



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

**208 LITERATURE IN ENGLISH**

**Senior 3, Term 2**

**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: Poetry/ Drama

Topics: Poetry, Drama

Learning Outcomes: 1.Cooperate in the choral performance of a poem to highlight and dramatize its impact.  
2.Bring all their knowledge and understanding of the dramatic themes and techniques to bear in performing a three-act play.

**Subject Competency** Performs a poem/play.

Generic Skill: Demonstrates creativity and innovation

Learning domain: Psychomotor

**Level 1. Imitation**

**Subject Competency(SC):** Imitating a teacher/facilitator/writer/performers/actors/audio/audio-visual recording performing a poem/play, the learner:

- ☐ Performs/acts key parts or the entire play or poem.
- ☐ Identifies the setting of the play/poem.
- ☐ Identifies appropriate costumes/props.
- ☐ Portrays the characters appropriately.
- ☐ Brings out the story line/plot.
- ☐ Employs dramatic features (dialogue, humour, suspense, tension/resolution)
- ☐ Exhibits dramatic techniques such as asides, soliloquy)

- ☐ Acts appropriately according to the chosen form; tragedy, comedy, drama.

**Generic Skill (GS):** Imitating a facilitator/peer/video recording/other sources exhibiting creativity and innovation in writing a poem, 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 or guidance from facilitator/ writer/performers/actors/ audio/audio-visual recording on performing a poem/play, the learner:

- ☐ Performs/acts key parts or the entire play or poem.
- ☐ Identifies appropriate costumes/props.
- ☐ Portrays the characters appropriately.
- ☐ Brings out the story line/plot.
- ☐ Depicts the setting of the play/poem.
- ☐ Employs dramatic features (dialogue, humour, suspense, tension/resolution)
- ☐ Acts appropriately according to the chosen form; tragedy, comedy, drama.
- ☐ Exhibits dramatic techniques such as asides, soliloquy etc.

**Generic Skill (GS):** Following instructions or guidance from a facilitator/peer/video recording/other sources to exhibit creativity and innovation in writing a poem, 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):** Performing a poem/play independently, but with minimal errors, the learner:

- ☐ Performs/acts key parts or the entire play or poem.
- ☐ Identifies appropriate costumes/props.
- ☐ Portrays the characters appropriately.
- ☐ Brings out the story line/plot.
- ☐ Depicts the setting of the play/poem.
- ☐ Employs dramatic features (dialogue, humour, suspense, tension/resolution)
- ☐ Acts appropriately according to the chosen form; tragedy, comedy, drama.
- ☐ Exhibits dramatic techniques such as asides, soliloquy etc.

**Generic Skill (GS):** Exhibiting creativity and innovation independently in writing a poem, 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):** Performing a poem/play creatively, the learner,

- ☐ Performs/acts key parts or the entire play or poem.
- ☐ Identifies appropriate costumes/props.
- ☐ Portrays the characters appropriately.
- ☐ Brings out the story line/plot.
- ☐ Depicts the setting of the play/poem.
- ☐ Employs dramatic features (dialogue, humour, suspense, tension/resolution)
- ☐ Acts appropriately according to the chosen form; tragedy, comedy, drama.
- ☐ Exhibits dramatic techniques such as asides, soliloquy etc.

**Generic Skill (GS):** Exhibiting creativity and innovation effectively in writing a poem, 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):** Performing a poem/play with ease, the learner,

- ☐ Identifies appropriate costumes/props.
- ☐ Portrays the characters appropriately.
- ☐ Brings out the story line/plot.
- ☐ Depicts the setting of the play/poem.
- ☐ Employs dramatic features (dialogue, humour, suspense, tension/resolution)
- ☐ Acts appropriately according to the chosen form; tragedy, comedy, drama.
- ☐ Exhibits dramatic techniques such as asides, soliloquy etc.

**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.

Level 5 Indicators	
SC	GS

- ☐ Tries out innovative alternatives.
- ☐ Looks for patterns and makes generalizations.