



UGANDA NATIONAL EXAMINATIONS BOARD

**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST
225 ISLAMIC RELIGIOUS EDUCATION
Senior 3, Term 2**

Centre/CA No: **Year:**

Learner's Name: **Learner's ID:**

Instructions to the facilitator.

- 1) This observation checklist contains **one** competence which **must** be assessed by the end of this term.
- 2) Please **Tick** against the indicator(s) the learner has exhibited at every level assessed.
- 3) Record the **Number of Indicators Observed** in the boxes provided at the end of each level for **Subject Competence (SC) and Generic Skill (GS)**.
- 4) Indicate **N/A** if learner has not been assessed for **(SC) & (GS)**.

Theme:	Man's dominion over the world
Topic(s):	Wealth and development
Learning Outcome(s):	Understand how wealth is related to development.
Subject Competency (SC):	Appreciates the relationship between wealth and development
Generic skill (GS):	Creativity and innovation
Learning Domain:	Affective

Level 1: Receiving

Subject Competency (SC): The learner receives information about the relationship between wealth and development through;

- ☐ Reading
- ☐ Making site visits
- ☐ Listening to (teachers, peers, religious leaders, audio-visual recordings etc.)
- ☐ Consulting (teachers, peers, religious leaders etc.)

Generic skill (GS): The learner receives information about creativity and innovation while appreciating the relationship between wealth and development through;

- ☐ Reading
- ☐ Making site visits
- ☐ Listening to (teachers, peers, religious leaders, audio-visual recordings etc.)
- ☐ Consulting (teachers, peers, religious leaders, etc.)

Level 1 Indicators	
SC	GS

Level 2: Responding

Subject Competency (SC): The learner reacts to information about the relationship between wealth and development by;

- ☐ Asking questions
- ☐ Responding to questions about work ethics
- ☐ Making notes
- ☐ Carrying out research
- ☐ Discussing

Generic skill (GS): The learner reacts to information about creativity and innovation while appreciating the relationship between wealth and development by;

- ☐ Asking questions
- ☐ Responding to questions
- ☐ Making notes
- ☐ Carrying out research
- ☐ Discussing

Level 2 Indicators	
SC	GS

Level 3: Valuing

Subject Competency (SC): The learner demonstrates behavior that reflects the appreciation of the relationship between wealth and development by;

- ☐ Saving resources
- ☐ Investing resources
- ☐ Budgeting
- ☐ Planning how to use resources
- ☐ Coming up with ideas to generate capital
- ☐ Using resources within their means
- ☐ Using resources appropriately

- ☐ Setting goals for development
- ☐ Working hard to acquire wealth
- ☐ Minding about public resources
- ☐ Fostering innovations to promote development

Generic skill (GS): The learner demonstrates behavior that reflects creativity and innovation while appreciating the relationship between wealth and development by;

- ☐ Uses imaginations to explore possibilities
- ☐ Works with others to generate ideas
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☐ Looks for patterns and makes generalizations

Level 3 Indicators	
SC	GS

Level 4: Organization

Subject Competency (SC): The learner influences other to appreciate the relationship between wealth and development by;

- ☐ Encouraging
- ☐ Sensitizing
- ☐ Counseling
- ☐ Reminding
- ☐ Motivating
- ☐ Guiding
- ☐ Supporting others

Generic skill (GS): The learner influences others to demonstrate behavior that reflects creativity and innovation while appreciating the relationship between wealth and development by;

- ☐ Encouraging
- ☐ Sensitizing
- ☐ Counseling
- ☐ Reminding
- ☐ Motivating
- ☐ Guiding
- ☐ Supporting others

Level 4 Indicators	
SC	GS

Level 5: Characterization

Subject Competency (SC): The learner consistently appreciates the relationship between wealth and development by;

- ☐ Saving resources
- ☐ Investing resources
- ☐ Budgeting
- ☐ Planning how to use resources
- ☐ Coming up with ideas to generate capital
- ☐ Using resources within their means
- ☐ Using resources appropriately
- ☐ Setting goals for development
- ☐ Working hard to acquire wealth
- ☐ Minding about public resources
- ☐ Fostering innovations to promote development

Generic skill (GS): The learner consistently demonstrates behavior that reflects creativity and innovation while appreciating the relationship between wealth and development by;

- ☐ Uses imaginations to explore possibilities
- ☐ Works with others to generate ideas
- ☐ Suggests and develops new solutions
- ☐ Tries out innovative alternatives
- ☐ Looks for patterns and makes generalizations

Level 5 Indicators	
SC	GS