



UGANDA NATIONAL EXAMINATIONS BOARD
CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST

545 CHEMISTRY

Senior 3, 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:

Using Equations in Chemistry.

Topic:

Formulae, Stoichiometry, and Mole Concept.

Learning Outcome(s):

Practice scientific attitudes in investigating matter.

Subject Competency (SC):

Appreciates scientific attitudes and values in investigating matter.

Generic Skill (GS):

Cooperation and self-directed learning.

Learning Domain:

Receiving

Level 1: Receiving

Subject Competency (SC): The learner, receives information on scientific attitudes and values (validity, honesty, flexibility, integrity, persistence, responsibility, objectivity, accountability, reproducibility, collaboration, open-mindedness, empiricism) in the investigation of matter from the teacher, peers, and lab technician, through:

- ☐ Listening.
- ☐ Taking notes.
- ☐ Reading some articles/book(s)/science journals.
- ☐ Consulting others.

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Level 3: Precision

Subject Competency (SC): Making soapy detergents independently, with minimal errors, the learner:

- ☐ States and writes the experiment's aim/purpose using relevant/keywords.
- ☐ Lists all the relevant apparatus/materials required for the experiment.
- ☐ Writes the procedure of carrying out the experiment coherently/logically.
- ☐ Identifies and writes the risk(s)/error(s)/source(s) of error(s) in the experiment to be carried out, correctly.
- ☐ States and writes the precaution(s)/mitigation(s) to the identified error(s).
- ☐ Carries out the experiment following the stated procedure.
- ☐ Obtains and presents the soapy detergent.
- ☐ Writes recommendation(s) regarding the making of soapy detergent.

Generic Skill (GS): Exhibiting creativity and innovation independently, 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): Making soapy detergents correctly and innovatively, the learner:

- ☐ States and writes the experiment's aim/purpose using relevant/keywords.
- ☐ Lists all the relevant apparatus/materials required for the experiment.
- ☐ Writes the procedure of carrying out the experiment coherently/logically.
- ☐ Identifies and writes the risk(s)/error(s)/source(s) of error(s) in the experiment to be carried out, correctly.
- ☐ States and writes the precaution(s)/mitigation(s) to the identified error(s).
- ☐ Carries out the experiment following the stated procedure.
- ☐ Obtains and presents the soapy detergent.
- ☐ Writes recommendation(s) regarding the making of soapy detergent.