Hamisi																												

Using the above assessment sheet above, learners in groups are expected to:

- care for the crop in the kitchen garden
- identify forms of kitchen garden.
- choose a suitable form of a kitchen garden.
- name types of crops that can be grown in a kitchen garden.
- choose one crop that is suited to the environment.
- create a kitchen garden

- The assessment can be carried out by the teacher using the above assessment sheet

Journal

- The learner keeps a record of their personal feelings, thoughts and experiences on a daily basis
- shows the activities carried out in a day by a learner.
- assessment through journals and diaries should be a joint venture between the learner and the teacher.
- based on the learner's performance, the teacher can provide either support or challenge or both.

Portfolio

- It is a purposeful collection of learner work samples, learner self-assessments and goal statements that reflect a learner's progress i.e evidence assembled by learners to demonstrate competency. learners choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included

Oral/Aural Questions

- These are used to establish what a learner knows and can do. Oral questions are posed by the teacher verbally.
- Aural questions are usually pre-recorded and played to the learner. Allows the learner time to think then call randomly to respond. It is uses both closed-ended and open-ended questions.
- It includes questions that promote higher order thinking.

Anecdotal Records

- This is an account of an event in a child's day. Reports, photos and drawings may be used to describe, in a factual way, the incident, its context, and what was said or done by the participant(s).
- It may also be used to record specific observations of individual learner's behaviours, skills and attitudes as they relate to their learning and the environment.
-

Below is a sample of a learner's anecdotal record

Names	Notes on development of connected text reading and fluency			Remarks on performance
	Date: 12/1/2019	Date:15/2/2019	Date:18/3/2019	
ANN	Can read short texts of about 100 words. Can recognise commas and full stops in texts.	Can read longer texts of about 130 words. Reads with more expression and recognizes question marks.	Can read texts of up to 170 words confidently. Reads 70 words per minute with few errors.	Needs to practice reading long words.
MARY	Struggles to read texts of 80 words. Has difficulty in combining some sounds to read long words.	Combines sounds to read long words. Can read texts of about 100 words.	Can read texts of up to 115 words. Reads at a speed of about 50 words per minute.	Requires picture prompts and more practice in word reading.
ALI	Can read varied texts of about 120 words with expression. Has transitioned from phrasal reading. Can read long words without letter-sound correspondence.	Can read longer texts of about 150 words with expression and recognizes question marks, apostrophes and exclamation marks.	Can read texts of about 180 words, at a speed of about 85 words per minute with confidence.	Should be encouraged to read more to sustain good reading skills.

Written tests

- The following are the characteristic of tests:

(i) Are designed according to pre-determined criteria that measure competencies in specific learning areas

(ii) Designed to elicit evidence from the learner on their acquisition of learning outcomes and competencies such as creative thinking, problem solving, and communication

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

Assessment of core competencies

KENYA EDUCATION MANAGEMENT INSTITUTE

What are core competency?

- Competency is the ability to apply appropriate knowledge, skills, attitudes and values to successfully perform a task.
- CBA therefore, focuses on the assessment of learner's ability to apply knowledge, skills, attitudes and values in real life situations. Below are the seven (**7**) core competencies according to BECF.

a) Communication and Collaboration

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

- **Communication** Skills of communication includes:
- Listening
- Speaking
- Reading
- Writing

Assessing Listening skill

- While assessing listening, one has to look for the following indicators:
- Pays attention to the person who is speaking
- Asks questions for clarity.
- Repeats what is communicated.
- Shows interest by nodding or by smiling at appropriate times
- Keeps eye contact/turns to face the direction of the communicator.

- The speaking skill can be assessed using the following indicators:
- Confident.
- Engages the audience
- Has clarity of speech.
- Uses gestures and facial expressions appropriately.
- Takes turns in conversation
- Self-awareness
- Passionate/
- enthusiastic

Reading

Reading can be assessed using the following indicators:

- Summarizes texts
- Predicts information
- Asks the right questions
- Visualization/creates pictures in the mind
- Infers information
- Answers questions from a text

Assessing writing skill

- The following indicators need to be checked while assessing writing skill:
- Writes clearly
- Spells words correctly
- Ensures fluency in sentences.
- Presents organized work.
- Uses appropriate vocabulary.
- Uses appropriate vocabulary.

Collaboration

- The following indicators are used while assessing collaboration skill:
- Shares information with others.
- Shows interest in working together with others to achieve a common goal
- Asks the right questions.
- Is self-motivated
- Shows respect towards others
- Cooperates with others.
- Listens to others.
- Appreciates efforts of others.

The following indicators are used while assessing collaboration skill:

- Shares information with others.
- Shows interest in working together with others to achieve a common goal
- Asks the right questions.
- Is self-motivated
- Shows respect towards others
- Cooperates with others.
- Listens to others.
- Appreciates efforts of others.

Critical thinking and problem solving

- Critical thinking refers to ability to come up with solutions for problems or issues faced in real life situations. This is done by defining the problem, gathering information, sorting, organizing, classifying and analysing materials and data.
- Problem-solving on the other hand is the ability to identify and describe problems, cope with complexities, reason, argue and make sound decisions.

The key indicators to look for while assessing learners on critical thinking includes:

- identifies a problem or challenge;
- tries alternative ways to solve a problem;
- accepts alternative views from other learners;
- reflects and assesses self
- shows flexibility and adapts to different situations;
- seeks clarification from the teacher, peers, guardians/parents

Imagination and creativity

- Imagination is the ability to form mental picture of something that one has not seen or experienced while creativity is the ability to come up with new ways of solving problems or doing things.
- Indicators of imagination and creativity while assessing learners include:
  - Spends time outdoors for discovery
  - Observes the sky and explains what is seen
  - Comes up with new ways of doing things
  - Develops new skills
  - Create using locally available resources
  - Improvise materials for different functions
  - Models clay into variety of products
  - Makes drawings on various surfaces
  -

Citizenship

- Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It also implies being a member of a country and behaving in a manner that is expected of you by people living in the same country.
- A learner with the following will indicate that he/she has acquired citizenship:

- adheres to regulations/respects authority/adults.
- is sensitive to environmental conservation.
- accommodates others.
- Appreciates diverse cultures.
- Identifies symbols of unity.
- is familiar with the immediate environment.
- Participates in community activities
- exhibits love for own country

Digital Literacy

- **Digital literacy** can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices.
- Such devices include mobile phones, smart phones, tablets, laptops and desktops among others.
- Indicators to look for while assessing digital literacy includes:
  - creates patterns and drawings with digital devices
  - takes photographs and records videos;
  - observes safety when using digital devices.
  - plays digital games;
  - uses the internet;
  - communicates and collaborates using digital devices;
  - operates digital devices;

Learning to Learn

- Learning to learn is the ability to pursue and persist in learning, to organise one's own learning by the effective management of time and information, both individually and in groups.
- Indicators of learning to learn that shows a learner has acquired learning to learn includes:
  - Works collaboratively
  - Reflects on own work and adjusts accordingly
  - Develops new relationships.
  - Seeks advice, information, and support when appropriate;
  - Learns independently
  - Shares what they have learned
  - Organizes their own learning
  - Self-disciplined

Self-Efficacy

- Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life.
- A learner with self-efficacy will display the following competencies:
  - demonstrate persistence, commitment, and resilience;
  - improves in the level of achievement;
  - embraces challenging tasks;
  - recovers quickly from disappointments and setbacks.
  - portrays a sense of self-worth;
  - has developed self-awareness;
  - has self-esteem and confidence
  - shows interest in learning activities
  - believes in own capabilities;

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE

Assessment of Core Values

Meaning of a value as envisaged in the BECF

- Values are standards that guide an individual on how to respond or behave in a given circumstance. The assessment of values facilitates the achievement of the CBA vision of developing an ethical citizen.
- Just like core competences, values are incorporated in the new curriculum. We shall therefore take time to understand how values can be assessed.
- As discussed in the framework, the eight (8) values that have been identified to be emphasized in CBC are as follows:
  - Love
  - Responsibility
  - Respect
  - Unity
  - Peace
  - Patriotism
  - Social Justice
  - Integrity

Love

- Love is a mutual expression of respect, trust, honesty, integrity and emotional attachment.
- While assessing the value love to ascertain if a learner has acquired it, one can use the following indicators:
  - Forgives others when wronged
  - Displays trustworthiness
  - Respects others
  - Keeps promises
  - Puts the interest of others before own interest
  - Avoids Inflicting Pain in others
  - Portrays a caring attitude
  - Resolves conflicts

Responsibility

- Responsibility is the state of being answerable, or accountable for something within one's power, control, or management.
- Then what are the indicators that a learner is responsible? The following indicators should come out very well:
    - Respect other people's property
    - Keeps promises and honours commitments
    - Offers leadership and guidance to others
    - Does not blame others
    - Accepts the consequences
    - Cares for own property and those of others
    - Engages in assigned roles and duties
    - Observes safety precautions
    - Is dependable
    - Proactively solve problems

Respect

- Respect is having positive regard towards self and others without prejudice.
- The indicators of respect include:
  - Values human dignity
  - Is open minded.
  - Accommodates diverse opinions
  - Is patient
  - Displays humility
  - Understands and appreciates others

Unity

• Unity is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences. It is the recognition of the importance of working with other people towards a common goal.

• The key indicators of unity among learners as a value includes:

- Shares available resources amicably
- Collaborates with others
- Respects other people's opinions
- Collaborates with others
- Strives to achieve common goals
- Appreciates efforts of others
- Take turns in activities and conversation

Peace

- Peace is a state of tranquility & harmony with oneself & among people. The Value of peace enables an individual to remain calm always regardless of the circumstances around them.
- The indicators that can show that a learner has acquired peace includes the following:
  - Follows laid down procedures when carrying out activities.
  - Resolves differences amicably
  - Has respect for diversity
  - Avoids /resolves conflicts
  - Respects self and others
  - Avoids hurting others
  - Displays tolerance

Patriotism

- Patriotism refers to loyalty, love and devotion for one's country or nation. A patriotic individual is proud of their country, readily and competently performs their duties as a citizen.
- The following are the indicators that indicate that a learner has acquired patriotism as a value:
  - Aware of own responsibilities in the society
  - Is conscious of his/her social and moral duties
  - Is aware of own culture
  - Exhibits honesty
  - Respects fellow citizens
  - Obeys laws and regulation
  - Is ready to defend the country
  - Loves own country
  - Serves the community
  - Respects fellow citizen

Social Justice

- Social justice refers to fair treatment of each other and promotion of equity. It is about creating a society that is based on the principles of respect for human dignity, equity, solidarity and elimination of inequalities.
- While assessing social justice, one can look for the following indicators:
  - Fosters fairness and justice among peers and other members of the community
  - Shares resources equitably
  - Accords privileges without favour
  - Accords equal opportunities in sharing responsibilities
  - Advocates for harmonious relationships in the society
    -

a) Integrity

- Integrity refers to the ability to know, defend and do what is right always. It entails doing the right thing even when you have the opportunity to do the wrong thing.
- The following are the indicators of integrity among learners while carrying out assessment:
  - Avoids conflict of interests
  - Utilizes resources sparingly
  - Is committed to duty
  - Displays honesty
  - Avoids breaches of confidentiality and security
  - Takes action on identified corrupt deals
  - Has self - discipline
  - Applies laid down procedure when doing things
  - Displays transparency, fairness and accountability

Assessment and Reporting of Learners' Performance

- Assessment reporting is the process of communicating comprehensive information about learner's achievement and learning at a point in time.
- Assessment reporting is a rational summary of learner's progress and achievement in relation to curriculum expectations or standards is provided in the assessment report.
- It also includes advice from the teacher regarding the learner's general performance. Assessment reporting focuses on a series or cluster of learning.

Importance of Assessment Reporting

- An assessment report provides information in diagnosis of learners' level of competence, knowledge and understanding.
- The report may guide where a learner requires remedial support.
- It also provides feedback on learning to various stakeholders such as learners, teachers and parents to ascertain progress in relation to the learning outcomes.
- The reports are also used for self-evaluation purposes and encourage learners to make judgments about the quality of their own work hence motivating them to acquire more complex skills.
- Further, the assessment reports could be used to make informed decisions in preparation for long-term learning goals.

Methods of Assessment Reporting

- There are different ways of assessment reporting. Reporting can be informal or formal provided in person or in writing. Reporting can be done by use of descriptive report cards, which are:
  - primarily text-based
  - graphical and elaborate, or interim reports that are brief and straightforward.
  - Portfolios
  - newsletters
  - websites which are created for specific schools.
- Methods used to report the learner's progress should be comprehensive indicating progress, achievement and character development of a learner.

Factors to consider when reporting learners Performance

While providing feedback, it is critical that you consider the following:

- Assessment reporting should be conducted in a caring, confidential and sensitive way to communicate intended message without demeaning the learner.
- Assessment reports should only be passed on to the relevant stakeholders, like the learner, parents and guardians.
- Feedback from assessment report should be applicable to improve the learning process or alleviate hindrances to the achievement of target learning outcomes.
- Feedback from assessment should also aim to communicate any relevant contribution or engagement of parents or guardians towards supporting learner's achievement.
- The reports should however be individualized to communicate the learner's achievement and challenges.
- They should also capture the teacher's remarks on appropriate support that needs to be provided
- The learner's progress report should be authentic by giving a true picture of the learner's performance at a given time.

Conclusion

- In this Unit we have looked at the concept of curriculum assessment,
- We have learnt about the Basic Education Assessment framework and its linkage to the Basic Education Curriculum Framework.
- In addition, we have looked various types of assessment and different assessment tools.
- We also looked at how to assess core competencies and core values.
- We have ended by looking at the various ways that schools will be expected to report assessments.
- We hope you can now develp some of the CBA assessment tools and use them effectively to assess learning.



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE