



**UGANDA NATIONAL EXAMINATIONS BOARD**  
**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST**

**208 LITERATURE IN ENGLISH**

**Senior 4, Term 1**

**Centre/CA Number**..... **Year**.....

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

**Instructions to the facilitator.**

1. This Observation Checklist contains **one** competency which **must** be assessed 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 the **Subject Competence (SC) and Generic Skill (GS)**.
4. Indicate **N/A** if learner has not been assessed for a particular level(s).

Theme: Drama/ Prose

Topics: Drama/ Prose

Learning Outcomes: 1.Bring all their knowledge and understanding of dramatic themes and techniques to bear in Writing and performing a three act play.  
2.Employ all the literary techniques studied in the composition of an original short story.

**Subject Competency: Writes a play/short story**

Generic Skill: Demonstrates creativity and innovation

Learning domain: Psychomotor

**Level 1. Imitation**

**Subject Competency(SC):** Imitating a facilitator/video recording/other writers writing a play/short story; the learner:

- ☐ Plans for the writing piece.
- ☐ Identifies the setting.
- ☐ Develops the subject matter/content/events that are relevant to society or a given theme.
- ☐ Develops /builds characters.
- ☐ Develops the themes/ideas.
- ☐ Uses specific language structures, vocabulary and expressions.
- ☐ Uses correct grammatical structures.
- ☐ Uses correct punctuation and spelling.

- ☐ Uses appropriate form of the genre chosen.
- ☐ Provides a captivating title.

**Generic Skill (GS):** Imitating a facilitator/peer/video recording/other sources exhibiting creativity and innovation in writing a play/short story, 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 generalizations.

Level 1 Indicators	
SC	GS

## Level 2: Manipulation

**Subject Competency(SC):** Following instructions/ guidance from a facilitator/ peers/video recording to write a play/short story, the learner:

- ☐ Plans for the writing piece.
- ☐ Identifies the setting.
- ☐ Develops the subject matter/content/events that are relevant to society or a given theme.
- ☐ Develops /builds characters.
- ☐ Develops the themes/ideas.
- ☐ Uses specific language structures, vocabulary and expressions.
- ☐ Uses correct grammatical structures.
- ☐ Uses correct punctuation and spelling.
- ☐ Uses appropriate form of the genre chosen.
- ☐ Provides a captivating title.

**Generic Skill (GS):** Following instructions or guidance from a facilitator/peer/video recording/other sources to exhibit creativity and innovation in writing a play/short story, 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 generalizations.

Level 2 Indicators	
SC	GS

## Level 3: Precision

**Subject Competency(SC):** Writing a play/ short story independently but with minimal errors, the learner:

- ☐ Plans for the writing piece.
- ☐ Identifies the setting.
- ☐ Develops the subject matter/content/events that are relevant to society or a given theme.
- ☐ Develops /builds characters.
- ☐ Develops the themes/ideas.
- ☐ Uses specific language structures, vocabulary and expressions.
- ☐ Uses correct grammatical structures.

- ☐ Uses correct punctuation and spelling.
- ☐ Uses appropriate form of the genre chosen.
- ☐ Provides a captivating title.

**Generic Skill (GS):** Exhibiting creativity and innovation independently in writing a play/short story, 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 generalizations

Level 3 Indicators	
SC	GS

## Level 4: Articulation

**Subject Competency(SC):** Writing a play/short story creatively, the learner:

- ☐ Plans for the writing piece.
- ☐ Identifies the setting.
- ☐ Develops the subject matter/content/events that are relevant to society or a given theme.
- ☐ Develops /builds characters.
- ☐ Develops the themes/ideas.
- ☐ Uses specific language structures, vocabulary and expressions.
- ☐ Uses correct grammatical structures.
- ☐ Uses correct punctuation and spelling.
- ☐ Uses appropriate form of the genre chosen.
- ☐ Provides a captivating title.

**Generic Skill (GS):** Exhibiting creativity and innovation effectively in writing a play/short story, 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 generalizations.

Level 4 Indicators	
SC	GS

## Level 5: Naturalisation

**Subject Competency(SC):** Writing a play/short story with ease, the learner:

- ☐ Plans for the writing piece.
- ☐ Identifies the setting.
- ☐ Develops the subject matter/content/events that are relevant to society or a given theme.
- ☐ Develops /builds characters.
- ☐ Develops the themes/ideas.
- ☐ Uses specific language structures, vocabulary and expressions.
- ☐ Uses correct grammatical structures.
- ☐ Uses correct punctuation and spelling.

- ☐ Uses appropriate form of the genre chosen.
- ☐ Provides a captivating title.

**Generic Skill (GS):** Exhibiting creativity and innovation with ease in writing a play/short story, 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 generalizations.

Level 5 Indicators	
SC	GS