



**UGANDA NATIONAL EXAMINATIONS BOARD**  
**CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST**  
**553 BIOLOGY**  
**Senior 3, Term 1**

**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).

<b>Theme:</b>	Respiration in plants and animals.
<b>Topic:</b>	Aerobic and Anaerobic Respiration.
<b>Learning Outcome(s):</b>	Carry out investigations to find the products of anaerobic respiration in plants and animals.
<b>Subject Competency (SC):</b>	Carries out investigations to find the products of anaerobic respiration in plants and animals.
<b>Generic Skill (GS):</b>	Creativity and Innovation.
<b>Learning Domain:</b>	Psychomotor.

**Level 1: Imitation**

**Subject Competency (SC): Imitating the teacher/peer/video clip/laboratory technician, etc., conducting investigations on anaerobic respiration, the learner:**

- ☐ Writes the aim of the experiment on anaerobic respiration using key/relevant words related to anaerobic respiration.
- ☐ Writes the independent variable correctly.
- ☐ Writes the dependent variable correctly.
- ☐ Writes the controlled variable correctly, where applicable.

- ☐ Writes the hypothesis of the investigation/experiment using relevant/keywords related to the investigation/experiment.
- ☐ Writes/outlines the procedure of the experiment coherently/logically.
- ☐ Draws the required diagram, where applicable.
- ☐ Carries out the investigation following the stated/required procedure.
- ☐ Makes the required observation, where appropriate/applicable.
- ☐ Presents/records data in appropriate format.
- ☐ Carries out analysis of the data recorded to create meaning to the data obtained.
- ☐ Draws/makes appropriate conclusion about the experiment/investigation based on the analysis made.

**Generic Skill (GS): Imitating the teacher/peer/video clip/laboratory technician, etc., exhibiting creativity and innovation while carrying out investigations on anaerobic respiration, 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/video clip/laboratory technician, etc., to conduct investigations on anaerobic respiration, the learner:**

- ☐ Writes the aim of the experiment on anaerobic respiration using key/relevant words related to anaerobic respiration.
- ☐ Writes the independent variable correctly.
- ☐ Writes the dependent variable correctly.
- ☐ Writes the controlled variable correctly, where applicable.
- ☐ Writes the hypothesis of the investigation/experiment using relevant/keywords related to the investigation/experiment.
- ☐ Writes/outlines the procedure of the experiment coherently/logically.
- ☐ Draws the required diagram, where applicable.
- ☐ Carries out the investigation following the stated/required procedure.
- ☐ Makes the required observation, where appropriate/applicable.

- ☐ Presents/records data in appropriate format.
- ☐ Carries out analysis of the data recorded to create meaning to the data obtained.
- ☐ Draws/makes appropriate conclusion about the experiment/investigation based on the analysis made.

**Generic Skill (GS): Following instructions from the teacher/peer/video clip/laboratory technician, etc., to exhibit creativity and innovation while carrying out investigations on anaerobic respiration, 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): Conducting investigations on anaerobic respiration independently but with minimal errors, the learner:**

- ☐ Writes the aim of the experiment on anaerobic respiration using key/relevant words related to anaerobic respiration.
- ☐ Writes the independent variable correctly.
- ☐ Writes the dependent variable correctly.
- ☐ Writes the controlled variable correctly, where applicable.
- ☐ Writes the hypothesis of the investigation/experiment using relevant/keywords related to the investigation/experiment.
- ☐ Writes/outlines the procedure of the experiment coherently/logically.
- ☐ Draws the required diagram, where applicable.
- ☐ Carries out the investigation following the stated/required procedure.
- ☐ Makes the required observation, where appropriate/applicable.
- ☐ Presents/records data in appropriate format.
- ☐ Carries out analysis of the data recorded to create meaning to the data obtained.
- ☐ Draws/makes appropriate conclusion about the experiment/investigation based on the analysis made.

**Generic Skill (GS): Exhibiting creativity and innovation independently in conducting investigations on anaerobic respiration, 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): Conducting investigations on anaerobic respiration**  
**Innovatively and correctly, the learner:**

- ☐ Writes the aim of the experiment on anaerobic respiration using key/relevant words related to anaerobic respiration.
- ☐ Writes the independent variable correctly.
- ☐ Writes the dependent variable correctly.
- ☐ Writes the controlled variable correctly, where applicable.
- ☐ Writes the hypothesis of the investigation/experiment using relevant/keywords related to the investigation/experiment.
- ☐ Writes/outlines the procedure of the experiment coherently/logically.
- ☐ Draws the required diagram, where applicable.
- ☐ Carries out the investigation following the stated/required procedure.
- ☐ Makes the required observation, where appropriate/applicable.
- ☐ Presents/records data in appropriate format.
- ☐ Carries out analysis of the data recorded to create meaning to the data obtained.
- ☐ Draws/makes appropriate conclusion about the experiment/investigation based on the analysis made.

**Generic Skill (GS): Exhibiting creativity and innovation correctly in conducting investigations on anaerobic respiration, 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

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### Level 5: Naturalisation

#### **Subject Competency (SC): Conducting investigations on anaerobic respiration, with ease, the learner:**

- ☐ Writes the aim of the experiment on anaerobic respiration using key/relevant words related to anaerobic respiration.
- ☐ Writes the independent variable correctly.
- ☐ Writes the dependent variable correctly.
- ☐ Writes the controlled variable correctly, where applicable.
- ☐ Writes the hypothesis of the investigation/experiment using relevant/keywords related to the investigation/experiment.
- ☐ Writes/outlines the procedure of the experiment coherently/logically.
- ☐ Draws the required diagram, where applicable.
- ☐ Carries out the investigation following the stated/required procedure.
- ☐ Makes the required observation, where appropriate/applicable.
- ☐ Presents/records data in appropriate format.
- ☐ Carries out analysis of the data recorded to create meaning to the data obtained.
- ☐ Draws/makes appropriate conclusion about the experiment/investigation based on the analysis made.

#### **Generic Skill (GS): Exhibiting creativity and innovation while conducting investigations on anaerobic with ease, 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 make generalisations.

Level 5 Indicators	
SC	GS