



**UGANDA NATIONAL EXAMINATIONS BOARD**  
**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST**  
**456 MATHEMATICS**  
**Senior 4, Term 2**

**Centre/CA No:** ..... **Year:** .....

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

**Instructions to the facilitator:**

1. This observation checklist contains **one** competency, 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 Competency (SC)** and **Generic Skill (GS)**.
4. Indicate **N/A** if the learner has not been assessed for a particular level(s).

**Theme:**

Geometry and measures.

**Topic:**

Lines and planes in three dimensions.

**Learning Outcome(s):**

1. Apply Pythagoras theorem in 3-D to calculate the distance between two points.
2. Finds the angle between a line and a plane.
3. Finds the angle between two planes.

**Subject Competency (SC):**

Demonstrates knowledge of 3-D.

**Generic Skill (GS):**

Creativity and innovation.

**Learning Domain:**

Psychomotor.

**Level 1: Imitation**

**Subject Competency (SC): Imitating the teacher/peer/resource person/video clip, etc., demonstrating knowledge of 3-D, the learner:**

- ☐ Identifies appropriate materials.
- ☐ Describes shapes.
- ☐ Measures and draws lines to form 2-D shapes.
- ☐ Joins 2-D shapes at an angle to form 3-D shapes.
- ☐ Uses mathematical concepts involved in calculating the length of sides and angles.
- ☐ Makes a conclusion.

**Generic Skill (GS): Imitating the teacher/peer/resource person/video clip, etc., demonstrating Creativity and Innovation while demonstrating knowledge of 3-D, the learner:**

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

Level 1 Indicators	
SC	GS

### **Level 2: Manipulation**

**Subject Competency (SC): Following instructions from the teacher/peer/resource person/video clip, etc., to demonstrate knowledge of 3-D, the learner:**

- ☐ Identifies appropriate materials.
- ☐ Describes shapes.
- ☐ Measures and draws lines to form 2-D shapes.
- ☐ Joins 2-D shapes at an angle to form 3-D shapes.
- ☐ Uses mathematical concepts involved in calculating the length of sides and angles.
- ☐ Makes a conclusion.

**Generic Skill (GS): Following instructions from the teacher/peer/resource person/video clip, etc., to demonstrate Creativity and Innovation while demonstrating knowledge of 3-D, the learner:**

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

Level 2 Indicators	
SC	GS

### **Level 3: Precision**

**Subject Competency (SC): Demonstrating knowledge of 3-D independently but, with minimal errors, the learner:**

- ☐ Identifies appropriate materials.
- ☐ Describes shapes.
- ☐ Measures and draws lines to form 2-D shapes.
- ☐ Joins 2-D shapes at an angle to form 3-D shapes.
- ☐ Uses mathematical concepts involved in calculating the length of sides and angles.
- ☐ Makes a conclusion.

**Generic Skill (GS): Demonstrating Creativity and Innovation while demonstrating knowledge of 3-D, the learner:**

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

Level 3 Indicators	
SC	GS

**Level 4: Articulation**

**Subject Competency (SC): Demonstrating the knowledge of 3-D accurately and innovatively, the learner:**

- ☐ Identifies appropriate materials.
- ☐ Describes shapes.
- ☐ Measures and draws lines to form 2-D shapes.
- ☐ Joins 2-D shapes at an angle to form 3-D shapes.
- ☐ Uses mathematical concepts involved in calculating the length of sides and angles.
- ☐ Makes a conclusion.

**Generic Skill (GS): Demonstrating Creativity and Innovation correctly while demonstrating knowledge of 3-D, the learner:**

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

Level 4 Indicators	
SC	GS

### Level 5: Naturalisation

**Subject Competency (SC): Demonstrating the knowledge of 3-D with ease, the learner:**

- ☐ Identifies appropriate materials.
- ☐ Describes shapes.
- ☐ Measures and draws lines to form 2-D shapes.
- ☐ Joins 2-D shapes at an angle to form 3-D shapes.
- ☐ Uses mathematical concepts involved in calculating the length of sides and angles.
- ☐ Makes a conclusion.

**Generic Skill (GS): Demonstrating Creativity and Innovation, with ease while demonstrating knowledge of 3-D, the learner:**

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

Level 5 Indicators	
SC	GS