

# **THE ASSESSMENT FRAMEWORK**

**2019  
NCDC**

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## 1. Introduction

An appropriate model of assessment for the new curriculum is one that respects fundamental principles underpinning the curriculum and is fully integrated into the curriculum. It must, of necessity, address all aspects of the learner assessment that will take place during the course of S1-S4, and these aspects must respect and complement each other as they relate to the learning processes to which they relate.

This Framework provides sets of principles upon which assessment will be based, then shows how these will be effected in each of the subjects of the curriculum. It has been helpful to present three sets of principles, each relating to one area of assessment. They include those that relate to:

- the use of formative assessment within the curriculum.
- summative assessment conducted within each class and school and used for school purposes rather than as a contribution to UCE certification.
- the summative assessment in the final examination (referred to here as the Certificate of Lower Secondary Education).

Formative assessment is intended to monitor learning and provide feedback; to identify gaps in your delivery and to know what to focus on as the lesson progresses from known to unknown details. It **does not** contribute to final mark, scores or grades as indicated below. It indicates what learning outcome has not been achieved and the area to be improved. In other words, it tells the teacher and learner what to do next.

Formative assessment, therefore, must be conducted through a variety of means, not just by written or oral questioning. If teaching and learning stay the same, there will be no point in carrying out the assessment. The changes that teachers can make include decisions about:

- what needs to be learned next by these learners.
- whether an element or unit of the syllabus needs to be retaught in a different way.
- teaching approaches to enable the learners acquire the competency.
- identifying the learners who need more support, or those who are making progress on the learning outcomes outlined.
- how to handle the confusions, preconceptions, misconceptions or gaps that they have.

Learners should regularly be assessed along those questions to find out their abilities to mobilize prior learning to the situation being presented, remember, understand, apply, analyse and evaluate knowledge acquired; to innovate, construct new meaning as teacher scaffolds and supports them during teaching and learning.

Learners should be encouraged to express their own opinions and values and be prepared to support them. Observing the participation of individuals in group work and discussion may often be the best way to assess the acquisition of values and attitudes. It may be possible to produce a report on the conduct of individuals to assess how well they practise the values and attitudes they are expected to acquire. For example, does an individual keep the school environment clean? Does he/she respect the learners and

staff, irrespective of their gender, ethnic background or religion? Do he/she show leadership qualities and organisational skills?

It should be noted that these are overlapping sets of principles and sub-sets of a broad commitment to assessment appropriate for this new curriculum. Each principle is accompanied by commentaries that flesh out the interpretation of each principle and its relevance to the area of assessment to which it belongs. In some cases, what is apparently the same principle is interpreted slightly differently for each area where it appears. This merely underlines the complementary nature of the three areas of assessment.

Each subject syllabus includes a section concerned explicitly with assessment. Although there are references to assessment matters elsewhere in the syllabuses, an assessment section can only be properly understood in relation to the whole syllabus.

Classroom-based Assessment or Teacher-based Assessment is carried out by teachers based on the learning that has taken place within the context of a classroom, without reference to assessment being conducted in other classes/units of learning or groups. It offers feedback to teachers and learners on the quality of the learning performance. Marks, scores or grades are assigned to the learners by the teacher.

## **2. Background**

The Lower Secondary Curriculum review was based on the Education Sector Strategy Plan (ESSP, 2009–2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP sub-objective 2.2 was to ensure that "post-primary learners [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017–2020. To achieve this objective, one of the strategies of the Ministry of Education and Sports was to revise the curriculum and **improve instruction and assessment by eliminating the shortcomings in the current curriculum.**

**The review focused on:**

- producing a secondary school graduate who has the competences that are required in the 21st century and on promoting values and attitudes.
- effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom to create time for research, project work, talent development and creativity, thus allowing for emerging fields of knowledge across all subjects.

There was need to address the social and economic needs of the country including mining sector, tourism, services provision, science and technology development as well as ensuring rigorous career guidance programme to expose learners to related subjects. This will enable learners make informed choices as they transit, and also be equipped with knowledge and skills to enhance their competitiveness in the global value chain.

To meet the above requirements, the review was based on:

- development of a holistic education for personal and national development with emphasis on clear shared values.
- commitment to higher standards, deeper understanding and greater opportunities for learners to succeed.
- key skills that are essential to work, to learning and life, and to the promotion of life-long learning.
- core subjects with a clear focus on essential learning outcomes, and the removal of unnecessary and out-of-date content.
- elective subjects to allow choice and specialisation, especially at Senior 3 and 4.
- review mode of assessment of shifting from learning outcomes or knowledge-based to skills-based.

### **3. Assessment Principles**

The following are the rules which explain the way in which **Formative Assessment**, **Classroom-based Assessment** and **Summative Assessment** will be conducted.

#### **3.1 Assessment Principles for Formative Assessment**

##### *i. Formative assessment will be seen as a core aspect of learning experience within the curriculum.*

Formative assessment is a process in which a teacher poses a problem, asks a question, sets a task or in some other way seeks a response from a learner that will indicate whether he or she has mastered some aspect of leaning. This will almost always be done as part of the normal transactions of the classroom, and the task or question may be addressed to one learner or to a group.

The teacher is able to assess a learner's response and, where the task is substantial, the learner may also be able to reflect on his or her own performance on the task. This may lead to a review between the learner and the teacher. From this assessment a decision can be taken about the next steps in learning. In the meantime, the learner has exercised skills related to managing his or her own learning—an essential generic skill. **Thus, formative assessment is not merely a classroom management tool, but also a key process in learning.**

##### *ii. Classroom-based Assessment permeates all aspects of learning through the whole of S1-S4.*

Classroom-based assessment should neither displace summative assessment in the four-year programme nor imitate summative assessment, though it may use some of its assessment devices, such as tests or practical tasks.

##### *iii. Classroom-based assessment will be conducted as a participatory activity involving the teacher and each learner.*

It is generally difficult to give a great deal of attention to each learner in a large class. However, the importance of a classroom-based assessment is for the teacher to develop strategies for carrying out assessment as much as possible. The learners may also be provided with materials (examples of tasks, questions, tests etc.) that can be used for classroom-based assessment purposes.

##### *iv. Classroom-based assessment methods in each subject will be recognised in Summative assessment provision.*

Classroom-based assessment could be seriously undermined if:

- a. the end-of-phase examinations fail to reflect the range of generic skills that have been identified in the curriculum.
- b. grades or marks derived from it do not contribute to terminal examination.

v. The use of classroom-based assessment should not result in assessment stress for learners.

Some teachers wrongly interpret the advocacy of classroom-based assessment recommendation that frequent classroom tests should be used and marks recorded misses the point that both formative-based and classroom-based assessments are designed to be naturally integrated with the learning process than being a vehicle for frequent recording and reporting. Benefits from formative-based and classroom-based assessments will be achieved by laying much more emphasis on getting the learners' reflections on their own learning and less emphasis on judgments made by the teacher. The learners should not complain that they are being assessed all the time.

**Table showing types of formative assessment**

Type of Assessment	Assessment Strategies	Assessment Criteria
Assessment of practical skills	<p>Learner shall:</p> <ul style="list-style-type: none"> <li>• follow written and/or oral instructions.</li> <li>• use different pieces of materials/tools or equipment correctly.</li> <li>• select appropriate equipment for an activity.</li> <li>• make detailed observations.</li> <li>• draw accurately.</li> <li>• display observations on charts appropriately.</li> <li>• analyse and interpret information correctly.</li> <li>• plan investigations.</li> <li>• work in a way that ensure the safety of themselves and others.</li> <li>• cooperate with others in group work.</li> <li>• use ICT to look for and provide information.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• write the aims and objectives in brief statements of what and what the learner is expected to find.</li> <li>• carry out research if appropriate.</li> <li>• follow instruction, collect, record, and interpret information.</li> <li>• select and use appropriate equipment and materials.</li> <li>• observe accurately.</li> <li>• draw accurately.</li> <li>• display results in different formats.</li> <li>• draw conclusions.</li> <li>• work safely.</li> <li>• work as one of a team</li> </ul>
Assessment of written work	<p>Learners should:</p> <ul style="list-style-type: none"> <li>• carry out a written activity (from a textbook or self-prepared).</li> <li>• carry out an assignment or homework.</li> <li>• describe, explain and interpret phenomena.</li> <li>• interpret information and translate it from one form into others.</li> <li>• apply numeracy competencies.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• follow instructions and answer questions correctly.</li> <li>• apply correct use of conventions.</li> <li>• follow a correct structure to write a report or an essay.</li> <li>• obtain information from a variety of sources and evaluate its relevance and worth.</li> </ul>

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	<ul style="list-style-type: none"> <li>• apply the subject principles and concepts to unfamiliar situations.</li> <li>• evaluate the subject information.</li> <li>• write a detailed report.</li> <li>• research and obtain information from different sources.</li> <li>• write an essay.</li> </ul>	
<b>Assessment of oral work</b>	<p>Learners should:</p> <ul style="list-style-type: none"> <li>• answer questions.</li> <li>• give a detailed account of what has been done.</li> <li>• take part in a discussion.</li> <li>• listen to others.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• answer a question correctly.</li> <li>• speak clearly and fluently.</li> <li>• give a precise account of what has been done.</li> <li>• contribute to a discussion.</li> <li>• communicate information clearly and accurately.</li> <li>• take part in a role-play.</li> </ul>
<b>Assessment of group work</b>	<p>Learners should:</p> <ul style="list-style-type: none"> <li>• participate in a group task and discussion</li> <li>• act as a spokesperson for a group</li> <li>• participate in a role-play or debate.</li> <li>• present a report.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• contribute positively in a group discussion</li> <li>• listen to and respect the views of others in the group.</li> <li>• take part in a role-play.</li> <li>• clarify findings.</li> </ul>
<b>Assessment of values and attitudes</b>	<p>Learners should:</p> <ul style="list-style-type: none"> <li>• show actions which reflect values taught or discussed in a subject.</li> <li>• apply the subject information to everyday life.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• respect the views of others.</li> <li>• treat people in other groups equally.</li> <li>• show respect for school leaders.</li> <li>• show leadership and organisational qualities.</li> </ul>

### 3.2 School-based Summative Assessment Principles

Summative assessment provision in each subject will reflect the teacher's use of formative-based and classroom-based assessment methods in that subject.

- i. **Assessments that are designed to be summative (that is leading to the recording of marks or grades) shall be held only when it is required to identify the stage of learning reached by the target class.** Assessment shall not be used as a threat or as an inducement to rote learn, in preparation for a test.

**ii. Summative assessments in schools will be positioned in the curriculum in order to provide useful feedback to the learners, teachers and parents.**

It is important for the learners to gauge what progress they are making and teachers to get an overview of the levels of achievement of their class. This will also allow them to monitor the success of their teaching, though this shall be seen as a secondary purpose for the assessment. It will also help parents to monitor the progress their children are making, while schools will have mechanisms for maintaining records and making reports on the progress of individual learners.

These are legitimate reasons for having summative assessments in schools. However, the following conditions need to be satisfied. The assessments need to

- target specific aspects (competency, learning outcomes, and skills) of learning.
- position strategic points in the learning programme: the end of a topic or project might be good positions and the end of term or end of year are also important.
- 
- be varied in approach: not everything should be assessed through written tests.

**iii. Tests, examinations and other assessments shall be used only where it is necessary to provide feedback. The total summative assessment workload shall be limited to what is needed.**

A shift from a heavy dependence on summative assessment to a greater use of formative and classroom methods is likely to enhance learning that shall have greater continuity and purpose.

**iv. Rote learning that is solely designed to meet the requirements of a forthcoming test or examination is discouraged.**

**v. Where possible, assessment materials shall be either drawn from a reputable source (including the materials produced for the curriculum) or on the expertise of more than one teacher.**

The casual importation of ready-made tests from outside agencies without checking their suitability or quality shall be discouraged. Teachers shall be given help in devising their own assessment materials, and sometimes through collaborative work.

**vi. Assessment materials shall be designed so that they clearly relate to the knowledge, understanding and skills that are to be assessed. They shall use a wide variety of appropriate methods (written, oral, practical, performance etc. shall incorporate some assessment of relevant generic skills and shall be reported on an appropriate levels scale.**

### **3.3 Assessment**

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### **3.3 Assessment principles for summative assessment for the UCE**

- i. The assessments shall be designed to provide certification for learners of all abilities. Assessments to be provided by UNEB will be appropriate for all learners with no age restriction. That means that examination components will be made accessible to all learners (with suitable provision for learners with specified special needs) and that certification properly reports achievements at all levels. UNEB regulations regarding entry through examination centres will be produced for the new UCE examinations and there will be restrictions on the number of subject examinations that each learner may enter and there will be no group certification.
- ii. The assessments will reflect the extent of the knowledge, understanding and skills that each learner has acquired through work in each subject of the new curriculum. Each subject syllabus will include a specification that will identify the knowledge, understanding and skills that will be assessed in each examination. The skills will be expressed and weighted consistently with the syllabus for that subject, as well as the knowledge, understanding, the values and attitudes that are to be assessed. The validity of each examination will be judged in relation to this specification. The basis for grading and reporting expressed in grade descriptions will reflect the stated balance of knowledge, understanding and skills.
- iii. The construction of the examination system is to reduce, as far as possible, the stress on the learners and an undesirable backwash onto the curriculum.  
This will be done by:
  - conducting examinations that are as short and efficient as possible. This may be a difficult requirement with some very broad subject areas.
  - incorporating as much school-based assessment as can be managed within the resources available to schools and UNEB and compatible with the curriculum and integrity of the UCE examination.
  - appointing independent reviewers who have not been at all involved in the construction of the examination, and whose task will be to scrutinise all draft examination components to ensure their compliance (and the compliance of the examination as a whole) with the specification.
- iv. The assessment provision in each subject should respect the teacher's use of formative assessment methods in that area.  
The new curriculum lays particular emphasis on the use of formative assessment as a component of learning for each learner.
- v. Certification will adequately describe the full range of each learner's achievements. UNEB will provide certification that gives the most comprehensive information possible about what each learner has achieved.

The determination and reporting of all grades will be criterion-referenced in a form that is appropriate to the subject. The criteria or descriptions that are used for this grading are part of the syllabuses, and therefore, in the public domain. Grading is no longer norm-referenced. Instead, the award of grades is on the basis of an evaluation of the attainments that a candidate has demonstrated in the examination as a whole.

The grading scale(s) that are adopted do not refer to pass or fail. All grades (or at least a significant sub-set of grades) will be interpreted in relation to their descriptions and not in relation to passing or failing. The certification will enable all learners to progress. It will be suitable for selection for a wide range of employment and further studies.

- vi. Assessments will enable differentiation between learners across the full range of attainment. To achieve this, a range of assessment models and methods will be used, appropriate to the syllabus in each subject.

In this context, differentiation requires that the grades reported for all learners have equivalent validity and reliability.

- vii. Mark scales will normally be used to denote the learner's attainments on examination components.

Except for a few special circumstances, it is the task of the assessor to decide what mark best represents the quality of the response that a candidate has made to a task according to the marking scheme provided. Marks are therefore the usual 'internal currency' of the examination system and marks from different components (suitably weighted) will be added to provide a total that places each candidate on a total mark scale. In a criterion-referenced system it is the task of the awarding team to decide which ranges of marks reflect performances that best fit the description for each grade.

There will be some cases where the candidate's work may be graded directly in relation to the grade descriptions. (An example might be the assessment of a piece of art or a performance that can be judged against a series of criteria, embodied in the descriptions). Where this is used, a system for ensuring the validity of the judgments is required.

It is not intended that grades should be combined numerically without the intervention of a judgmental process.

- viii. The assessment system and grading will operate at a consistent standard from year to year.

A criterion-referenced system for grade awarding does not automatically produce rates (the percentages of candidates getting each grade) that are identical to those in previous years, though it should incorporate procedures for comparing current data with those taken in previous years. Despite these, it is possible that a drift in grades may occur over a period of years. This may be due to:

- subtle changes in examination style or content.
- a drift in the awarding judgements.

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- shifts in the characteristics of the candidate entry.
  - changes in the standards of achievement of the candidates.
- ix. All parts of the assessment process will be manageable for UNEB and be operable within its resources.  
UNEB charges fees for its examinations, which are paid by the schools, though there are provisions for private candidate entries.
- x. The assessment procedures should be manageable for teachers and their schools in all parts of Uganda.  
Teachers will be provided with the materials and support that they need in order to deliver the curriculum. Where appropriate, they will participate in the summative assessment processes. Similar support will be integrated into initial and in-service programmes.
- xi. The whole assessment process should be presented and conducted in a way that can be understood by the public to attract its support. It should be seen to be appropriate for a modern curriculum in use in Uganda's schools in the 21st century.

#### **4. CRITERION REFERENCING AND GRADE DESCRIPTIONS**

Criterion-referenced tests and assessments are designed to measure the learner performance against a fixed set of predetermined criteria or learning standards i.e., concise written descriptions of what the learner is expected to know and be able to do at a specific stage of his/her education. Criterion-referenced assessments are used to evaluate whether the learner has learned a specific body of knowledge or acquired a specific set of skill. Various types of assessment are used as given in the examples for some subjects.

##### **4.1 Reporting Learner Achievement**

The report card shall show the learner's achievement at specific points in the school year for a specific subject. Table 2 reports the learner's achievement of a particular subject expectations, as well as development of the learning skills and work habits. This will report the learner achievement to the parent, the learner and will finally contribute to the final grading of the learner's achievement at UCE. The achievement chart identifies levels 0-3 which clarifies the learners' achievement as explained in table 1 below. An explanation of the components of the chart is provided to give an example.

<b>Descriptor</b>	<b>Identifier</b>
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2

The achievement chart is a standard national guide and is to be used by all teachers within a framework within which to assess and evaluate the learner's achievement expectations in a particular subject. It enables teachers to make consistent judgements about the quality of learning based on clear performance standards, and on a basis of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for learners and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations across classes.
- guide the development of high-quality assessment tasks and tools (including rubrics).
- help teachers to plan instructions for learning.
- Provide a basis for consistent and meaningful feedback to learners in relation to content and performance standards.

In the example below, the table shows the end-of-unit assessments for six learners.

	English									
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	2	1
Learner F	0	0	1	0	0	1	0	0	1	0

Table 2 Learners achievement chart

Communication with parents about the learner's achievement should be continuous throughout the year, by means such as parent-teacher or parent-learner conferences, portfolios of the learner's work, learner-led conferences, interviews, phone calls, checklists, and informal reports. Communication about the learner's achievement should be designed to provide detailed information that will encourage the learner to set goals for learning, for teachers to establish plans for teaching, and to assist parents in supporting learning at home.

The Subject Records can be averaged on an Overall Record as below. The Total subject will need to be divided by the number of units. If necessary, an achievement score could be set. If it were set at 1.0 in the above example, then Learners A to D would be seen as achieving whilst Learners E and F would not.

This method will give much more information than giving marks. For example, it can be seen that learners A & B are achieving much higher than learners E & F. It can also be seen that Learner C has improved during the year.

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achieved success in Unit 9 than Unit 7. All of this is very valuable assessment information and can be used to improve learning.

If this table is kept throughout the year it will enable schools to identify learners who:

- are doing well in one subject but not in another.
- are doing well in one unit but not in another.
- started off well but have not maintained their progress.
- are doing very well overall.
- need extra support or guidance.

### **End of year summative assessment**

For end-of-year summative purposes, it will be possible to add up the identifiers for each unit and come with an overall score. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit, and dividing it by the number of units. In the example below, the table shows the end-of-unit assessment for six learners. The range will always be 0-3.

	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	Total
Learner A	3	3	2	3	3	3	3	2	3	3	2.8
Learner B	2	2	3	2	3	2	2	2	3	2	2.3
Learner C	1	2	2	1	1	2	1	3	2	3	1.8
Learner D	1	1	2	1	1	2	1	1	2	1	1.3
Learner E	0	1	2	1	0	1	0	1	1	1	0.8
Learner F	0	0	1	0	0	1	0	0	1	0	0.3

The Subject Records can be averaged on an Overall Record as below. The Total for each subject will need to be divided by the number of units. If necessary, an overall achievement score could be set. If it were set at 1.0 in the above example, then Learners A to D would be seen as achieving; while Learners E and F would not.

If the totals are aggregated, the range will be 0-21 for the seven compulsory subjects in S3-4. (The maximum would be 3 for each subject, and so a maximum total of  $3 \times 7 = 21$  for all 7 subjects.) In reality, very few learners would ever attain 3 for every subject. If end-of-year summative assessments are being used to decide whether or not the learner should progress to the next level, then a "pass" mark can be fixed say, 14 in the above example.

This unit-by-unit approach is a more effective way of assessing learning than an end-of-term or end-of-year test. This form of "continuous assessment" also has the advantage of emphasizing to the learner the importance of each unit and maintaining his/her motivation.

## **5. ASSESSING COMPETENCES FOR THE WORLD OF WORK**

### **5.1 Introduction**

The development of practical skills and work habits required in the world of work is an integral part of learning of the new curriculum. The new curriculum for the Lower Secondary provides for the pre-vocational component of education in line with Work-based Learning (WoL) requirements. Vocational Education (VE) is considered extremely important in today's globalised world. This importance springs from the fact that vocational education is one of the crucial tools for economic, social and environmental development. The vocational component within basic education curricula aims at providing learners, at an early age, with the opportunity to understand vocational areas, recognise its importance and join the world of work and gainful employment after completing the whole cycle of formal education. Vocational component will enable learners to gain a vocational qualification.

The new curriculum provides for world of work in eight vocational subjects. These subjects include Performing Arts, Agriculture, ICT, Nutrition and Food Technology, Fine Art, Technology and Design, Physical Education and Entrepreneurship. Learners studying these subjects will have the option of being assessed in the occupation competence at Level 1.

1. This will be conducted by the relevant assessment body other than UNEB.

While learners will exit with Uganda Leaving School Certificate of Education (ULSCE) issued by UNEB, they will also have a vocational qualification of Level 1 which will be administered at the end of Senior Three. This is to avoid examination fatigue when they are preparing for end of cycle examinations at Senior Four.

## 5.2 Assessment process

Assessment with DIT is optional and doesn't require separate preparations other than what is specified in the syllabus. The content covered in the syllabus of the UCE is enough and has been aligned with DIT's Assessment Training Packages (ATPs). Learners who are interested in being assessed by DIT will register with Directorate of Industrial Training (DIT) to sit for modules for which they are ready. The minimum stage at which learners are expected for a given DIT assessment are summarized per subject in appendices.

## 5.3 Justification and, or, Benefits

Among the key benefits of assessing the learner's occupational competence in a specified occupation are:

- It gives him/her a leverage in the competitive job market when he meets the standards of an occupation.
- The occupational-based assessment defines what the learner can do at what level.
- It introduces the learner to vocational training and the requirements of the world of work.

- demonstrate the ability to see the significance of a specific issue and to express a personal opinion supported with some evidence and arguments.

At Grade 7, the candidate shall be expected to:

- demonstrate basic knowledge of the syllabus content and the ability to select some features of the information required; attempt some organisation of the information.
- demonstrate basic understanding of the areas concerned with the study of religion, including a limited understanding of religious language, a simple understanding of the influence of particular individuals, writings, etc. on religious communities; a limited understanding of some principal beliefs and the relationship between those beliefs and practices.
- express a personal opinion, supported by limited argument.

## Appendix Q: ASSESSMENT IN ICT

### ICT assessment in the Uganda Certificate of Lower Secondary Education

#### Terminal Assessment objectives

As indicated in the syllabus, ICT aims at achieving three categories of learning outcomes: Knowledge and Understanding, Skills (process skills, experimental and investigative skills), and Values and Attitudes which are presented as Assessment Objectives AO1, AO2 and AO3 respectively. The examination must test each of these objectives.

The ICT examinations require that all candidates demonstrate their level of achievement on the assessment objectives in the context of the learning outcome categories. Details of the expectations under each of the assessment objectives are highlighted as follows.

#### A01 Knowledge and understanding

The examination shall assess a candidate on his/her ability to:

- recognise, show knowledge and understanding of specific facts, terminologies, principles, concepts and practical techniques including aspects of safety.
- draw on existing knowledge to show understanding of the social, economic, environmental and technological applications and implications of ICT.
- select, organise and present relevant information clearly and logically using appropriate vocabulary.

- demonstrate an understanding of the various health problems associated with regular use of computers/ICT systems and how they can be avoided.

## **AO2 Skills including the application of knowledge and understanding, analysis, evaluation and creating**

The examination will assess a candidate on his/her ability to:

- describe, explain and interpret situations, effects and ideas in terms of ICT principles and concepts, presenting arguments and ideas clearly and logically.
- interpret and translate data presented from one form into another.
- demonstrate the social, economic, environmental and technological applications and implications of ICT.
- use the different types of technologies to access, store and share information.
- use various application software to create, edit, process and print documents.
- use various application software to prepare, deliver and print presentations and documents.
- demonstrate an understanding of the various health problems associated with regular use of computers/ICT systems and how they can be avoided.
- manage, process and manipulate data for quick and easy interrogation.

## **AO3 Values and attitudes**

The examination shall assess a candidate on his/her ability to:

- appreciate the impact that ICT has on society.
- express appropriate values and attitudes.

## **The ICT examinations**

There shall be two examination papers:

Paper 1: Theory that shall take a duration of 2 hours 30 minutes, Paper 2: Practical shall take 2 hours 30 minutes.

**All candidates shall take both papers.**

Structure of the ICT examination papers

### **Paper 1: Theory for 2 hours 30 minutes**

This paper shall be based on basic ICT concepts and their application areas. The paper shall cover the entire syllabus with emphasis on application of ICT knowledge in a variety of fields (Social, Economic, Political, Environmental, and Informational).

This paper shall consist of two sections: A and B. Section A contains 12 compulsory structured questions each carrying 5 marks, making a total of 60 marks. All questions for Section A shall be answered in the spaces provided in the examination paper. Section B contains 4 equally weighted practical-theory questions each carrying 20 marks. Only two (2) questions shall be answered.

The table below presents the proportional weighting of paper 1 examination items across the four Assessment Objectives. The proportions of the Assessment Objectives are the same as the proportions of the Learning Outcomes in the syllabus.

<b>ICT Assessment Objectives</b>		<b>Weighting</b>
A01	Knowledge and understanding	10% (of this, 33% will be knowledge)
A02	Skills (application of knowledge, analysis and evaluation)	55% (evenly distributed across all aspects of the objective)
A03	Values/attitudes	5%
	<b>Total</b>	<b>100%</b>

## **Paper 2: Practical for 2 hours and 30 minutes**

This shall be a practical paper with five (5) equally weighted questions, each carrying 25 marks. The candidate shall attempt any four (4) questions in all.

The questions shall be drawn from the topics of word processing, electronic spreadsheet, electronic presentation, electronic publication and databases. The paper shall emphasise application of ICT skills in the topics mentioned. Where applicable, support files shall be provided to supplement the set questions. The focus shall be put on testable skills.

This paper shall consist of two sections; A and B. Section A contains 2 compulsory questions from the areas of Word processing and spreadsheet, each carrying 25 marks. Section B shall contain 3 equally weighted questions, each carrying 25 marks. Only two (2) questions shall be answered.

The table below presents the proportional weighting of paper 2 examination items across the four Assessment Objectives. The proportions of the Assessment Objectives are the same as the proportions of the Learning Outcomes in the syllabus.

<b>ICT Assessment Objectives</b>		<b>Weighting</b>
A01	Knowledge and understanding	10%
A02	Skills (application of knowledge, analysis and creating)	85% (evenly distributed across all aspects of the objective)
A03	Values/attitudes	5%
	<b>Total</b>	<b>100%</b>

## **Assessment Requirements**

The assessment in this syllabus is software independent. Any hardware platform, operating system and application packages can be used for the assessment, provided they have the capabilities to enable the candidate fully demonstrate all the acquired skills, and meet the assessment objectives of this syllabus.

The application software needed for this syllabus are Word processors, spreadsheets, electronic presentation, Database applications, Web browsers, and electronic publishing. Use of other operating systems other than Windows is highly encouraged.

## **Summative Assessment Weighting**

Paper One                          40%

Paper two (Practical paper) 60%

## **\* Occupational Assessment in ICT (OPTIONAL)**

S/No	Pre-vocational Subject	Possible packages for assessment	Topic(s) covered	Minimum Registration class/level
1.	ICT	Computer Application skills	1-Introduction to ICT 3-File and Folder Management,4/9-Word Processing, 5/10-Spreadsheets, 6-Electronic Presentation,7-Information Access and Sharing, 8- Health and Safety	S.3, Term 2
		Computer Maintenance Technician	1-Introduction to ICT, 2-Computer Hardware and System Startup, 8-Health and Safety,14-E-Waste Management,15-Basic Software Management,16-System and Data Security	S.4, Term 3
		Database Administrator	1-Introduction to ICT,8-Health and Safety,12-Database Management Systems	S.3, Term 3