



UGANDA NATIONAL EXAMINATIONS BOARD
CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST
208 LITERATURE IN ENGLISH
Senior 3, Term 1

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

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

Instructions to the facilitator.

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

Theme:	Poetry
Topics:	Poetry
Learning Outcomes:	1. Write in a voice and style of a poet; using their techniques. 2. Write poems on a given theme that create a strong reader response.
Subject Competency 1:	Writes poems
Generic Skill:	Demonstrates creativity and innovation
Learning domain:	Psychomotor

Level 1. Imitation

Subject Competency(SC) 1: Imitating the teacher/peers/audio/audio-visual recording/other poets writing a poem, the learner:

- ☐ Provides a title for the poem.
- ☐ Conveys the meaning or subject matter reflects the theme given.
- ☐ Brings out the speaker/ persona is brought out.
- ☐ Brings out feelings/attitudes.
- ☐ Writes the poem in lines / stanzas.
- ☐ Uses correct English and spelling.
- ☐ Punctuates the poem correctly.
- ☐ Employs some aspects of the style/ poetic devices (Rhyme, Rhythm, Repetition, Alliteration, Assonance, Consonance, Onomatopoeia, sensory

images, Similes, Metaphors, Symbolism, Allegory, Analogy, Personification, Apostrophe, Contrast, Hyperbole, Irony, Sarcasm).

- ☐ Provides a strong reader response.

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 the teacher/peers/audio/audio-visual recording/other poets to write a poem, the learner:

- ☐ Provides a title for the poem.
- ☐ Conveys the meaning or subject matter reflects the theme given.
- ☐ Brings out the speaker/ persona is brought out.
- ☐ Brings out feelings/attitudes.
- ☐ Writes the poem in lines /stanzas.
- ☐ Uses correct English and spelling.
- ☐ Punctuates the poem correctly.
- ☐ Employs some aspects of the style/ poetic devices (Rhyme, Rhythm, Repetition, Alliteration, Assonance, Consonance, Onomatopoeia, sensory images, Similes, Metaphors, Symbolism, Allegory, Analogy, Personification, Apostrophe, Contrast, Hyperbole, Irony, Sarcasm).
- ☐ Provides a strong reader response.

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): Writing a poem independently but with minimal errors, the learner:

- ☐ Provides a title for the poem.

- ☐ Conveys the meaning or subject matter reflects the theme given.
- ☐ Brings out the speaker/ persona is brought out.
- ☐ Brings out feelings/attitudes.
- ☐ Writes the poem in lines /stanzas.
- ☐ Uses correct English and spelling.
- ☐ Punctuates the poem correctly.
- ☐ Employs some aspects of the style/ poetic devices (Rhyme, Rhythm, Repetition, Alliteration, Assonance, Consonance, Onomatopoeia, sensory images, Similes, Metaphors, Symbolism, Allegory, Analogy, Personification, Apostrophe, Contrast, Hyperbole, Irony, Sarcasm).
- ☐ Provides a strong reader response.

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): Writing a poem creatively, the learner:

- ☐ Provides a title for the poem.
- ☐ Conveys the meaning or subject matter reflects the theme given.
- ☐ Brings out the speaker/ persona is brought out.
- ☐ Brings out feelings/attitudes.
- ☐ Writes the poem in lines /stanzas.
- ☐ Uses correct English and spelling.
- ☐ Punctuates the poem correctly.
- ☐ Employs some aspects of the style/ poetic devices (Rhyme, Rhythm, Repetition, Alliteration, Assonance, Consonance, Onomatopoeia, sensory images, Similes, Metaphors, Symbolism, Allegory, Analogy, Personification, Apostrophe, Contrast, Hyperbole, Irony, Sarcasm).
- ☐ Provides a strong reader response.

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): Writing a poem with ease, the learner:

- ☐ Provides a title for the poem.
- ☐ Conveys the meaning or subject matter reflects the theme given.
- ☐ Brings out the speaker/ persona is brought out.
- ☐ Brings out feelings/attitudes.
- ☐ Writes the poem in lines /stanzas.
- ☐ Uses correct English and spelling.
- ☐ Punctuates the poem correctly.
- ☐ Employs some aspects of the style/ poetic devices (Rhyme, Rhythm, Repetition, Alliteration, Assonance, Consonance, Onomatopoeia, sensory images, Similes, Metaphors, Symbolism, Allegory, Analogy, Personification, Apostrophe, Contrast, Hyperbole, Irony, Sarcasm).
- ☐ Provides a strong reader response.

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

COMPETENCY 2

Theme: Drama
Topics: Dram
Learning Outcomes: **1.** Summarize the plot of a play in order to identify its themes.
2. form written opinions of the play based on all the techniques used.

Subject Competency 2: Writes poems
Generic Skill: Demonstrates creativity and innovation
Learning domain: Psychomotor

LEVEL 1: IMITATION

Subject Competency(SC) 2: Imitating a facilitator/peers/video recording/other writers summarizing the plot of a play, the learner:

- ☐ Identifies the events in every scene/Act.
- ☐ Identifies the characters and their roles (characterization, character role and character relationships).
- ☐ Identifies the plot structure. (Exposition, rising action, Climax, Falling action, Resolution)
- ☐ Reflects the setting, mood and atmosphere.
- ☐ Identifies the themes.
- ☐ Identifies the lessons.
- ☐ Uses appropriate language.
- ☐ Uses correct tenses, spelling and punctuation.
- ☐ Forms and communicates opinions.
- ☐ Narrates or retells the events.

Generic Skill (GS): Imitating a facilitator/peer/video recording/other sources exhibiting creativity and innovation in summarizing a play, 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) 2: Following instructions or guidance from a facilitator/peers/video recording/other writers summarizing the plot of a play, the learner:

- ☐ Identifies the events in every scene/Act.
- ☐ Identifies the characters and their roles (characterization, character role and character relationships).
- ☐ Identifies the plot structure. (Exposition, rising action, Climax, Falling action, Resolution)
- ☐ Reflects the setting, mood and atmosphere.
- ☐ Identifies the themes.
- ☐ Identifies the lessons.
- ☐ Uses appropriate language.
- ☐ Uses correct tenses, spelling and punctuation.
- ☐ Forms and communicates opinions.
- ☐ Narrates or retells the events.

Generic Skill (GS): Following instructions or guidance from a facilitator/peer/video recording/other sources to exhibit creativity and innovation in summarizing a play, the learner:

- ☐ Uses imagination to explore possibilities.
- ☐ Works with others to generate ideas.

Level 2 Indicators	
SC	GS

- ☐ Suggests and develops new solutions.
- ☐ Tries out innovative alternatives.
- ☐ Looks for patterns and makes generalizations.

Level 3: Precision

Subject Competency(SC) 2: Summarizing the plot of a play independently, but with minimal errors, the learner:

- ☐ Identifies the events in every scene/Act.
- ☐ Identifies the characters and their roles (characterization, character role and character relationships).
- ☐ Identifies the plot structure. (Exposition, rising action, Climax, Falling action, Resolution)
- ☐ Reflects the setting, mood and atmosphere.
- ☐ Identifies the themes.
- ☐ Identifies the lessons.
- ☐ Uses appropriate language.
- ☐ Uses correct tenses, spelling and punctuation.
- ☐ Forms and communicates opinions.
- ☐ Narrates or retells the events.

Generic Skill (GS): Exhibiting creativity and innovation independently in summarizing a play, 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) 2: Summarizing the plot of a play creatively, the learner:

- ☐ Identifies the events in every scene/Act.
- ☐ Identifies the characters and their roles (characterization, character role and character relationships).
- ☐ Identifies the plot structure. (Exposition, rising action, Climax, Falling action, Resolution)
- ☐ Reflects the setting, mood and atmosphere.
- ☐ Identifies the themes.
- ☐ Identifies the lessons.

- ☐ Uses appropriate language.
- ☐ Uses correct tenses, spelling and punctuation.
- ☐ Forms and communicates opinions.
- ☐ Narrates or retells the events.

Generic Skill (GS): Exhibiting creativity and innovation effectively in summarizing a play, 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) 2: Summarizing the plot of a play with ease, the learner:

- ☐ Identifies the events in every scene/Act.
- ☐ Identifies the characters and their roles (characterization, character role and character relationships).
- ☐ Identifies the plot structure. (Exposition, rising action, Climax, Falling action, Resolution)
- ☐ Reflects the setting, mood and atmosphere.
- ☐ Identifies the themes.
- ☐ Identifies the lessons.
- ☐ Uses appropriate language.
- ☐ Uses correct tenses, spelling and punctuation.
- ☐ Forms and communicates opinions.
- ☐ Narrates or retells the events.

Generic Skill (GS): Exhibiting creativity and innovation with ease in summarizing a play, 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

