COMPETENCY BASED ASSESSMENT

TOOLS

Session Overview

The session discusses:

- the tools used in Competency-Based Assessment
- how the tools are used to assess Competencies
- How to design the tools for different assessment purposes
- how the tools can be adapted to suit learners with special needs and disabilities.

Suggested Activities

● Participants brainstorm on various examination tools used in 8-4-4.

● Participants discuss additional assessment tools used in the 21st century to assess competencies.

● Participants randomly give their findings after discussions.

Competency-Based Assessment Tools Are:

- Used to collect **evidence** on specific competencies acquired by a learner.

- CBA tools focus on **what learners can do**, not just what they know.

Key Steps in Designing an Assessment Tool

1. **Define the assessment purpose clearly**.

   Diagnostic – To identify learners' strengths, prior knowledge.

   Formative – To monitor learning progress and guide instruction.

   Summative – To evaluate learning outcomes at the end of a period.

   Placement – To determine appropriate levels or groups for learners.

   Evaluative – To assess the effectiveness of instructional methods or programs.

   Certification – To validate achievement for credentials or qualifications.

2. **Specify learning outcomes to be assessed**-Tools must reflect what is being taught

   and what learners are expected to know, value and do.

   -Involve learners through **self and peer assessments-**Allow for learner voice, choice
    and reflection.
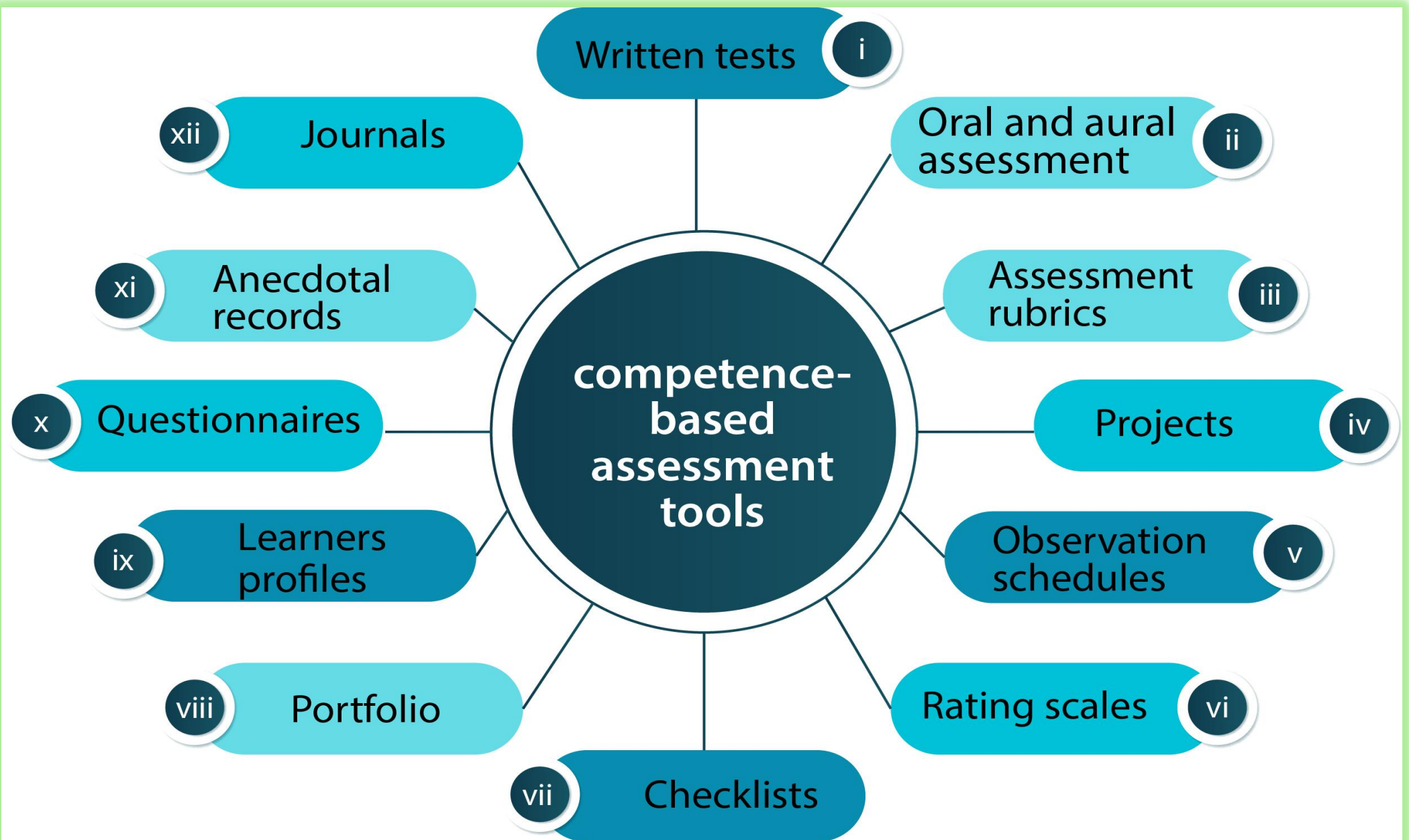
3. **Select the appropriate assessment tool**.

- Ensure tools are age-appropriate and culturally responsive.
- Use a variety of tools to gather a holistic view of learner progress.
- Continuously evaluate and improve tools based on data and classroom realities.
- Use digital tools where possible (e.g., digital portfolios)

4. **Draft the tool with clear instructions and scoring criteria**.

- Emphasize real-world tasks, performance tasks and portfolios
- Use rubrics with performance levels clearly defined.
- Give **feedback** not just scores

Competency-Based Assessment Tools

competence-based assessment tools

- Written tests — i
- Oral and aural assessment — ii
- Assessment rubrics — iii
- Projects — iv
- Observation schedules — v
- Rating scales — vi
- vii — Checklists
- viii — Portfolio
- ix — Learners profiles
- x — Questionnaires
- xi — Anecdotal records
- xii — Journals

19. After she was elected as a student leader, Samira addressed her schoolmates and quoted from Caliph Abubakar's speech, '…the weak among you shall be strong with me till, God willing, his rights have been restored...'

The virtue that Samira aimed at emulating from the speech of Abubakar is

A.   bravery.

B.   generosity.

C.   simplicity.

D.   justice.

22. Read the verse below from Surah Al – Hujurat (Q:49) and answer the questions that follow:

"The believers are nothing else but brothers. So make reconciliation between your brothers and fear Allah, that you may receive mercy."

The verse encourages brotherhood among Muslims.

a)   Describe **five** ways in which Muslims can enhance brotherhood.   (5 marks)

10. Anne made a semi-circular table cloth. The diameter of the table cloth was 42 cm. She binded the edge of the table cloth with a ribbon. What was the length of the ribbon used?

A.   174 cm
B.   108 cm
C.   66 cm
D.   33 cm

27. Mary bought 3 packets of milk and 4 loaves of bread for sh 570 from a shop. Jane bought 5 packets of milk and a loaf of bread for sh 440 from the same shop. Determine the cost of a loaf of bread and the cost of a packet of milk.   (5 marks)

Suggested Activities

Participants, working in subject-specific groups, will develop two written test items

Selected groups to present findings

Oral assessments

- are questions asked verbally and require the learner to respond by speaking.

- It assess a learner's skills of speaking and listening.

- teachers may prepare questions that are posed orally to the learner.

Click the icon to play

Aural assessment

- assesses the learner's ability to listen to prerecorded tasks and respond appropriately.
- It is aimed at assessing the learner's skills in listening.
- The teacher may record a story, then play it to the learners who are supposed to give responses to questions from the passage.
- Responses can be given orally or in written form.

Suggested Activities

Participants in groups of their subjects develops Oral or Aural Assessment Tool.

- Using their smartphones,they record the assessments developed.

- Participants to record a video while carrying out the assessment developed.

- Participants to share the pre recorded video with the trainer for plenary comments.

Observation Checklist

CHECKLIST FOR ASSESSMENT OF THE VALUE OF LOVE

Name of the learner	
Assessment Number	
Gender	
Name of the school	
Date of Assessment	
Name of the Teacher	

S/No	Indicators of Value	Tick appropriately √		Teacher's comments
		Demonstrated	Not demonstrated	
1.	Provides emotional support to others when performing group activities			
2.	Encourages others during difficult times			
3.	Honest communication during group activities			
4.	Supporting others during performing activities			
5.	Taking turns when performing the activities			
	Total Indicators Demonstrated			
	Learner's Level of Performance			

Key to Assigning the Learner's Performance Level
Identification of:
- *4 or 5 items – Meets Expectation,*

A Journal

Making a durable and portable thermometers

A Journal

(i)   **Project Title:**

(ii)   **School** ....

(iii)   Name of the Learner.. Ass.No...................

(iv)   Objective of the Project

Week/Day	Activity	Reflection
	(I) Research and Planning	
	(II) Materials Identification and Collection	
	(III) Construction of the Instruments	
	(IV) Creating a User Guide and Demonstration	
	(V) Overall Reflection	

OBSERVATION SCHEDULE

Investigating Electrical Behaviour of Materials- Grade10

Administrative Details

Criteria	Observation
1. Experimental Setup	
2. Procedure and Data Collection	
3. Analysis and Interpretation	
4. Communication and Reporting	

Teacher's Guide

Experimental Setup - Selects appropriate materials (conductor, semiconductor, insulator) - Assembles circuit correctly and safely
Procedure and Data Collection - Follows steps systematically - Measures resistance/voltage/current accurately - Records temperature variations
Analysis and Interpretation -Identifies trends in electrical behaviour with temperature - Differentiates between conductor, semiconductor, and insulator responses
Communication and Reporting -Presents findings clearly (written or oral) - Uses correct scientific terms and units

Project Assessment

PRE-TECHNICAL STUDIES PROJECT

TASK: A porridge vendor who sells porridge on a construction site wants to make a sieve so that her porridge is made of well sieved flour.

1. Make a freehand pictorial sketch to show how the sieve will look like and indicate the measurements.

2. Choose locally available materials such as wood, metal, plastic etc for making the sieve.

3. Select appropriate tools for marking sieve

4. Make the Sieve.

ACTIVITY

Using the project on **MAKING THE SIEVE,** develop a Observation checklist and observation schedule you will use to assess the learner's work.

Invite a few randomly selected groups to present there work

PORTFOLIO ASSESSMENT METHODS

- A portfolio is a purposeful collection of learner's work samples /evidence that shows their competency, effort, progress and mastery of specific learning outcomes.

- Portfolio file contains all the major learning activities, assessment projects and documents.

- The learner may choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included.

Types of portfolio

Showcase Portfolio

It is created to display learners' best work based on interest.

Working portfolio

This is a collection of learners' work / pieces of work in progress or completed work.

Assessment Portfolio

It contains a sample of learners' work that is specifically designed for assessments. It is used for accountability of learners' performance and skills attained in learning. The content is guided by the competences specified in the curricular.

Features of a portfolio

Features of a portfolio

- Cover page
- Table of content
- Entries- drafts and completed
- Dates
- Reflections
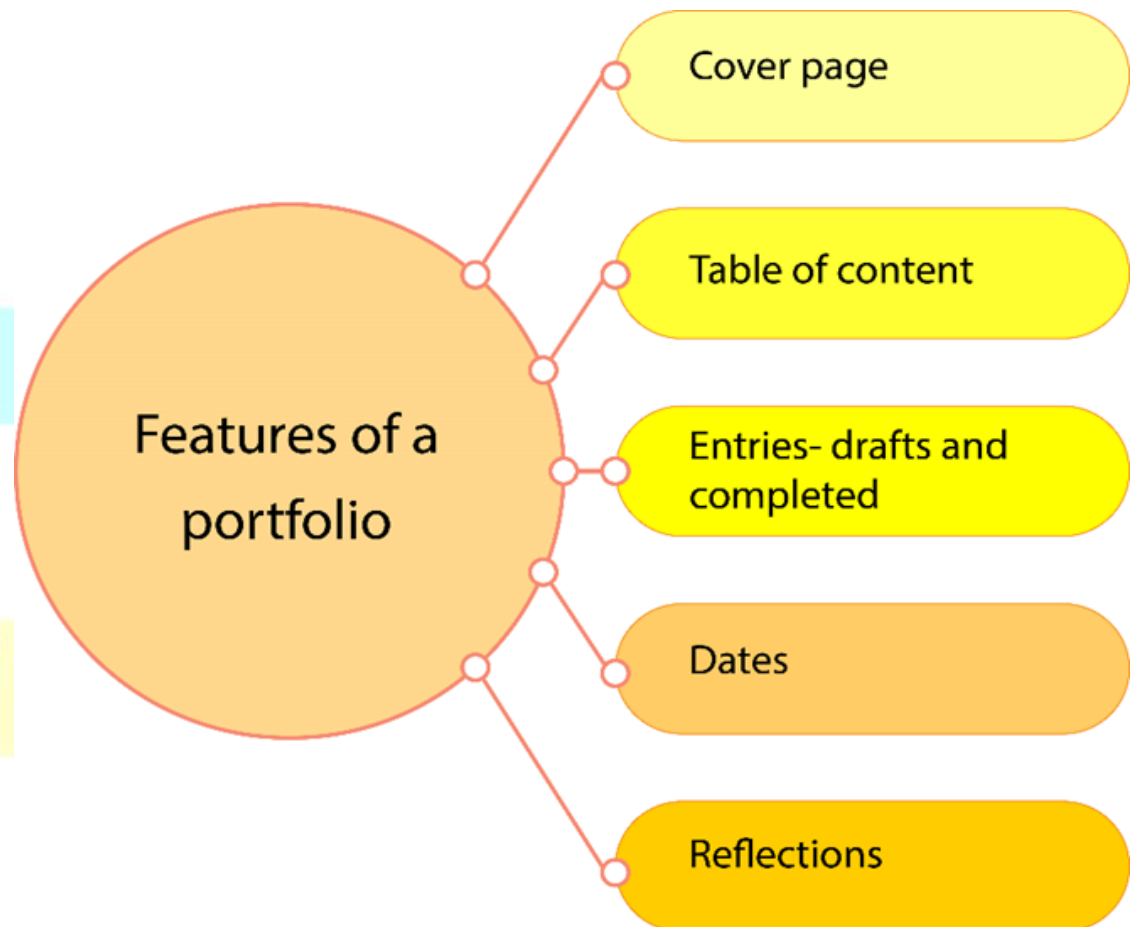
11.0 ASSESSMENT RUBRIC

Used to interpret and assess learner's performance in a task.

AUTHENTIC TASK

It is an assignment that assess learner's ability to apply knowledge and skills to solve real world problems.

STANDARDS

These are statements of what students should know and be able to do.

CRITERIA

These are statements that describe knowledge and skills or standards by which a learner is judged upon as they undertake the task.

Performance Level

Are numerical values used to define the competency.

DESCRIPTORS

These are words or expressions used to identify individual learner's level of performance.

NB: A teacher must decide on the concepts or skills to be assessed and how he expects the learners to display the skills?

11.2 Types of Rubrics

- There are two types of rubrics.

- **1** **Analytic Rubric**

  - Breaks down content or tasks being assessed into smaller parts.

  - Each part is assessed separately.

SAMPLE RUBRICS

TASK

(i) Look at the matchbox placed on the table by your teacher.

(ii) Draw the matchbox, in varied views to depict one point perspective.

(iii) Display and explain to your classmates how you arrived at the final product.

Analytic Rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Drawing a matchbox in varied views to depict one-point perspective	Neatly draws the matchbox from multiple views. All lines converge at a single vanishing point. Shows strong grasp of perspective.	Draws the matchbox from varied views with lines converging at the vanishing point. Minor errors present.	Draws the matchbox from varied views, but some lines are misaligned or do not converge accurately.	Drawing lacks varied views. Lines do not converge. Shows minimal understanding of perspective.
Displaying and explaining to classmates the final product	Displays neat final product and confidently explains steps using correct terms. Shows clear understanding.	Displays neat work and explains steps using appropriate terminology.	Displays the product but struggles with explanation or uses limited vocabulary.	Displays poorly drawn work and cannot explain the process. Shows little understanding.

Interpretation of Assessment Results

Exceeding Expectation (Level 4)

A learner demonstrates exceptional achievement in terms of technical skills, originality, creativity and initiative.

Meeting Expectation (Level 3)

A learner demonstrates Proficiency as having acquired and mastered the aspects of the targeted competency: technical skills, originality, creativity and initiative.

Approaching Expectation (Level 2)

A learner at this level demonstrates proficiency with some inconsistencies in the task performed. It is a developing stage the learner has acquired some aspects of the targeted competency but not fully mastered.

Below Expectation (Level 1)

A learner has difficulties in demonstrating proficiency in the task performed in terms of technical skills, creativity. It is the beginning level and the learner is yet to acquire the specified competencies.

2 **Holistic Rubric**

- Assesses overall performance on a task as a single entity.
- Scores the overall competencies of the learner.

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Drawing a matchbox in varied views to depict one-point perspective, displaying and explaining the final product.	Draws a matchbox neatly and accurately from different views, with all lines converging at a vanishing point, and clearly explains the process using correct technical terms.	Draws a matchbox from different views with lines converging at a vanishing point, and clearly explains the drawing process	Draws a matchbox from different views, but some lines are off and don't meet at the vanishing point; struggles to explain parts of the process.	Drawing lacks different views, lines don't converge at the vanishing point, and the explanation is unclear or prompted

Using Rubrics Effectively

- Share rubrics with learner before giving the task

- Have learners evaluate their own work using the rubrics

- Have learners evaluate each other's work using the rubrics

- Use the rubrics as the basis for feedback discussions with learner(s) while their work is developing and when their work is completed

- Grade learners based on the rubrics.

ACTIVITY

Using the project on **MAKING THE SIEVE,** develop

rubrics you will use to assess the learner's work.

Invite a few randomly selected groups to present

THANK YOU