

# KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

# DIPLOMA IN TEACHER EDUCATION PRE-PRIMARY AND PRIMARY

# EDUCATION ASSESSMENT CURRICULUM DESIGN

2024

T-1	D 1	1 1 1	1 .	2021
Hiret	Dire	11a	ned in	**************************************
LHOU	ı uı	n	icu iii	2021

Revised 2024

All rights reserved. No part of this document may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN:** 978-9966-31-998-2

Published and printed by Kenya Institute of Curriculum Development

# TABLE OF CONTENTS

INTRODUCTION	iii
REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY	Y (DTE-PP&P) v
NATIONAL GOALS OF EDUCATION	ix
LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMAR	RY AND PRIMARY
(DTE-PP&P)	xi
ESSENCE STATEMENT	xii
GENERAL LEARNING OUTCOMES	
STRAND 1.0: FOUNDATIONS OF EDUCATIONAL ASSESSMENT	
STRAND 2.0 ASSESSMENT METHODS AND TOOLS	7
STRAND 3.0: CONSTRUCTION AND ADMINISTRATION OF ASSESSMENT TASKS	28
STRAND 4.0: ASSESSMENT OF COMPETENCIES, VALUES AND PCIs	36
STRAND 5.0: REPORTING ON ASSESSMENT	44

#### 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**

- 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).

#### TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	~							LEARININ				
	SUBJECT	TERM	TER	TER	TERM	TER	TER	Sub	TERM 7	TE	TER	TOTAL
		1	M 2	M 3	4	M 5	M 6	Total	Micro	RM	M 9	FOR COURSE
									Teaching -	8		
									Subject			
									Practicals			
PRO	FESSIONAL LEARNING											
ARE	ZAS											PROFESSIONAL
1.	Child Development and	10	10	10	10	10	10	60				LEARNING
	Psychology											AREAS
2.	Curriculum Studies	30	20	20	20			90				(420 Hours )
3.	<b>Educational Resources</b>	10	10	10				30				
4.	ICT Integration in	10	10	10				30				
	Education			(								
5.	<b>Educational Assessment</b>	10	10	10				30				
6.	Research Skills	10	10	4				24				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and				10	10	10	30				
	Management											
9.	Sociological and				10	10	10	30				
	Philosophical Foundations											
	of Education											
10.	Historical and Comparative				10	10	10	30				
	Foundations of Education											
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	Practicum	
2	Kiswahili	20	20	20	20	20	20	120	20			CONTENT&
3	Mathematics	30	30	30	30	30	30	180	30	300 Hours	300 Hours	PEDAGOGY
4	Science and Technology	20	20	20	20	20	20	120	30			(SUBJECTS) (1680 Hrs)
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			PRACTICUM (600Hrs)
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 SUB	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10 230 Hrs	10 270 Hrs	10 270 Hrs	30 290 Hrs	30 310 Hrs	30 310 Hrs	120 1686Hrs	20			
TOT		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	Suggested Key
			Experiences	Inquiry
				Questions
1.0	1.1 Basic	By the end of the sub strand, the	The teacher trainee to:	1.What is the
<b>Foundations</b>	Concepts	teacher trainee should be able to:	• brainstorm on the meaning of	relevance of
of	of	a) explain the meaning of the	the terms item, test,	assessment in
Educational	Assessment	terms used in assessment,	examination, measurement,	the learning
Assessment		b) describe the principles of	evaluation in Competency	process?
	(2 hours)	assessment in learning,	Based Assessment,	2.What
		c) justify the purpose of	<ul> <li>discuss the principles of</li> </ul>	assessment tasks
		assessment in the learning	assessment,	would best be
		process,	<ul> <li>discuss the purpose of</li> </ul>	used to measure
		d)relate Competency Based	assessment in the learning	the learner's
		Assessment (CBA) to	process,	acquisition of
		Competency Based	• create a chart showing the	the desired
		Curriculum (CBC) in	linkage between the	competencies?
		assessment,	components of CBC and the	
		e) distinguish between traditional	components of CBA and	
		assessment methods and CBA,	share in the plenary,	
		f) appreciate the use of	debate on the rationale of the	
		assessment in the learning	paradigm shift from the	
		process.		

traditional assessment methods in relation to CBA,  • research on the importance of assessment in learning and
share findings.

- 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.

- **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.

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

1				
	principles of assessment	principles of	assessment and leaves	assessment and leaves
	and gives examples.	assessment.	out minor details.	out major details.
Ability to justify	Elaborately justifies the	Correctly justifies	Justifies the purpose	Justifies the purpose of
the purpose of	purpose of assessment in	the purpose of	of assessment in the	assessment in the
assessment in the	the learning process and	assessment in the	learning process and	learning process and
learning process.	gives examples.	learning process.	leaves out minor	leaves out major
			details.	details.
Ability to relate	Comprehensively and	Correctly relates	Partially relates CBA	Partially relates CBA
CBA to CBC in	correctly relates CBA to	CBA to CBC in	to CBC in the learning	to CBC in the learning
the learning	CBC in the learning process	the learning	process and leaves out	process and leaves out
process.	with illustrations.	process.	minor details.	major details.
Ability to	Comprehensively and	Correctly	Partially distinguishes	Partially distinguishes
distinguish	correctly distinguishes	distinguishes	between traditional	between traditional
between	between traditional	between	assessment methods	assessment methods
traditional	assessment methods and	traditional	and CBA and leaves	and CBA and leaves
assessment	CBA with examples.	assessment	out minor details.	out major details.
methods and		methods and CBA.		
CBA.				

		Specific Learning	Suggested Learning Experiences	Suggested
		Outcomes		Key Inquiry
				Questions
1.0	1.2 Types	By the end of the sub strand,	The teacher trainee to:	1. How does
<b>Foundations</b>	of	the teacher trainee should be	<ul> <li>discuss types of assessment used in</li> </ul>	assessment
of	Assessment	able to:	different learning situations:	for learning
<b>Educational</b>		a) describe types of	- Summative Assessment (assessment	differ from
Assessment	(1 hour)	assessment used in	of learning),	assessment
		different learning	- Formative assessment (assessment	of
		situations,	for learning and assessment as	learning?
		b)determine types of	learning),	2. When is
		assessment to be used in	<ul> <li>discuss examples of summative</li> </ul>	assessment
		different learning	assessment (Kenya Primary School	as learning
		situations,	Education Assessment) and formative	used in the
		c) examine the factors that	assessment (School Based	learning
		influence the choice of the	Assessment and classroom	process?
		types of assessment to use	assessment),	
		in the learning process,	<ul> <li>display illustrations of assessment</li> </ul>	
		d)evaluate the advantages of	framework (CBAF) in the learning	
		types of assessment used	environment,	
		in the learning process,	<ul> <li>debate on the benefits and limitations</li> </ul>	
		e) evaluate the limitations of	of the types of assessment,	
		types of assessment used	<ul> <li>discuss factors that influence the</li> </ul>	
		in the learning process,	choice of type of assessment to use in	

	f) appreciate the use of each of the types of assessment in the learning process.	the learning process and share in the plenary,  • research and present findings on types of assessment used in the learning process.	
--	---	--	--

• **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.

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

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

#### STRAND 2.0 ASSESSMENT METHODS AND TOOLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
				Questions
2.0	2.1	By the end of the sub strand, the	The teacher trainee to:	1. What
Assessment	Assessment	teacher trainee should be able to:	• brainstorm on	parameters
Methods and Tools	Methods	a) identify assessment methods used in the learning process,	assessment methods used in the learning process,	are considered
	(1 hour)	<ul> <li>b) explain the merits of assessment methods used in the learning process,</li> <li>c) explain the demerits of assessment methods used in the learning process,</li> <li>d) apply appropriate assessment methods in different learning processes,</li> <li>e) appreciate the use of different assessment methods in the learning process.</li> </ul>	<ul> <li>debate on the merits and demerits of assessment methods used in the learning process,</li> <li>discuss the suitability of different assessment methods for various learning areas,</li> <li>prepare charts on assessment methods and display them in the learning environment.</li> </ul>	when choosing an assessment method?  2. What may limit the effectiveness of assessment method selected?

# **Core Competencies to be developed**

• **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 Forma	tive Assessment Rubi	ric		
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	<b>Below Expectations</b>
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	learning process		leaves out minor	process and leaves out
process.	with illustrations.		details.	major details.
Ability to apply	Consistently and	Accurately applies	Applies assessment	Applies assessment
appropriate	accurately applies	appropriate	methods that are	methods that are
assessment	appropriate	assessment methods	appropriate to some of	inappropriate to the
methods in	assessment	in different learning	the different learning	different learning
different learning	methods in	situations.	situations.	situations.
situations.	different learning			
	situations.			

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Ouestions
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	The teacher trainee to:  • 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 learning areas,	Questions  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?
		different learning situations,	• use ICT to develop assessment tools for different learning areas,	

e) evaluate the effectiveness of	research on the effectiveness of assessment tools used in the
assessment tools used in the learning	learning process and present findings in the plenary,
process, f) appreciate the use of	write an essay on the importance of assessment tools in the learning
assessment tools in the learning process.	process.

- 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.

- **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 Format	tive Assessment Rubric			
Level Indicator	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	Approaches Expectations	<b>Below Expectations</b>
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.  Ability to develop suitable	Adapts assessment tools appropriately to cater for different learning needs with ease.  Innovatively develops suitable assessment	Adapts assessment tools appropriately to cater for different learning needs.  Develops suitable assessment tools for	Adapts some of the assessment tools appropriately to cater for different learning needs.  Develops some of the suitable	Adapts at most one assessment tool to cater for different learning needs.  Develops some of the suitable assessment

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

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry
				Questions
2.0	2.3	By the end of the sub strand,	The teacher trainee to:	1. What factors
Assessment	Authentic	the teacher trainee should be	• brainstorm the meaning of the terms:	are considered
Methods	Assessment	able to:	authentic assessment, assessment task	when
and Tools		a) explain the meaning of	and integrated authentic assessment	constructing
	(3 hours)	the terms used in	task,	an authentic
		authentic assessment,	• use the available resources to search	assessment
		b) describe the	for the characteristics and benefits of	task?
		characteristics of	authentic assessment and share	2. How are
		authentic assessment in	findings with peers,	authentic
		the learning process,	<ul> <li>discuss different assessment formats</li> </ul>	assessment
		c) distinguish various	(multiple choice questions, essays,	tasks
		assessment formats used	true/false, structured) and give relevant	developed?
		in learning,	examples,	
		d) develop various authentic	<ul> <li>debate on the merits and demerits of</li> </ul>	
		assessment tasks using	the different assessment formats,	
		taxonomies of educational	• draw charts displaying the qualities of	
		assessment,	good authentic assessment tasks and	
		e) integrate core	display in the learning environment,	
		competencies, values and	• discuss and develop integrated authentic	
		PCIs in authentic	assessment tasks using learning	
		assessment tasks,	taxonomies in their respective subjects,	

f) evaluate the benefits of	• discuss how to and integrate core	
authentic assessment tasks	competencies, PCIs, values and life	
in learning,	skills in sample authentic assessment	
g) appreciate the use of	tasks and present in the plenary,	
authentic assessment in	• create a model of any of the educational	
the learning process.	assessment taxonomies using locally	
	available resources.	

- **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.

- **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.

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

using taxonomies of educational assessment.	authentic assessment task using taxonomies of educational	educational assessment.	educational assessment.	educational assessment with assistance.
Ability to integrate core competencies, values and PCIs in authentic assessment tasks.	assessment.  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
		Outcomes	Experiences	Inquiry Questions
2.0 Assessment Methods and Tools	2.4 Assessment Portfolios (3 hours)	By the end of the sub strand, the teacher trainee should be able to:  a) explain the meaning of the term portfolio as used in assessment, b) analyse features of portfolios used in the learning process, c) develop a portfolio for use in the learning process, d) use portfolios in different learning situations, e) manage portfolios effectively in different learning situations,	The teacher trainee to:  • 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,	1.Why are assessment portfolios used in the learning process? 2.What are the challenges of using assessment portfolios in the learning process?

ii a	mportance of ssessment	search in the available reference materials, the benefits and limitations of	
-	ortfolios in the earning process.	using assessment portfolios in the learning process and share	
	7	findings.	

- 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.

- **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	Exceeds Expectations	<b>Meets Expectations</b>	Approaches	<b>Below Expectations</b>
Indicator			Expectations	
Ability to	Comprehensively explains	Explains the	Explains the meaning	Explains the meaning
explain the	the meaning of the term	meaning of the term	of the term	of the term assessment
meaning of the	assessment portfolio as	assessment portfolio	assessment portfolio	portfolio as used in
term assessment	used in learning.	as used in learning.	as used in learning	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	portfolios in different	portfolios in	assessment portfolios	assessment portfolios
different	situations.	different situations.	in different situations.	in different situations.
situations.				

Strand	Sub Strand	<b>Specific Learning Outcomes</b>	Suggested Learning	Suggested Key
			Experiences	Inquiry
				Questions
2.0 Assessment	2.5	By the end of the sub strand, the	The teacher trainee to:	1.Why are
Methods	Assessment	teacher trainee should be able to:	• brainstorm and share types of	assessment
and Tools	Rubrics	a) describe types of assessment	assessment rubrics used in the	rubrics used in
		rubrics used in the learning	learning process,	the learning
	(3 hours)	process,	• use available reference	process?
		b) analyse features of assessment	materials to search for the	2.How are
		rubrics used in the learning	features of assessment rubrics	assessment
		process,	used in the learning process	rubrics used in
		c) examine merits of assessment	and share findings,	the learning
		rubrics used in the learning	<ul> <li>debate on the merits and</li> </ul>	process?
		process,	demerits of the assessment	3.Which other
		d) examine demerits of	rubrics used in the learning	type of rubric
		assessment rubrics used in the	process,	can be used
	learning process,		• outline the steps involved in	apart from
		e) elaborate steps followed in	developing assessment rubrics	analytic rubric
		developing assessment rubrics	and the score sheet,	and holistic
		together with the score sheet	• create assessment rubrics and	rubric?
		for use in the learning process,	score sheets for authentic tasks	
		f) develop an assessment rubric	in any learning areas,	
		together with the score sheet	• use digital devices to explore	
		for use in the learning process,	the effective use of rubrics in	

g) appreciate the use of	learning, and present findings	
assessment rubrics in the	to peers.	
learning process.		

- **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.

- **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	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	Approaches	<b>Below Expectations</b>	
Indicator			Expectations		
Ability to describe	Comprehensively and	Correctly describes	Describes some of	Describes some of the	
types of assessment	correctly describes types	types of assessment	the types of	types of assessment	
rubrics used in the	of assessment rubrics used	rubrics used in the	assessment rubrics	rubrics used in the	
learning process.	in the learning process	learning process.	used in the learning	learning process and	
	with illustrations.		process and leaves	leaves out major	
			out minor details.	details.	
Ability to analyse	Consistently and correctly	Correctly analyses	Analyses some of	Analyses some of the	
features of	analyses features of	features of	the features of	features of assessment	
assessment rubrics	assessment rubrics used in	assessment rubrics	assessment rubrics	rubrics used in the	

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

Strand	Sub Strand	<b>Specific Learning Outcomes</b>	Suggested Learning	Suggested Key
			Experiences	Inquiry
				Questions
2.0 Assessment	2.6 Electronic	By the end of the sub strand, the	The teacher trainee to:	1.What situations
Methods	Assessment	teacher trainee should be able to:	• use digital devices to search	might call for use
and Tools		a) describe forms of electronic	for forms of electronic	of electronic
	(2 hours)	assessment used in the	assessment and present	assessment?
		learning process,	findings to peers,	2.What are the
		b) examine factors that influence	<ul> <li>use available resources to</li> </ul>	challenges of
		the use of electronic	research on factors that	using electronic
		assessment in the learning	influence the use of	assessment in the
		process,	electronic assessment and	learning process?
		c) develop electronic assessment	share findings with peers,	
		tools for use in the learning	<ul><li>develop electronic</li></ul>	
		process,	assessment tools for use in	
		d) use electronic assessment	learning,	
		tools in the learning process,	<ul> <li>role play using electronic</li> </ul>	
		e) appreciate the use of	assessment tools, in groups,	
		electronic assessment in the	• use electronic assessment	
		learning process.	tools in the learning process,	
			<ul><li>debate on the merits and</li></ul>	
			demerits of electronic	
			assessment.	

• 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 As	Suggested Formative Assessment Rubric					
Level Indicator	Exceeds Expectations	<b>Meets Expectations</b>	Approaches Expectations	<b>Below Expectations</b>		
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	Creatively and	Develops electronic	Develops electronic	Develops an
electronic assessment	innovatively develops	assessment tools for	assessment tools for	electronic
tools for use in the	electronic assessment	use in the learning	use in the learning	assessment tool for
learning process.	tools for use in the	process.	process and leaves	use in the learning
	learning process.		out minor details.	process and leaves
				out major details.
Ability to use electronic	Demonstrates	Demonstrates	Demonstrates some	Demonstrates very
assessment tools in the	sufficient evidence of	sufficient evidence of	evidence of use of	little evidence of use
learning process.	use of electronic	use of electronic	electronic	of electronic
	assessment tools in the	assessment tools in the	assessment tools in	assessment tools in
	learning process.	learning process.	the learning process.	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.	<ul> <li>The teacher trainee to:</li> <li>use available resources to search for the components of a table of specifications and share findings with peers,</li> <li>discuss the contents of the table of specification,</li> <li>design table of specifications and present to the class,</li> <li>develop test items or tasks of various formats using the table of specifications and share with peers,</li> <li>critique and moderate task items in the constructed assessment tasks.</li> </ul>	How can knowledge, skills and competencies acquired be determined?

- 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	<b>Exceeds Expectations</b>	Meets Expectations	Approaches Expectations	<b>Below Expectations</b>		
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	Creatively and	Correctly develops	Develops tasks	Develops tasks using
using various test	innovatively develops	tasks using various	using some of the	at most one test
formats.	tasks using various test	test formats.	test formats.	format.
	formats.			
Ability to moderate items	Effectively moderates	Moderates items in	Moderates some	Moderates some of
in the constructed	items in the constructed	the constructed	of the items in the	the items in the
assessment tasks.	assessment tasks.	assessment tasks.	constructed	constructed
			assessment tasks.	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	(1 hour)	By the end of the sub strand, the teacher trainee should be able to:  a) determine the requirements for administering assessment tasks in the learning process, b) administer assessment tasks for different learning areas, c) observe time during the administration of assessment tasks, d) determine the performance level based on the scoring rubric, e) record the scores of the assessment tasks in a score sheet, f) appreciate the administration of assessment tasks in the learning process.	<ul> <li>The teacher trainee to:</li> <li>brainstorm the requirements for administering assessment tasks,</li> <li>role play administration of assessment tasks,</li> <li>role play observation of time during administration of assessment tasks,</li> <li>mark and score different assessment tasks,</li> <li>discuss how to record assessment scores,</li> <li>record assessment scores in a score sheet,</li> <li>role play marking of assessment tasks and recording of assessment scores in a score sheet.</li> </ul>	1.How are assessment tasks administered? 2.Why are assessment tasks timed?

• **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.

<b>Suggested Formative As</b>	Suggested Formative Assessment Rubric					
Level	<b>Exceeds Expectations</b>	Meets	Approaches	<b>Below Expectations</b>		
Indicator		Expectations	Expectations			
Ability to determine the	Consistently and	Accurately	Determines some	Determines at most one of		
requirements for	accurately determines	determines the	of the	the requirements for		
administering	the requirements for	requirements for	requirements for	administering assessment		
assessment tasks.	administering	administering	administering	tasks.		
	assessment tasks and	assessment tasks.	assessment tasks.			
	justifies the need for					
	requirements.					
Ability to administer	Consistently and	Administers	Administers some	Administers at most one		
assessment tasks in	successfully	assessment tasks	of the assessment	assessment task in an		
different assessment	administers assessment	in different	tasks in different	assessment situation.		
situations.	tasks in different	assessment	assessment			
	assessment situations.	situations.	situations.			
Ability to observe time	Consistently and	Observes time	Observes time	Observe time during the		
during the	accurately observes	during the	during the	administration of		
administration of	time during the	administration of	administration of	assessment tasks with		
assessment tasks.		assessment tasks.		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	Suggested Learning	Suggested Key
		Outcomes	Experiences	<b>Inquiry Questions</b>
3.0	3.3 Analysis of	By the end of the sub	The teacher trainee to:	How are assessment
Construction	Assessment	strand, the teacher trainee	• collect data on different	tasks analysed?
and	Tasks	should be able to:	assessment task results,	
Administration		a) work out the mode of	• discuss and work out the mode	
of Assessment	(1 hour)	assessment task results	of the assessment task results,	
Tasks		in the learning process,	• discuss and work out the mean	
		<ul> <li>b) compute the mean of assessment task results in the learning process,</li> <li>c) calculate the median of assessment task results in the learning process,</li> <li>d) determine the range of assessment task results in the learning process,</li> <li>e) appreciate the analysis of the assessment tasks in the learning process.</li> </ul>	<ul> <li>of the assessment task results,</li> <li>discuss and work out the median of the assessment task results,</li> <li>discuss the values of the three measures of the central tendency,</li> <li>discuss and calculate the range of the assessment tasks results,</li> <li>discuss the importance of working out the mode, mean, median and range of an assessment task.</li> </ul>	

• 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.

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

STRAND 4.0: ASSESSMENT OF COMPETENCIES, VALUES AND PCIS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry
				Questions
4.0 Assessment	4.1	By the end of the sub strand,	The teacher trainee to:	How are
of	Assessment of	the teacher trainee should be	<ul><li>brainstorm on the</li></ul>	competencies
Competencies,	Competencies	able to:	competencies to be assessed	integrated into
Values and		a) identify competencies to be	during the learning activities,	learning
PCIs	(1 hour)	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.	<ul> <li>discuss and develop items on competencies in the assessment tasks,</li> <li>role play integrating competencies in the learning activities,</li> <li>critique and give feedback to each other on integration of competencies in the learning activities,</li> <li>discuss the importance of assessing competencies in the learning process.</li> </ul>	activities?

Core competencies to be developed
Creativity and Innovation— as teacher trainees role play integrating competencies in the learning activities

## Values

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

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

competencies in the	that competencies	have been achieved	been achieved in the	been achieved in the
learning process.	have been achieved in	in the learning	learning process.	learning process.
	the learning process.	process.		



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
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:  a) identify values to be assessed in the learning activities, b) develop items on values in the assessment tasks, c) integrate values in the learning activities, d) assess the achievement of values in the learning process, e) appreciate assessment of values in the learning process.	The teacher trainee to:  • 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.	Questions How are values integrated into learning activities?

• Critical Thinking— as teacher trainees develop task items on values in learning activities.

#### Values

• **Responsibility** – as teacher trainees role play integrating values in the learning activities.

<b>Suggested Formative</b>	Suggested Formative Assessment Rubric					
Level	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	Approaches	<b>Below Expectations</b>		
Indicator			Expectations			
Ability to identify	Comprehensively and	Correctly identifies	Identifies values that	Identifies values that		
values to be assessed	correctly identifies	relevant values to be	are partially relevant	are not relevant to the		
in learning activities.	relevant values to be	assessed in learning	to the learning	learning activities to		
	assessed in learning	activities.	activities to be	be assessed in learning		
	activities.		assessed in learning	activities.		
			activities.			
Ability to develop	Creatively and	Appropriately	Develops items on	Develops items on		
items on values in	appropriately develops	develops items on	values in assessment	values in assessment		
assessment tasks.	items on values in	values in assessment	tasks and leaves out	tasks and leaves out		
	assessment tasks.	tasks.	minor details.	major details.		
Ability to integrate	Comprehensively and	Correctly integrates	Partially integrates	Integrates values in the		
values in the	correctly integrates	values in the learning	values in the	learning activities with		
learning activities.	values in the learning	activities.	learning activities.	assistance.		
	activities.					
Ability to assess the	Consistently	Demonstrates	Demonstrates some	Demonstrates very		
achievement of	demonstrates sufficient	sufficient evidence	evidence that values	little evidence that		
values in the	evidence that values	that values have been	have been achieved	values have been		
learning process.	have been achieved in	achieved in the	in the learning	achieved in the		
	the learning process.	learning process.	process.	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)	By the end of the sub strand, the teacher trainee should be able to: a) identify PCIs to be assessed in the learning activities, b) develop items on PCIs in assessment tasks, c) integrate PCIs in learning activities, d) assess the achievement of PCIs in the learning process, e) appreciate the assessment of PCIs in the learning process.	<ul> <li>The teacher trainee to:</li> <li>brainstorm on the PCIs to be assessed during learning activities,</li> <li>discuss and develop items on PCIs in the assessment tasks,</li> <li>role play integrating PCIs in the learning activities,</li> <li>critique and give feedback to each other on integration of PCIs in the learning activities,</li> <li>discuss the importance of assessing PCIs in the learning process.</li> </ul>	How are PCIs integrated into learning activities?

• 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.

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

Ability to assess	Consistently	Demonstrates	Demonstrates some	Demonstrates very little
the achievement of	demonstrates sufficient	sufficient evidence	evidence that PCIs	evidence that PCIs have
PCIs in the	evidence that PCIs have	that PCIs have been	have been achieved	been achieved in the
learning process.	been achieved in the	achieved in the	in the learning	learning process.
	learning process.	learning process.	process.	

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	<ul> <li>The teacher trainee to:</li> <li>brainstorm on the concept of feedback in the assessment process,</li> <li>discuss function of feedback in assessment,</li> <li>use available resources to search for the qualities of effective assessment feedback and share with peers,</li> <li>discuss formal and informal feedback as used in the learning process,</li> <li>discuss different ways of giving formative and summative feedback,</li> <li>explore the benefits of feedback in assessment,</li> <li>simulate positive and negative feedback, and critique the impact of such feedback in learning.</li> </ul>	Questions Why is feedback important in assessment?
		feedback in the assessment process,		

f) appreciate the use of feedback in monitoring the	
learning progress.	

• **Creativity** – as teacher trainees simulate positive and negative feedback.

#### Values

• **Responsibility** – as teacher trainees search for the qualities of effective assessment feedback and shares with peers.

<b>Suggested Formative Asse</b>	essment Rubric			
Level	<b>Exceeds Expectations</b>	Meets	Approaches	Below
Indicator		Expectations	Expectations	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	Comprehensively	Examines formal	Examines some of	Examines some of
and informal methods of	examines formal and	and informal	the formal and	the formal or
giving feedback in the	informal methods of	methods of giving	informal methods of	informal methods
learning process.	giving feedback in the	feedback in the	giving feedback in	of giving feedback
	learning process and gives	learning process.	the learning process.	in the learning
	examples.			process and leaves
				out major details.
Ability to distinguish	Comprehensively and	Correctly	Distinguishes	Distinguishes
between formative and	correctly distinguishes	distinguishes	between formative	between formative
summative feedback.	between formative and	between formative	and summative	and summative
	summative feedback and	and summative	feedback and leaves	feedback and
	gives examples.	feedback.	out minor details.	leaves out major
				details.
Ability to evaluate the	Comprehensively	Evaluates the	Evaluates some of	Evaluates some of
benefits of feedback in	evaluates the benefits of	benefits of feedback	the benefits of	the benefits of
the assessment process.	feedback in the	in the assessment	feedback in the	feedback in the
	assessment process, and	process.	assessment process.	assessment process
	gives examples.			and leaves out
				major details.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0	5.2	By the end of the sub strand,	The teacher trainee to:	What is
Reporting	Qualitative	the teacher trainee should be	• brainstorm on the meaning of	qualitative
on	and	able to:	qualitative reporting and	reporting and
Assessment	Quantitative	a) explain the meaning of	quantitative reporting,	quantitative
	reporting	qualitative and quantitative reporting in the learning	• discuss assessments tasks that will elicit qualitative reporting and	reporting?
	(1 hour)	process,	share with peers,	
		b) determine assessment tasks that will elicit qualitative reporting,	• discuss assessments tasks that will elicit quantitative reporting and share with peers,	
		c) determine assessment tasks that will elicit quantitative reporting,	• create a qualitative report from the assessment scores and records, and present in the plenary for	
		d) generate a qualitative report from the assessment scores	critique and improvement, • create a quantitative report from	
		<ul><li>and records,</li><li>e) generate a quantitative report</li></ul>	the assessment scores and records, and present in plenary for critique	
		from the assessment scores	and improvement,	
		and records,	• create a report that is both	
		f) generate a report that is both qualitative and quantitative	qualitative and quantitative from the assessment scores and records,	

• Critical Thinking and Problem Solving – as teacher trainees determine assessments tasks that will elicit qualitative and quantitative reporting.

#### Values

• **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					
Level	<b>Exceeds Expectations</b>	Meets	Approaches	Below	
Indicator		Expectations	Expectations	Expectations	
Ability to explain the	Comprehensively and	Correctly explains	Explains the	Explains the	
meaning of qualitative	correctly explains the	the meaning of	meaning of	meaning of	
reporting and quantitative	meaning of qualitative	qualitative	qualitative	qualitative	
reporting.	reporting and	reporting and	reporting and	reporting or	
	quantitative reporting	quantitative	quantitative	quantitative	
	and gives examples.	reporting.	reporting and	reporting and	
			leaves out minor	leaves out major	
			details.	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.

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested
		Outcomes		Key Inquiry Questions
5.0 Reporting on Assessment	5.3 Reporting Tools (1 hour)	By the end of the sub strand, the teacher trainee should be able to: a) identify reporting tools used in the assessment process, b) develop appropriate assessment reporting tools for different	The teacher trainee to:  • discuss reporting tools used in the assessment process: classroom assessment tools, school year report, assessment sheet, learner KPSEA performance report, KPSEA school specific report  • choose appropriate assessment reporting tool for different learning situations,	What is the importance of reporting assessment results to stakeholders?
		learning situations, c) interpret the contents of assessment reporting tools, d) use assessment reporting tools to inform stakeholders on the learning progress, e) appreciate the use of assessment reporting tools in the learning process.	<ul> <li>analyse performance based on the content of a reporting tool: school performance in each subject or learning area, learner's cognitive skills, performance in subject content areas assessed,</li> <li>role play using information in the reporting tool to improve learning,</li> <li>develop appropriate reporting tools for different stakeholders and present to peers for critique and feedback,</li> </ul>	

• role play use of reporting tools to inform the stakeholders on the learning	
progress.	

• **Communication and Collaboration** – as teacher trainees use reporting tools to inform the stakeholders on the learning progress.

### Values

• **Responsibility** – as teacher trainees develop appropriate reporting tools for different learning areas.

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

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

