



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

**DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY AND PRIMARY**

**EDUCATION ASSESSMENT
CURRICULUM DESIGN**

2024

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INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education
5. Educational Assessment

6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												PROFESSIONAL LEARNING AREAS (420 Hours)
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				24				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	414Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum 300 Hours	Practicum 300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner’s potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

The Educational Assessment course is aimed at equipping the teacher trainee with the prerequisite knowledge and skills in assessing the learner's acquisition of the learning outcomes, the desired core competencies, values and attitudes. The Basic Education Curriculum Framework (BECF) describes assessment as a process of determining the capability of a learner to apply a set of related knowledge, skills, values and attitudes to successfully perform critical work functions or tasks in a specified setting. Assessment is based on a collection of pieces of evidence that demonstrate the learner's acquisition of the intended learning outcomes, performance or behaviour change according to a specific assessment standard. Teacher trainees should be trained in effective methods of collecting, recording, compiling and interpreting evidence of the learner's progress. Further, the trainee should be well grounded in the principles of assessment such as validity, reliability, fairness, accessibility and flexibility as outlined in the Competency Based Assessment Framework (CBAF).

GENERAL LEARNING OUTCOMES

By the end of the course, the teacher trainee should be able to:

1. Outline the importance of assessment in the learning process.
2. Analyse various methods of assessment used in the learning process.
3. Develop appropriate tools for assessing learner's knowledge, skills and competencies, values and attitudes in the different subjects and learning areas.
4. Apply effective assessment practices in the learning process.
5. Apply Information and Communication Technology (ICT) in assessment process.
6. Integrate values, PCIs and competencies in the assessment process.
7. Appreciate the use of assessment in the learning process.

STRAND 1.0: FOUNDATIONS OF EDUCATIONAL ASSESSMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Foundations of Educational Assessment	1.1 Basic Concepts of Assessment (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) explain the meaning of the terms used in assessment, b) describe the principles of assessment in learning, c) justify the purpose of assessment in the learning process, d) relate Competency Based Assessment (CBA) to Competency Based Curriculum (CBC) in assessment, e) distinguish between traditional assessment methods and CBA, f) appreciate the use of assessment in the learning process.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the meaning of the terms item, test, examination, measurement, evaluation in Competency Based Assessment, • discuss the principles of assessment, • discuss the purpose of assessment in the learning process, • create a chart showing the linkage between the components of CBC and the components of CBA and share in the plenary, • debate on the rationale of the paradigm shift from the 	1. What is the relevance of assessment in the learning process? 2. What assessment tasks would best be used to measure the learner's acquisition of the desired competencies?

			traditional assessment methods in relation to CBA, <ul style="list-style-type: none"> research on the importance of assessment in learning and share findings. 	
Core Competencies to be developed <ul style="list-style-type: none"> Learning to Learn and Reflective practice – as teacher trainees examine the linkage between CBA and CBC. Creativity and Innovation – as teacher trainees create a chart showing the linkage between CBC and CBA. 				
Values <ul style="list-style-type: none"> Unity – as teacher trainees debate on the rationale of the paradigm shift from the traditional assessment methods to CBA. Patriotism – as teacher trainees embrace the paradigm shift in educational assessment. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the meaning of the terms used in assessment.	Comprehensively and correctly explains the meaning of the terms used in assessment with illustrations.	Correctly explains the meaning of the terms used in assessment.	Explains the meaning of some of the terms used in assessment and leaves out minor details.	Explains the meaning of some of the terms used in assessment and leaves out major details.
Ability to describe the principles of assessment.	Comprehensively and correctly describes the	Correctly describes the	Describes some of the principles of	Describes some of the principles of

	principles of assessment and gives examples.	principles of assessment.	assessment and leaves out minor details.	assessment and leaves out major details.
Ability to justify the purpose of assessment in the learning process.	Elaborately justifies the purpose of assessment in the learning process and gives examples.	Correctly justifies the purpose of assessment in the learning process.	Justifies the purpose of assessment in the learning process and leaves out minor details.	Justifies the purpose of assessment in the learning process and leaves out major details.
Ability to relate CBA to CBC in the learning process.	Comprehensively and correctly relates CBA to CBC in the learning process with illustrations.	Correctly relates CBA to CBC in the learning process.	Partially relates CBA to CBC in the learning process and leaves out minor details.	Partially relates CBA to CBC in the learning process and leaves out major details.
Ability to distinguish between traditional assessment methods and CBA.	Comprehensively and correctly distinguishes between traditional assessment methods and CBA with examples.	Correctly distinguishes between traditional assessment methods and CBA.	Partially distinguishes between traditional assessment methods and CBA and leaves out minor details.	Partially distinguishes between traditional assessment methods and CBA and leaves out major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Foundations of Educational Assessment	1.2 Types of Assessment (1 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) describe types of assessment used in different learning situations,</p> <p>b) determine types of assessment to be used in different learning situations,</p> <p>c) examine the factors that influence the choice of the types of assessment to use in the learning process,</p> <p>d) evaluate the advantages of types of assessment used in the learning process,</p> <p>e) evaluate the limitations of types of assessment used in the learning process,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● discuss types of assessment used in different learning situations: <ul style="list-style-type: none"> - <i>Summative Assessment (assessment of learning),</i> - <i>Formative assessment (assessment for learning and assessment as learning),</i> ● discuss examples of summative assessment (Kenya Primary School Education Assessment) and formative assessment (School Based Assessment and classroom assessment), ● display illustrations of assessment framework (CBAF) in the learning environment, ● debate on the benefits and limitations of the types of assessment, ● discuss factors that influence the choice of type of assessment to use in 	<ol style="list-style-type: none"> 1. How does assessment for learning differ from assessment of learning? 2. When is assessment as learning used in the learning process?

		f) appreciate the use of each of the types of assessment in the learning process.	the learning process and share in the plenary, <ul style="list-style-type: none"> research and present findings on types of assessment used in the learning process. 	
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Core competencies to be developed

- Communication and collaboration** – as teacher trainees discuss types of assessment and factors that influence the choice of type of assessment to use in the learning process in groups.

Values

- Unity** – as teacher trainees debate on the benefits and limitations of the types of assessment.

Suggested Formative Assessment Rubric

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Level				
Indicator				
Ability to describe types of assessment used in different learning situations.	Comprehensively and correctly describes two types of assessments used in different learning situations and gives examples.	Correctly describes the two types of assessment used in different learning situations.	Describes the two types of assessment used in different learning situations and leaves out minor details.	Describes at most one type of assessment used in different learning situations and leaves out major details.
Ability to determine types of assessments to be	Appropriately determines types of assessments to be used	Appropriately determines types of assessments to be	Determines some of the types of assessments to be	Determines some of the types of assessments to be

used in different learning situations.	in different learning situations and gives justification.	used in different learning situations.	used in different learning situation.	used in different learning situation with prompt.
Ability to examine factors that influence the choice of the type of assessment to use in the learning process.	Critically examines factors that influence the choice of the type of assessment to use in the learning process with illustrations.	Examines factors that influence the choice of the type of assessment to use in the learning process.	Examines some of the factors that influence the choice of the type of assessment to use in the learning process and leaves out minor details.	Examines some of the factors that influence the choice of the type of assessment to use in the learning process and leaves out major details.
Ability to evaluate the benefits of types of assessment used in the learning process.	Comprehensively evaluates the benefits of types of assessment used in the learning process with illustrations.	Evaluates the benefits of types of assessment used in the learning process.	Evaluates some of the benefits of types of assessment used in the learning process and leaves out minor details.	Evaluates some of the benefits of types of assessment used in the learning process and leaves out major details.
Ability to evaluate the limitations of the types of assessment used in the learning process.	Comprehensively evaluates the limitations of the types of assessment used in the learning process with illustrations.	Evaluates the limitations of the types of assessment used in the learning process.	Evaluates some of the limitations of the types of assessment used in the learning process and leaves out minor details.	Evaluates some of the limitations of the types of assessment used in the learning process and leaves out major details.

STRAND 2.0 ASSESSMENT METHODS AND TOOLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Assessment Methods and Tools	2.1 Assessment Methods (1 hour)	By the end of the sub strand, the teacher trainee should be able to: a) identify assessment methods used in the learning process, b) explain the merits of assessment methods used in the learning process, c) explain the demerits of assessment methods used in the learning process, d) apply appropriate assessment methods in different learning processes, e) appreciate the use of different assessment methods in the learning process.	The teacher trainee to: <ul style="list-style-type: none"> ● brainstorm on assessment methods used in the learning process, ● debate on the merits and demerits of assessment methods used in the learning process, ● discuss the suitability of different assessment methods for various learning areas, ● prepare charts on assessment methods and display them in the learning environment. 	<ol style="list-style-type: none"> 1. What parameters are considered when choosing an assessment method? 2. What may limit the effectiveness of assessment method selected?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and Collaboration – as teacher trainees debate on the merits and demerits of the assessment methods used in the learning process. 				

Values

- **Unity** – as teacher trainees prepare and display charts on assessment methods used in the learning process in the classroom.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify assessment methods used in the learning process.	Appropriately and correctly identifies assessment methods used in the learning process.	Correctly identifies assessment methods used in the learning process.	Identifies some of the assessment methods used in the learning process.	Identifies at most one assessment method used in the learning process.
Ability to explain the merits of assessment methods used in the learning process.	Comprehensively explains the merits of assessment methods used in the learning process with illustrations.	Clearly explains the merits of assessment methods used in the learning process.	Explains some of the merits of assessment methods used in the learning process and leaves out minor details.	Explains some of the merits of assessment methods used in the learning process and leaves out major details.
Ability to explain the demerits of assessment methods used in	Comprehensively explains the demerits of assessment methods used in the	Clearly explains the demerits of assessment methods used in the learning process.	Explains some of the demerits of assessment methods used in the learning process and	Explains some of the demerits of assessment methods used in the learning

the learning process.	learning process with illustrations.		leaves out minor details.	process and leaves out major details.
Ability to apply appropriate assessment methods in different learning situations.	Consistently and accurately applies appropriate assessment methods in different learning situations.	Accurately applies appropriate assessment methods in different learning situations.	Applies assessment methods that are appropriate to some of the different learning situations.	Applies assessment methods that are inappropriate to the different learning situations.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Assessment Methods and Tools	2.2 Assessment Tools (5 hours)	By the end of the sub strand, the teacher trainee should be able to: a) identify assessment tools used in assessing the achievement of the learning outcomes, b) describe features of assessment tools used in the learning process, c) adapt assessment tools appropriately to cater for different learning needs, d) develop suitable assessment tools for different learning situations,	The teacher trainee to: <ul style="list-style-type: none"> ● brainstorm types of assessment tools used in the learning process, ● use digital devices to search for assessment tools used in the learning process including checklists, rating scales, rubrics, questionnaires, project, journals, portfolio, oral or aural questions, learner’s profile, written tests, anecdotal records, and observation schedules, ● discuss and highlight features of different assessment tools and share in the plenary, ● create different assessment tools for use in assessment, ● adapt different assessment tools for use in different learning areas, ● use ICT to develop assessment tools for different learning areas, 	1.How are assessment tools used in the learning process? 2.What determines the choice of an assessment tool to be used in assessing learning outcome?

		<p>e) evaluate the effectiveness of assessment tools used in the learning process,</p> <p>f) appreciate the use of assessment tools in the learning process.</p>	<ul style="list-style-type: none"> ● research on the effectiveness of assessment tools used in the learning process and present findings in the plenary, ● write an essay on the importance of assessment tools in the learning process. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and Collaboration – as teacher trainees hold plenary discussions in class on the efficiency and effectiveness of assessment tools used in the learning process. ● Critical Thinking – as teacher trainees analyse the assessment tools used in the learning process. ● Self-efficacy – as teacher trainees create assessment tools for use in the learning process. ● Digital literacy – as teacher trainees use digital devices to create and store assessment tools used in the learning process. 				
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility – as teacher trainees create and store assessment tools used in the learning process. ● Respect – as teacher trainees accommodate each other’s opinion when discussing the features of different assessment tools and share in the plenary. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify assessment tools used in assessing the achievement of the learning outcomes.	Consistently and correctly identifies assessment tools used in assessing the achievement of the learning outcomes.	Correctly identifies assessment tools used in assessing the achievement of the learning outcomes.	Identifies some of the assessment tools used in assessing the achievement of the learning outcomes.	Identifies some of the assessment tools used in assessing the achievement of the learning outcomes with assistance.
Ability to describe features of assessment tools used in different learning situations.	Consistently and accurately describes features of assessment tools used in different learning situations.	Accurately describes the features of assessment tools used in different learning situations.	Describes some of the features of assessment tools used in different learning situations.	Describes some features of assessment tools used in different learning situations and leaves out major details.
Ability to adapt assessment tools appropriately to cater for different learning needs.	Adapts assessment tools appropriately to cater for different learning needs with ease.	Adapts assessment tools appropriately to cater for different learning needs.	Adapts some of the assessment tools appropriately to cater for different learning needs.	Adapts at most one assessment tool to cater for different learning needs.
Ability to develop suitable	Innovatively develops suitable assessment	Develops suitable assessment tools for	Develops some of the suitable	Develops some of the suitable assessment

assessment tools for different learning situations.	tools for different learning situations.	different learning situations.	assessment tools for different learning situations and leaves out minor details.	tools for different learning situations and leaves out major details.
Ability to evaluate the effectiveness of assessment tools used in the learning process.	Elaborately evaluates the effectiveness of assessment tools used in the learning process.	Evaluates the effectiveness of assessment tools used in the learning process.	Evaluates the effectiveness of some assessment tools used in the learning process and leaves out minor details.	Evaluates the effectiveness of some assessment tools used in the learning process and leave out major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Assessment Methods and Tools	2.3 Authentic Assessment (3 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explain the meaning of the terms used in authentic assessment,</p> <p>b) describe the characteristics of authentic assessment in the learning process,</p> <p>c) distinguish various assessment formats used in learning,</p> <p>d) develop various authentic assessment tasks using taxonomies of educational assessment,</p> <p>e) integrate core competencies, values and PCIs in authentic assessment tasks,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● brainstorm the meaning of the terms: <i>authentic assessment, assessment task and integrated authentic assessment task</i>, ● use the available resources to search for the characteristics and benefits of authentic assessment and share findings with peers, ● discuss different assessment formats (multiple choice questions, essays, true/false, structured) and give relevant examples, ● debate on the merits and demerits of the different assessment formats, ● draw charts displaying the qualities of good authentic assessment tasks and display in the learning environment, ● discuss and develop integrated authentic assessment tasks using learning taxonomies in their respective subjects, 	<ol style="list-style-type: none"> 1. What factors are considered when constructing an authentic assessment task? 2. How are authentic assessment tasks developed?

		<p>f) evaluate the benefits of authentic assessment tasks in learning,</p> <p>g) appreciate the use of authentic assessment in the learning process.</p>	<ul style="list-style-type: none"> ● discuss how to and integrate core competencies, PCIs, values and life skills in sample authentic assessment tasks and present in the plenary, ● create a model of any of the educational assessment taxonomies using locally available resources. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and Innovation – as teacher trainees model the taxonomies of educational assessment using locally available resources. ● Assessment competencies – as teacher trainees develop authentic tasks in their respective learning areas. ● Communication and collaboration – as teacher trainees discuss benefits of authentic assessment tasks in teaching and learning. 				
<p>Values</p> <ul style="list-style-type: none"> ● Unity – as teacher trainees model the taxonomies of educational assessment using locally available resources in groups. ● Respect – as teacher trainees accommodate each other while working in groups. ● Responsibility – as teacher trainees integrate core competencies, PCIs, values and life skills in sample authentic tasks and present in plenary. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the meaning of the terms used in authentic assessment.	Elaborately and clearly explains the meaning of the terms used in authentic assessment.	Explains the meaning of the terms used in authentic assessment.	Explains the meaning of some of the terms used in authentic assessment.	Explains the meaning of some of the terms used in authentic and leaves out major details.
Ability to describe the characteristics of authentic assessment in the learning process.	Comprehensively describes the characteristics of authentic assessment in the learning process with examples.	Describes the characteristics of authentic assessment in the learning process.	Describes some of the characteristics of authentic assessment in the learning process.	Describes some of the characteristics of authentic assessment in the learning process and leaves out major details.
Ability to distinguish various assessment formats used in learning.	Consistently and correctly distinguishes various assessment formats used in learning with illustrations.	Correctly distinguishes various assessment formats used in learning.	Distinguishes some of the assessment formats used in learning and leaves out minor details.	Distinguishes some of the assessment formats used in learning and leaves out major details.
Ability to develop various authentic assessment tasks	Creatively and innovatively develops various comprehensive	Develops various authentic assessment tasks using taxonomies of	Develops an authentic assessment task using taxonomies of	Develops an authentic assessment task using the taxonomies of

using taxonomies of educational assessment.	authentic assessment task using taxonomies of educational assessment.	educational assessment.	educational assessment.	educational assessment with assistance.
Ability to integrate core competencies, values and PCIs in authentic assessment tasks.	Appropriately integrates core competencies, values and PCIs in authentic assessment tasks with ease.	Integrates core competencies, values and PCIs in authentic assessment tasks.	Integrates a core competency and a value or a PCI in authentic assessment tasks.	Integrates a core competency or a value or a PCI in an authentic assessment task.
Ability to evaluate the benefits of authentic assessment tasks in learning.	Comprehensively evaluates the benefits of authentic assessment tasks in learning with illustrations.	Evaluates the benefits of authentic assessment tasks in learning.	Evaluates some of the benefits of authentic assessment tasks in learning and leaves out minor details.	Evaluates some of the benefits of authentic assessment tasks in learning and leaves out major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 Assessment Methods and Tools</p>	<p>2.4 Assessment Portfolios</p> <p>(3 hours)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explain the meaning of the term portfolio as used in assessment,</p> <p>b) analyse features of portfolios used in the learning process,</p> <p>c) develop a portfolio for use in the learning process,</p> <p>d) use portfolios in different learning situations,</p> <p>e) manage portfolios effectively in different learning situations,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm the meaning of portfolio as used in learning, • discuss types of portfolios used in the learning process, • use digital devices to search for the features of a good assessment portfolio, • use visual aids in a learning environment to show features of an assessment portfolio, • discuss different methods and steps involved in development of assessment portfolios, • critique different types of portfolios used in the learning process, • develop assessment portfolios for different learning areas, • store and care for assessment portfolio, 	<p>1. Why are assessment portfolios used in the learning process?</p> <p>2. What are the challenges of using assessment portfolios in the learning process?</p>

		f) appreciate the importance of assessment portfolios in the learning process.	<ul style="list-style-type: none"> search in the available reference materials, the benefits and limitations of using assessment portfolios in the learning process and share findings. 	
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Core competencies to be developed

- **Assessment competencies** – as teacher trainees develop and use assessment portfolios in learning process.
- **Digital literacy** – as teacher trainees use digital devices to search for the features an assessment portfolio.
- **Pedagogical Content Knowledge** – as teacher trainees develop assessment portfolios in their respective learning areas.

Values:

- **Responsibility** – as teacher trainees develop and use assessment portfolios in the learning process.
- **Integrity** – as teacher trainees maintain assessment portfolios in the learning process.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the meaning of the term assessment	Comprehensively explains the meaning of the term assessment portfolio as used in learning.	Explains the meaning of the term assessment portfolio as used in learning.	Explains the meaning of the term assessment portfolio as used in learning	Explains the meaning of the term assessment portfolio as used in learning and leaves out major details.

portfolio as used in learning.			and leaves out minor details.	
Ability to analyse the features of an assessment portfolio as used in the learning process.	Comprehensively and correctly analyses features of an assessment portfolio as used in the learning process with illustrations.	Correctly analyses features of an assessment portfolio as used in the learning process.	Analyses some of the features of an assessment portfolio as used in the learning process and leaves out minor details.	Analyses some of the features of an assessment portfolio as used in the learning process and leaves out major details.
Ability to develop an assessment portfolio for use in the learning process.	Creatively and innovatively develops an assessment portfolio for use in the learning process.	Develops assessment portfolio for use in the learning process.	Develops an assessment portfolio for use in the learning process and leaves out minor details.	Develops an assessment portfolio for use in the learning process and leaves out major details.
Ability to use portfolios in different learning situations,	Demonstrates sufficient evidence of effective use of portfolios in different learning situations.	Demonstrates sufficient evidence of use of portfolios in different learning situations.	Demonstrates some evidence of use of portfolios in different learning situations.	Demonstrates very little evidence of use of portfolios in different learning situations.
Ability to manage of assessment portfolios	Demonstrates sufficient evidence of effective management of assessment	Demonstrates sufficient evidence of management of assessment	Demonstrates some evidence of management of	Demonstrates very little evidence of management of

effectively in different situations.	portfolios in different situations.	portfolios in different situations.	assessment portfolios in different situations.	assessment portfolios in different situations.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Assessment Methods and Tools	2.5 Assessment Rubrics (3 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe types of assessment rubrics used in the learning process, b) analyse features of assessment rubrics used in the learning process, c) examine merits of assessment rubrics used in the learning process, d) examine demerits of assessment rubrics used in the learning process, e) elaborate steps followed in developing assessment rubrics together with the score sheet for use in the learning process, f) develop an assessment rubric together with the score sheet for use in the learning process, 	The teacher trainee to: <ul style="list-style-type: none"> ● brainstorm and share types of assessment rubrics used in the learning process, ● use available reference materials to search for the features of assessment rubrics used in the learning process and share findings, ● debate on the merits and demerits of the assessment rubrics used in the learning process, ● outline the steps involved in developing assessment rubrics and the score sheet, ● create assessment rubrics and score sheets for authentic tasks in any learning areas, ● use digital devices to explore the effective use of rubrics in 	<ol style="list-style-type: none"> 1. Why are assessment rubrics used in the learning process? 2. How are assessment rubrics used in the learning process? 3. Which other type of rubric can be used apart from analytic rubric and holistic rubric?

		g) appreciate the use of assessment rubrics in the learning process.	learning, and present findings to peers.	
Core competencies to be developed <ul style="list-style-type: none"> • Assessment Competency – as teacher trainees create assessment rubrics for use in the learning process. • Communication and collaboration – as teacher trainees debate on the merits and demerits of assessment rubrics used in the learning process. 				
Values <ul style="list-style-type: none"> • Responsibility – as teacher trainees develop and use assessment rubrics in the learning process. • Integrity – as teacher trainees use the assessment rubrics in the learning process. 				

Suggested Formative Assessment Rubric				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to describe types of assessment rubrics used in the learning process.	Comprehensively and correctly describes types of assessment rubrics used in the learning process with illustrations.	Correctly describes types of assessment rubrics used in the learning process.	Describes some of the types of assessment rubrics used in the learning process and leaves out minor details.	Describes some of the types of assessment rubrics used in the learning process and leaves out major details.
Ability to analyse features of assessment rubrics	Consistently and correctly analyses features of assessment rubrics used in	Correctly analyses features of assessment rubrics	Analyses some of the features of assessment rubrics	Analyses some of the features of assessment rubrics used in the

used in the learning process.	the learning process with illustrations.	used in the learning process.	used in the learning process and leaves out minor details.	learning process and leaves out major details.
Ability to examine merits and demerits of assessment rubrics used in the learning process.	Comprehensively and correctly examines the merits and demerits of assessment rubrics used in the learning process and gives examples.	Correctly examines the merits and demerits of assessment rubrics used in the learning process.	Examines some of the merits and demerits of assessment rubrics used in the learning process.	Examines some of the merits or demerits of assessment rubrics used in the learning process.
Ability to elaborate steps to be followed in developing assessment rubrics together with the score sheet in the learning process.	Consistently and logically elaborates steps to be followed in developing assessment rubrics together with the score sheet in the learning process.	Logically elaborates steps to be followed in developing assessment rubrics together with the score sheet in the learning process.	Elaborates some of the steps to be followed in developing assessment rubrics together with the score sheet in the learning process.	Elaborates some of the steps to be followed in developing assessment rubrics together with the score sheet in the learning process incoherently.
Ability to develop an assessment rubric together with the score sheet for use in the learning process.	Creatively and innovatively develops an assessment rubric together with the score sheet for use in the learning process.	Develops an assessment rubric together with the score sheet for use in the learning process.	Develops an assessment rubric together with the score sheet for use in the learning process and leaves out minor details.	Develops an assessment rubric and or a score sheet for use in the learning process and leaves out major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Assessment Methods and Tools	2.6 Electronic Assessment (2 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> describe forms of electronic assessment used in the learning process, examine factors that influence the use of electronic assessment in the learning process, develop electronic assessment tools for use in the learning process, use electronic assessment tools in the learning process, appreciate the use of electronic assessment in the learning process. 	The teacher trainee to: <ul style="list-style-type: none"> ● use digital devices to search for forms of electronic assessment and present findings to peers, ● use available resources to research on factors that influence the use of electronic assessment and share findings with peers, ● develop electronic assessment tools for use in learning, ● role play using electronic assessment tools, in groups, ● use electronic assessment tools in the learning process, ● debate on the merits and demerits of electronic assessment. 	<ol style="list-style-type: none"> What situations might call for use of electronic assessment? What are the challenges of using electronic assessment in the learning process?
Core competencies to be developed <ul style="list-style-type: none"> ● Creativity and Innovation – as teacher trainees develop electronic assessment tools for use in the learning process. 				

- **Learning to Learn and Reflective Practice** – as teacher trainees examine factors that influence the use of electronic assessment in the learning process.

Values

- **Patriotism** – as teacher trainees role play using electronic assessment tools to assess learners.
- **Responsibility** – as teacher trainees develop electronic assessment tools for use in the learning process.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe forms of electronic assessment used in the learning process.	Consistently and accurately describes at least three forms of electronic assessment used in the learning process.	Accurately describes three forms of electronic assessment used in the learning process.	Describes two forms of electronic assessment used in the learning process.	Describes at most one form of electronic assessment used in the learning process.
Ability to examine factors that influence the use of electronic assessment in the learning process.	Comprehensively and correctly examines factors that influence the use of electronic assessment in the learning process.	Correctly examines factors that influence the use of electronic assessment in the learning process.	Examines some of the factors that influence the use of electronic assessment in the learning process and leaves out minor details.	Examines some of the factors that influence the use of electronic assessment in the learning process and leaves out major details.

Ability to develop electronic assessment tools for use in the learning process.	Creatively and innovatively develops electronic assessment tools for use in the learning process.	Develops electronic assessment tools for use in the learning process.	Develops electronic assessment tools for use in the learning process and leaves out minor details.	Develops an electronic assessment tool for use in the learning process and leaves out major details.
Ability to use electronic assessment tools in the learning process.	Demonstrates sufficient evidence of use of electronic assessment tools in the learning process.	Demonstrates sufficient evidence of use of electronic assessment tools in the learning process.	Demonstrates some evidence of use of electronic assessment tools in the learning process.	Demonstrates very little evidence of use of electronic assessment tools in the learning process.

STRAND 3.0: CONSTRUCTION AND ADMINISTRATION OF ASSESSMENT TASKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Construction and Administration of Assessment Tasks	3.1 Construction of Assessment Tasks (2 hours)	By the end of the sub strand, the teacher trainee should be able to: a) identify components of a table of specifications as used in construction of assessment tasks, b) design a table of specifications for construction of assessment tasks, c) develop tasks using various test formats in different learning areas, d) moderate items in the constructed assessment tasks, e) appreciate the use of a table of specifications in construction of assessment tasks.	The teacher trainee to: <ul style="list-style-type: none"> • use available resources to search for the components of a table of specifications and share findings with peers, • discuss the contents of the table of specification, • design table of specifications and present to the class, • develop test items or tasks of various formats using the table of specifications and share with peers, • critique and moderate task items in the constructed assessment tasks. 	How can knowledge, skills and competencies acquired be determined?

Core competencies to be developed

- **Assessment competencies** – as teacher trainees develop tasks of various formats using the table of specification.
- **Pedagogical Content Knowledge** – as teacher trainees draw table of specification matrix for tasks construction.

Values:

- **Unity** – as teacher trainees use available resources to search for the components of a table of specification and share findings.
- **Integrity** – as teacher trainees construct task items from the table of specification.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify components of a table of specifications in task construction.	Comprehensively and correctly identifies components of a table of specifications in task construction.	Correctly identifies components of a table of specifications in task construction.	Identifies some components of a table of specifications in task construction.	Identifies at most two components of a table of specifications in task construction.
Ability to design a table of specifications for tasks construction.	Creatively and innovatively designs a table of specifications for tasks construction.	Correctly designs a table of specifications for tasks construction.	Designs a table of specifications for tasks construction and leaves out minor details.	Designs a table of specifications for tasks construction and leaves out major details.

Ability to develop tasks using various test formats.	Creatively and innovatively develops tasks using various test formats.	Correctly develops tasks using various test formats.	Develops tasks using some of the test formats.	Develops tasks using at most one test format.
Ability to moderate items in the constructed assessment tasks.	Effectively moderates items in the constructed assessment tasks.	Moderates items in the constructed assessment tasks.	Moderates some of the items in the constructed assessment tasks.	Moderates some of the items in the constructed assessment tasks with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Construction and Administration of Assessment Tasks	3.2 Administration of Assessment Tasks (1 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) determine the requirements for administering assessment tasks in the learning process,</p> <p>b) administer assessment tasks for different learning areas,</p> <p>c) observe time during the administration of assessment tasks,</p> <p>d) determine the performance level based on the scoring rubric,</p> <p>e) record the scores of the assessment tasks in a score sheet,</p> <p>f) appreciate the administration of assessment tasks in the learning process.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm the requirements for administering assessment tasks, • role play administration of assessment tasks, • role play observation of time during administration of assessment tasks, • mark and score different assessment tasks, • discuss how to record assessment scores, • record assessment scores in a score sheet, • role play marking of assessment tasks and recording of assessment scores in a score sheet. 	<p>1.How are assessment tasks administered?</p> <p>2.Why are assessment tasks timed?</p>

Core competencies to be developed

- **Leadership** – as teacher trainees determine the requirements for administering assessment tasks.

Values

- **Integrity** – as teacher trainees determine the scores of the assessment tasks using the scoring guide.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to determine the requirements for administering assessment tasks.	Consistently and accurately determines the requirements for administering assessment tasks and justifies the need for requirements.	Accurately determines the requirements for administering assessment tasks.	Determines some of the requirements for administering assessment tasks.	Determines at most one of the requirements for administering assessment tasks.
Ability to administer assessment tasks in different assessment situations.	Consistently and successfully administers assessment tasks in different assessment situations.	Administers assessment tasks in different assessment situations.	Administers some of the assessment tasks in different assessment situations.	Administers at most one assessment task in an assessment situation.
Ability to observe time during the administration of assessment tasks.	Consistently and accurately observes time during the	Observes time during the administration of assessment tasks.	Observes time during the administration of	Observe time during the administration of assessment tasks with constant reminders.

	administration of assessment tasks.		assessment tasks with a reminder.	
Ability to determine the scores of the assessment tasks using the scoring guide.	Consistently and accurately determines the scores of the assessment tasks using the scoring guide.	Accurately determines the scores of the assessment tasks using the scoring guide.	Determines some of the scores of the assessment tasks using the scoring guide.	Determines some of the scores of the assessment tasks using the scoring guide with assistance.
Ability to record scores of the assessment tasks in different learning areas.	Consistently and accurately records scores of the assessment tasks in different learning areas.	Accurately records scores of assessment tasks in different learning areas.	Records some of the scores of assessment tasks in different learning areas.	Records some of the scores of assessment tasks in different learning areas with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Construction and Administration of Assessment Tasks	3.3 Analysis of Assessment Tasks (1 hour)	By the end of the sub strand, the teacher trainee should be able to: a) work out the mode of assessment task results in the learning process, b) compute the mean of assessment task results in the learning process, c) calculate the median of assessment task results in the learning process, d) determine the range of assessment task results in the learning process, e) appreciate the analysis of the assessment tasks in the learning process.	The teacher trainee to: <ul style="list-style-type: none"> • collect data on different assessment task results, • discuss and work out the mode of the assessment task results, • discuss and work out the mean of the assessment task results, • discuss and work out the median of the assessment task results, • discuss the values of the three measures of the central tendency, • discuss and calculate the range of the assessment tasks results, • discuss the importance of working out the mode, mean, median and range of an assessment task. 	How are assessment tasks analysed?
Core competencies to be developed <ul style="list-style-type: none"> • Critical Thinking and Problem Solving – as teacher trainees compute mode, mean and median of assessment tasks results. 				

Values

- **Responsibility** – as teacher trainees compute mode, mean and median of assessment tasks results.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to work out the mode of assessment task results.	Consistently, accurately and correctly works out the mode of assessment task results.	Accurately works out the mode of assessment task results.	Partially works out the mode of assessment task results accurately.	Works out the mode of assessment task results inaccurately.
Ability to compute the mean of assessment task results.	Consistently, accurately and correctly computes the mean of assessment task results.	Accurately computes the mean of assessment task results.	Partially computes the mean of assessment task results accurately.	Computes the mean of assessment task results inaccurately.
Ability to calculate the median of assessment task results.	Consistently, accurately and correctly calculates the median of assessment task results.	Accurately calculates the median of assessment task results.	Partially calculates the median of assessment task results accurately.	Calculates the median of assessment task results inaccurately.
Ability to determine the range of assessment task results.	Consistently, accurately and correctly determines the range of assessment task results.	Accurately determines the range of assessment task results.	Partially determines the range of assessment task results accurately.	Determines the range of assessment task results inaccurately.

STRAND 4.0: ASSESSMENT OF COMPETENCIES, VALUES AND PCIs

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>4.0 Assessment of Competencies, Values and PCIs</p>	<p>4.1 Assessment of Competencies (1 hour)</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) identify competencies to be assessed in the learning activities, b) develop items on competencies in the assessment tasks, c) integrate competencies in the learning activities, d) assess the achievement of core competencies in the learning process, e) appreciate the assessment of competencies in the learning process. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the competencies to be assessed during the learning activities, • discuss and develop items on competencies in the assessment tasks, • role play integrating competencies in the learning activities, • critique and give feedback to each other on integration of competencies in the learning activities, • discuss the importance of assessing competencies in the learning process. 	<p>How are competencies integrated into learning activities?</p>
<p>Core competencies to be developed Creativity and Innovation– as teacher trainees role play integrating competencies in the learning activities</p>				

Values

Unity – as teacher trainees critique and give feedback on competencies integration during the learning activities in groups.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify competencies to be assessed in learning activities.	Comprehensively and correctly identifies relevant competencies to be assessed in learning activities.	Correctly identifies relevant competencies to be assessed in learning activities.	Identifies competencies that are partially relevant to the learning activities to be assessed in learning activities.	Identifies competencies that are not relevant to the learning activities to be assessed in learning activities.
Ability to develop items on competencies in assessment tasks.	Creatively and appropriately develops items on competencies in assessment tasks.	Appropriately develops items on competencies in assessment tasks.	Develops items on competencies in assessment tasks and leaves out minor details.	Develops items on competencies in assessment tasks and leaves out major details.
Ability to integrate competencies in the learning activities.	Comprehensively and correctly integrates competencies in the learning activities.	Correctly integrates competencies in the learning activities.	Partially integrates competencies in the learning activities.	Integrates competencies in the learning activities with assistance.
Assessing the achievement of	Consistently demonstrates sufficient evidence	Demonstrates sufficient evidence that competencies	Demonstrates some evidence that competencies have	Demonstrates very little evidence that competencies have

competencies in the learning process.	that competencies have been achieved in the learning process.	have been achieved in the learning process.	been achieved in the learning process.	been achieved in the learning process.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Assessment of Competencies, Values and PCIs	4.2 Assessment of Values (1 hour)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> identify values to be assessed in the learning activities, develop items on values in the assessment tasks, integrate values in the learning activities, assess the achievement of values in the learning process, appreciate assessment of values in the learning process. 	The teacher trainee to: <ul style="list-style-type: none"> brainstorm on the values to be assessed during learning activities, discuss and develop items on values in the assessment tasks, role play integrating values in the learning activities, critique and give feedback to each other on integration of values in the learning activities, discuss the importance of assessing values in the learning process. 	How are values integrated into learning activities?
Core competencies to be developed <ul style="list-style-type: none"> Critical Thinking– as teacher trainees develop task items on values in learning activities. 				
Values <ul style="list-style-type: none"> Responsibility – as teacher trainees role play integrating values in the learning activities. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify values to be assessed in learning activities.	Comprehensively and correctly identifies relevant values to be assessed in learning activities.	Correctly identifies relevant values to be assessed in learning activities.	Identifies values that are partially relevant to the learning activities to be assessed in learning activities.	Identifies values that are not relevant to the learning activities to be assessed in learning activities.
Ability to develop items on values in assessment tasks.	Creatively and appropriately develops items on values in assessment tasks.	Appropriately develops items on values in assessment tasks.	Develops items on values in assessment tasks and leaves out minor details.	Develops items on values in assessment tasks and leaves out major details.
Ability to integrate values in the learning activities.	Comprehensively and correctly integrates values in the learning activities.	Correctly integrates values in the learning activities.	Partially integrates values in the learning activities.	Integrates values in the learning activities with assistance.
Ability to assess the achievement of values in the learning process.	Consistently demonstrates sufficient evidence that values have been achieved in the learning process.	Demonstrates sufficient evidence that values have been achieved in the learning process.	Demonstrates some evidence that values have been achieved in the learning process.	Demonstrates very little evidence that values have been achieved in the learning process.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Assessment of Competencies, Values and PCIs	4.3 Assessment of PCIs (1 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> identify PCIs to be assessed in the learning activities, develop items on PCIs in assessment tasks, integrate PCIs in learning activities, assess the achievement of PCIs in the learning process, appreciate the assessment of PCIs in the learning process. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> brainstorm on the PCIs to be assessed during learning activities, discuss and develop items on PCIs in the assessment tasks, role play integrating PCIs in the learning activities, critique and give feedback to each other on integration of PCIs in the learning activities, discuss the importance of assessing PCIs in the learning process. 	<p>How are PCIs integrated into learning activities?</p>

Core competencies to be developed

- **Citizenship and Leadership** – as teacher trainees integrate PCIs in the learning activities.

Values

- **Respect** – as teacher trainees critique and give feedback to each other on PCIs integration during the learning activities.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify PCIs to be assessed in learning activities.	Consistently identifies PCIs that are relevant to the learning activities to be assessed in the learning activities.	Correctly identifies relevant PCIs to be assessed during the learning activities.	Identifies PCIs that are partially relevant to the learning activities to be assessed in the learning activities.	Identifies PCIs that are not relevant to the learning activities to be assessed in the learning activities.
Ability to develop items on PCIs in assessment tasks.	Creatively and appropriately develops items on PCIs in assessment tasks.	Appropriately develops items on PCIs in assessment tasks.	Develops items on PCIs in assessment tasks and leaves out minor details.	Develops items on PCIs in assessment tasks and leaves out major details.
Ability to integrate PCIs in the learning activities.	Comprehensively and correctly integrates PCIs in the learning activities.	Correctly integrates PCIs in the learning activities.	Partially integrates PCIs in the learning activities.	Integrates PCIs in the learning activities with assistance.

Ability to assess the achievement of PCIs in the learning process.	Consistently demonstrates sufficient evidence that PCIs have been achieved in the learning process.	Demonstrates sufficient evidence that PCIs have been achieved in the learning process.	Demonstrates some evidence that PCIs have been achieved in the learning process.	Demonstrates very little evidence that PCIs have been achieved in the learning process.
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STRAND 5.0: REPORTING ON ASSESSMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Reporting on Assessment	5.1 Feedback (1 hour)	By the end of the sub strand, the teacher trainee should be able to: a) explain the concept of feedback in assessment process, b) analyse the qualities of effective feedback in assessment process, c) examine formal and informal methods of giving feedback in different learning situations, d) distinguish between formative and summative feedback in the learning process, e) evaluate the benefits of feedback in the assessment process,	The teacher trainee to: <ul style="list-style-type: none"> ● brainstorm on the concept of feedback in the assessment process, ● discuss function of feedback in assessment, ● use available resources to search for the qualities of effective assessment feedback and share with peers, ● discuss formal and informal feedback as used in the learning process, ● discuss different ways of giving formative and summative feedback, ● explore the benefits of feedback in assessment, ● simulate positive and negative feedback, and critique the impact of such feedback in learning. 	Why is feedback important in assessment?

		f) appreciate the use of feedback in monitoring the learning progress.	
Core competencies to be developed			
<ul style="list-style-type: none"> • Creativity – as teacher trainees simulate positive and negative feedback. 			
Values			
<ul style="list-style-type: none"> • Responsibility – as teacher trainees search for the qualities of effective assessment feedback and shares with peers. 			

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the concept of feedback in the assessment process.	Comprehensively explains the concept of feedback in the assessment process and gives examples.	Explains the concept of feedback in the assessment process.	Explains the concept of feedback in the assessment process, and leaves out minor details.	Explains the concept of feedback in the assessment process and leaves out major details.
Ability to analyse the qualities of effective feedback in the assessment process.	Comprehensively and correctly analyses the qualities of effective feedback in the assessment process and gives examples.	Correctly analyses the qualities of effective feedback in the assessment process.	Analyses some of the qualities of effective feedback in the assessment process.	Analyses some of the qualities of effective feedback in the assessment process and leaves out major details.

Ability to examine formal and informal methods of giving feedback in the learning process.	Comprehensively examines formal and informal methods of giving feedback in the learning process and gives examples.	Examines formal and informal methods of giving feedback in the learning process.	Examines some of the formal and informal methods of giving feedback in the learning process.	Examines some of the formal or informal methods of giving feedback in the learning process and leaves out major details.
Ability to distinguish between formative and summative feedback.	Comprehensively and correctly distinguishes between formative and summative feedback and gives examples.	Correctly distinguishes between formative and summative feedback.	Distinguishes between formative and summative feedback and leaves out minor details.	Distinguishes between formative and summative feedback and leaves out major details.
Ability to evaluate the benefits of feedback in the assessment process.	Comprehensively evaluates the benefits of feedback in the assessment process, and gives examples.	Evaluates the benefits of feedback in the assessment process.	Evaluates some of the benefits of feedback in the assessment process.	Evaluates some of the benefits of feedback in the assessment process and leaves out major details.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Reporting on Assessment	5.2 Qualitative and Quantitative reporting (1 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> explain the meaning of qualitative and quantitative reporting in the learning process, determine assessment tasks that will elicit qualitative reporting, determine assessment tasks that will elicit quantitative reporting, generate a qualitative report from the assessment scores and records, generate a quantitative report from the assessment scores and records, generate a report that is both qualitative and quantitative 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> brainstorm on the meaning of qualitative reporting and quantitative reporting, discuss assessments tasks that will elicit qualitative reporting and share with peers, discuss assessments tasks that will elicit quantitative reporting and share with peers, create a qualitative report from the assessment scores and records, and present in the plenary for critique and improvement, create a quantitative report from the assessment scores and records, and present in plenary for critique and improvement, create a report that is both qualitative and quantitative from the assessment scores and records, 	<p>What is qualitative reporting and quantitative reporting?</p>

		from the assessment scores and records, g) appreciate the use of qualitative and quantitative reporting in the learning process.	and present in plenary for critique and improvement.	
Core competencies to be developed				
<ul style="list-style-type: none"> • Critical Thinking and Problem Solving – as teacher trainees determine assessments tasks that will elicit qualitative and quantitative reporting. 				
Values				
<ul style="list-style-type: none"> • Responsibility – as teacher trainees create quantitative report from the assessment scores and records in groups, and present in plenary for critique and improvement. 				

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the meaning of qualitative reporting and quantitative reporting.	Comprehensively and correctly explains the meaning of qualitative reporting and quantitative reporting and gives examples.	Correctly explains the meaning of qualitative reporting and quantitative reporting.	Explains the meaning of qualitative reporting and quantitative reporting and leaves out minor details.	Explains the meaning of qualitative reporting or quantitative reporting and leaves out major details.

Ability to determine assessments tasks that will elicit qualitative reporting.	Accurately and correctly determines assessments tasks that will elicit qualitative reporting and gives examples.	Correctly determines assessments tasks that will elicit qualitative reporting.	Determines an assessment task that will elicit qualitative reporting.	Determines an assessment task that may fail to elicit qualitative reporting.
Ability to determine assessments tasks that will elicit quantitative reporting.	Accurately and correctly determines assessments tasks that will elicit quantitative reporting and gives examples.	Correctly determines assessments tasks that will elicit quantitative reporting.	Determines an assessment task that will elicit quantitative reporting.	Determines an assessment task that may fail to elicit quantitative reporting.
Ability to generate qualitative report from the assessment scores and records.	Correctly generates a comprehensive qualitative report from the assessment scores and records.	Generates a qualitative report from the assessment scores and records.	Generates a qualitative report from the assessment scores and records and leaves out a few details.	Generates a qualitative report from the assessment scores and records and leaves out many details.
Ability to generate quantitative report from the assessment scores and records.	Correctly generates a comprehensive quantitative report from the assessment scores and records.	Generates a quantitative report from the assessment scores and records.	Generates a quantitative report from the assessment scores and records, and	Generates a quantitative report from the assessment scores and records and

			leaves out a few details.	leaves out many details.
Ability to generate a report that is both qualitative and quantitative from the assessment scores and records.	Creatively generates a comprehensive report that is both qualitative and quantitative from the assessment scores and records.	Generates a report that is both qualitative and quantitative from the assessment scores and records.	Generates a report that is both qualitative and quantitative from the assessment scores and records and leaves out a few details.	Generates a report that is both qualitative and quantitative from the assessment scores and records and leaves out many details.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Reporting on Assessment	5.3 Reporting Tools (1 hour)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> identify reporting tools used in the assessment process, develop appropriate assessment reporting tools for different learning situations, interpret the contents of assessment reporting tools, use assessment reporting tools to inform stakeholders on the learning progress, appreciate the use of assessment reporting tools in the learning process. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> discuss reporting tools used in the assessment process: <i>classroom assessment tools, school year report, assessment sheet, learner KPSEA performance report, KPSEA school specific report</i> choose appropriate assessment reporting tool for different learning situations, analyse performance based on the content of a reporting tool: <i>school performance in each subject or learning area, learner’s cognitive skills, performance in subject content areas assessed,</i> role play using information in the reporting tool to improve learning, develop appropriate reporting tools for different stakeholders and present to peers for critique and feedback, 	<p>What is the importance of reporting assessment results to stakeholders?</p>

			<ul style="list-style-type: none"> • role play use of reporting tools to inform the stakeholders on the learning progress. 	
Core competencies to be developed <ul style="list-style-type: none"> • Communication and Collaboration – as teacher trainees use reporting tools to inform the stakeholders on the learning progress. 				
Values <ul style="list-style-type: none"> • Responsibility – as teacher trainees develop appropriate reporting tools for different learning areas. 				

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Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify reporting tools used in the assessment process.	Appropriately identifies at least five reporting tools used in the assessment process.	Appropriately identifies four reporting tools used in the assessment process.	Identifies three reporting tools used in the assessment process.	Identifies at most two reporting tools used in the assessment process.
Ability to develop appropriate assessment reporting tools for different learning situations.	Accurately develops appropriate assessment reporting tools for different learning situations.	Develops appropriate assessment reporting tools for different learning situations.	Develops an assessment reporting tool for a learning situation and leaves out a few details.	Develops an assessment reporting tool for a learning situation and leaves out many details.
Ability to interpret the contents of assessment reporting tools.	Comprehensively and insightfully interprets the contents of assessment reporting tools.	Interprets contents of assessment reporting tools.	Interprets some of the content of assessment reporting tools or tool and leaves out a few details.	Interprets some of the content of assessment reporting tools or tool and leaves out many details.
Ability to use different reporting tools to inform the stakeholders on	Effectively and correctly uses different reporting tools to clearly, comprehensively, and accurately inform	Uses different reporting tools to inform the stakeholders on the learning progress.	Uses different reporting tools to inform the stakeholders on the	Uses different reporting tools to inform the stakeholders on the learning progress and leaves many details.

the learning progress.	stakeholders about learning progress.		learning progress, and leaves a few details.	
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