

Assessment Of Core Competencies

JULY 2025



Session Objectives



By the end of the session, the participant should be able to:

List the core competencies outlined in the BECF

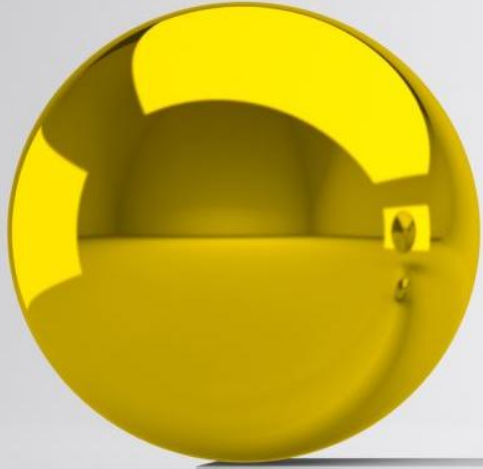
Describe the indicators of each core competency

Develop tools for assessing core competencies.

ACTIVITY

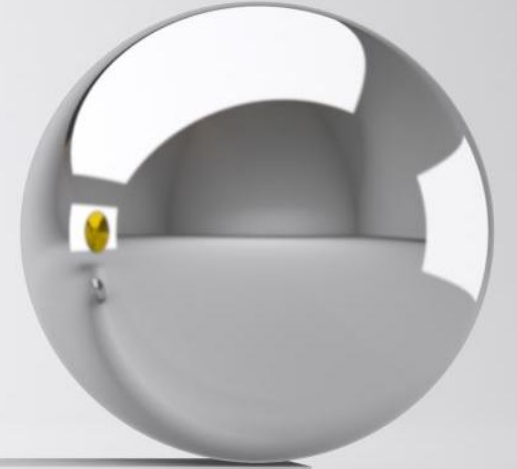
What is the difference?

Competencies



Vs

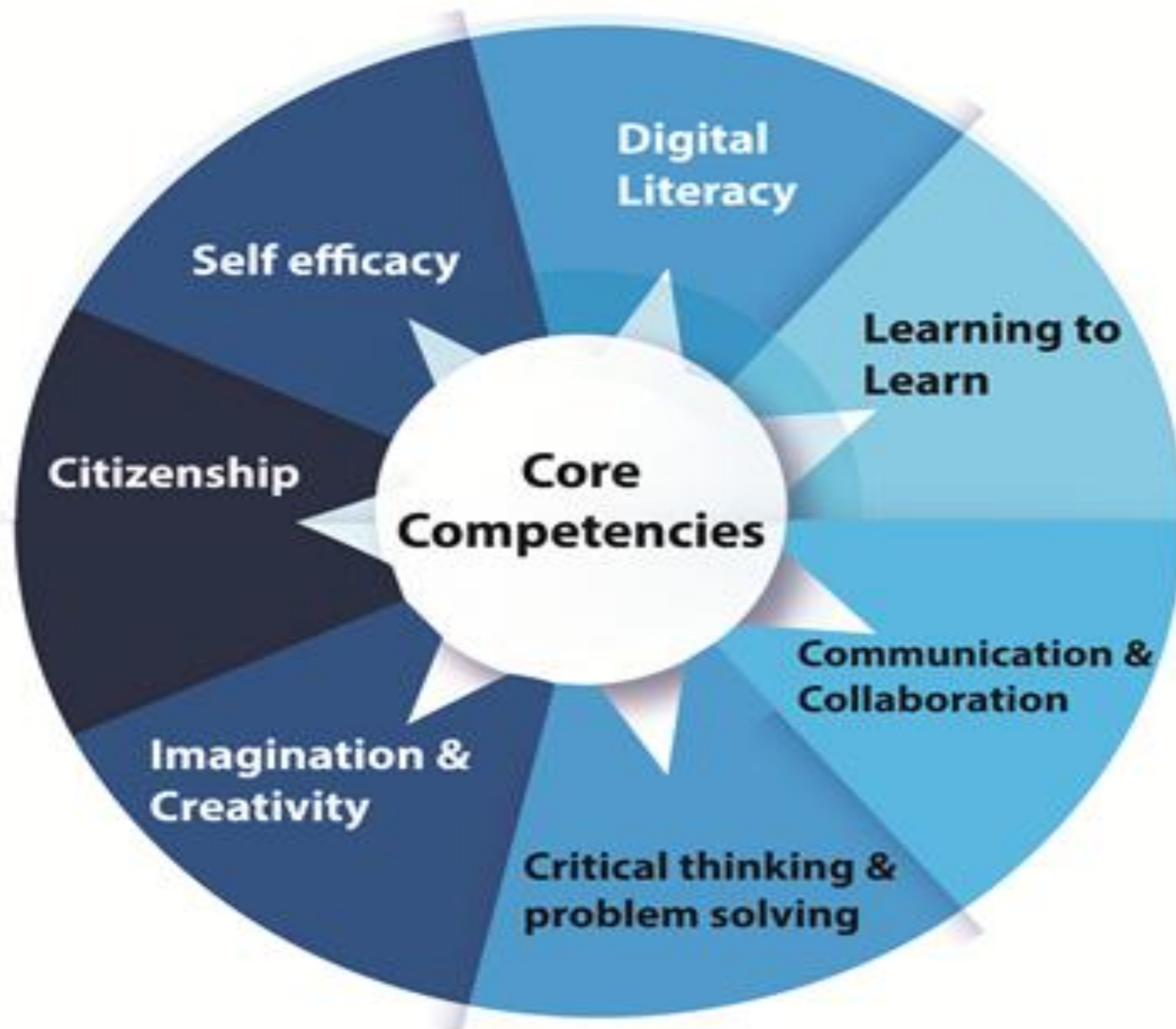
Core Competencies



Competency is the ability to apply appropriate knowledge, skills, attitudes and values to successfully perform a task.

Core Competency

- **Core Competencies** are a set of intellectual, personal, social and emotional proficiencies that learners should develop in order to engage in deep, lifelong learning.
- They are also known as 21st century skills, soft skills or transversal skills.



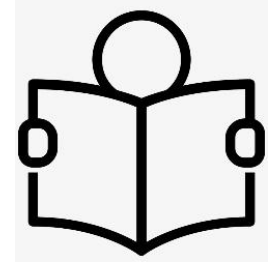
Skills of communication

There are four skills of communication:

1. **Listening**



3. **Reading**



2. **Speaking**

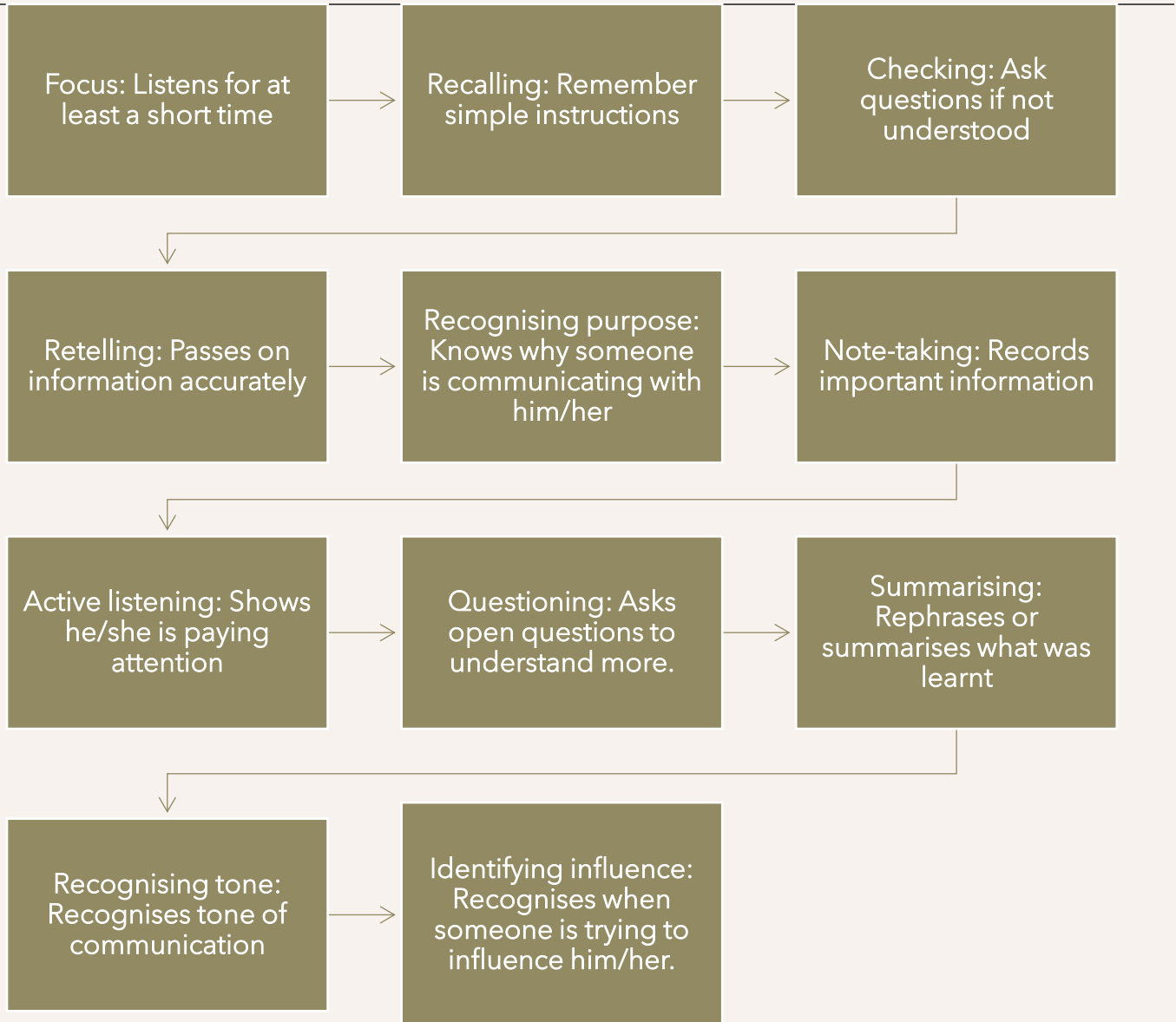


4. **Writing**



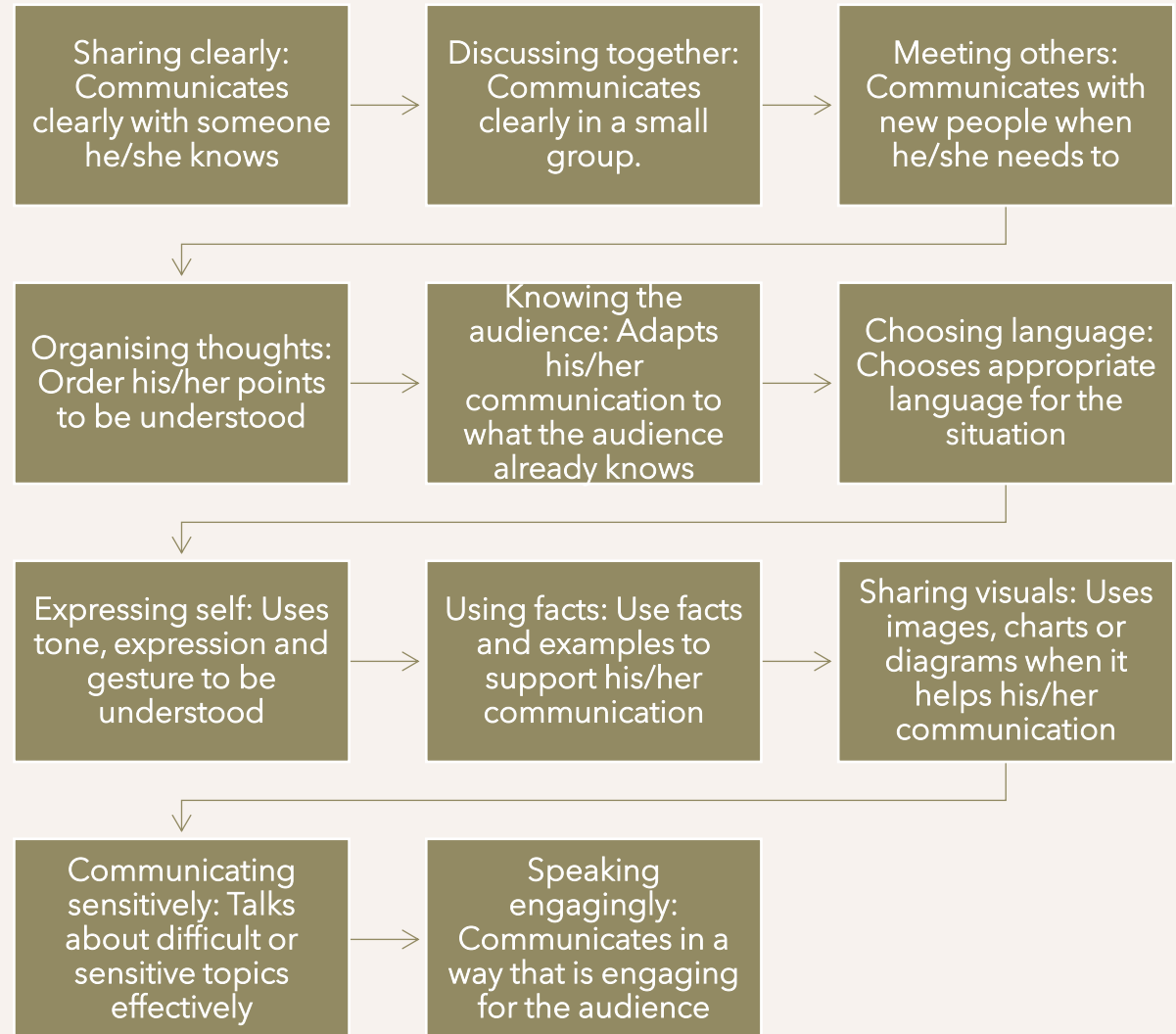
Listening:
Is receiving,
retaining and
processing of
information.

Indicators:



Speaking: Is transmission of information or ideas.

Indicators:



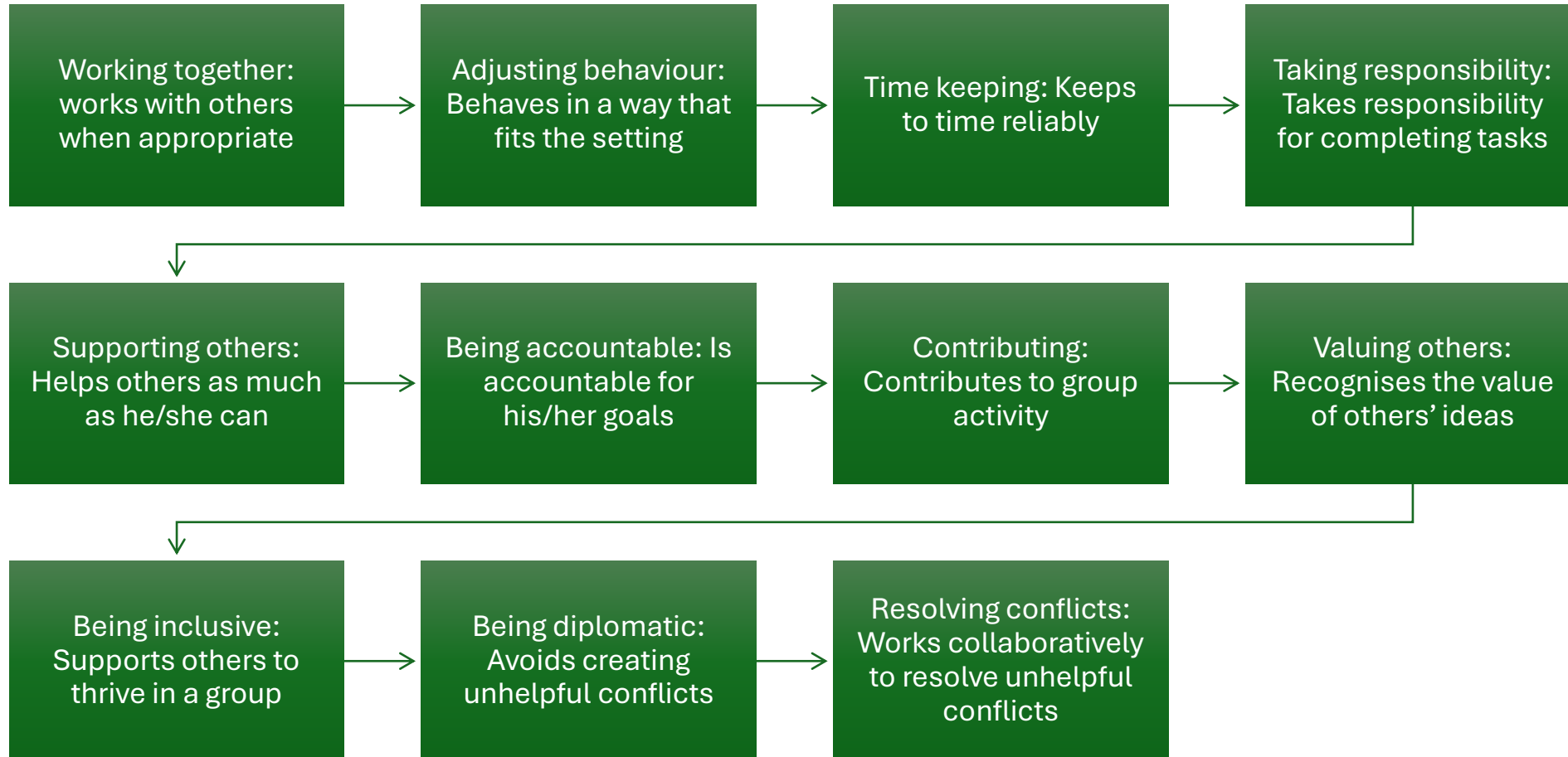
Collaboration

- Is where two or more people work together to achieve a shared goal



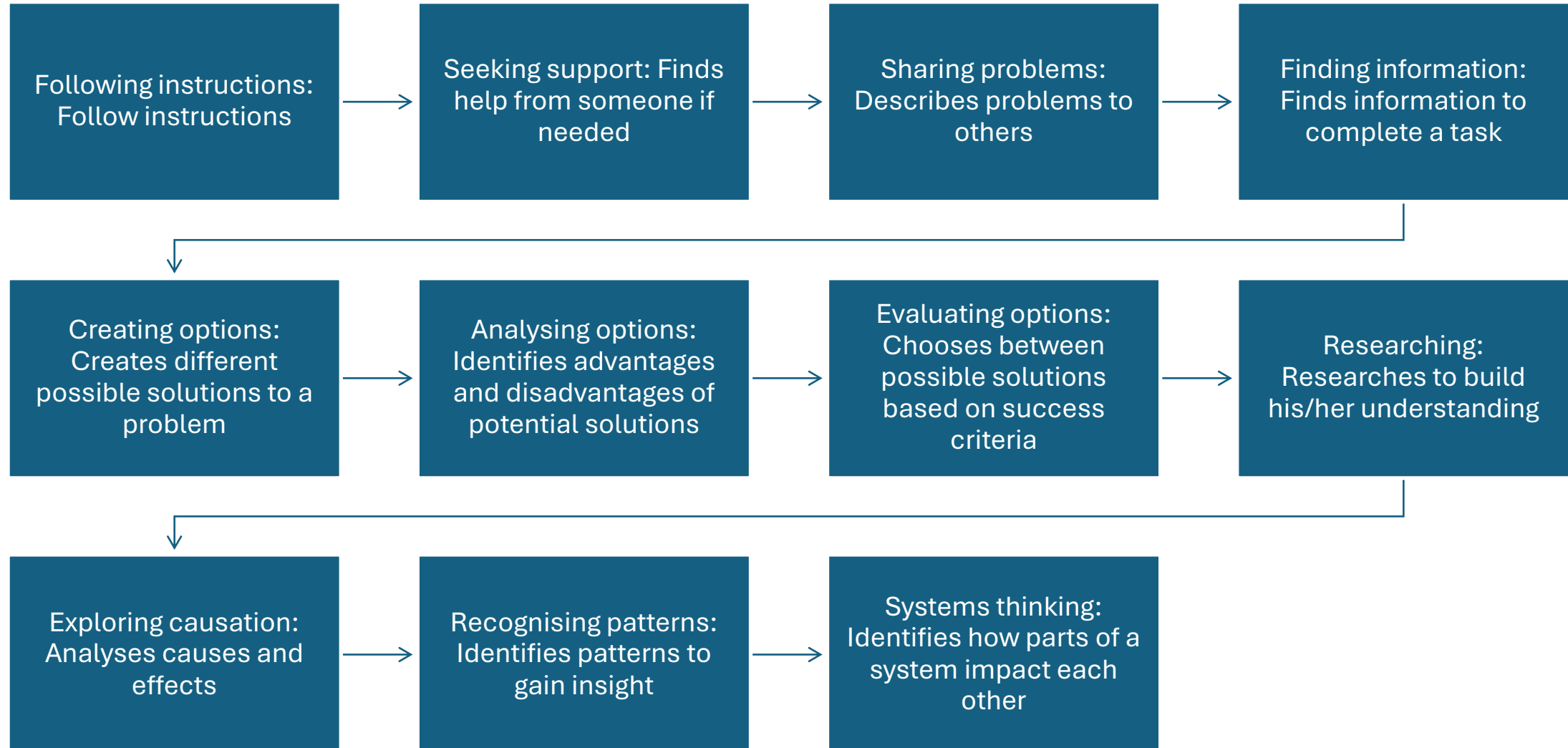
Collaboration: Is where two or more people work together to achieve a shared goal.

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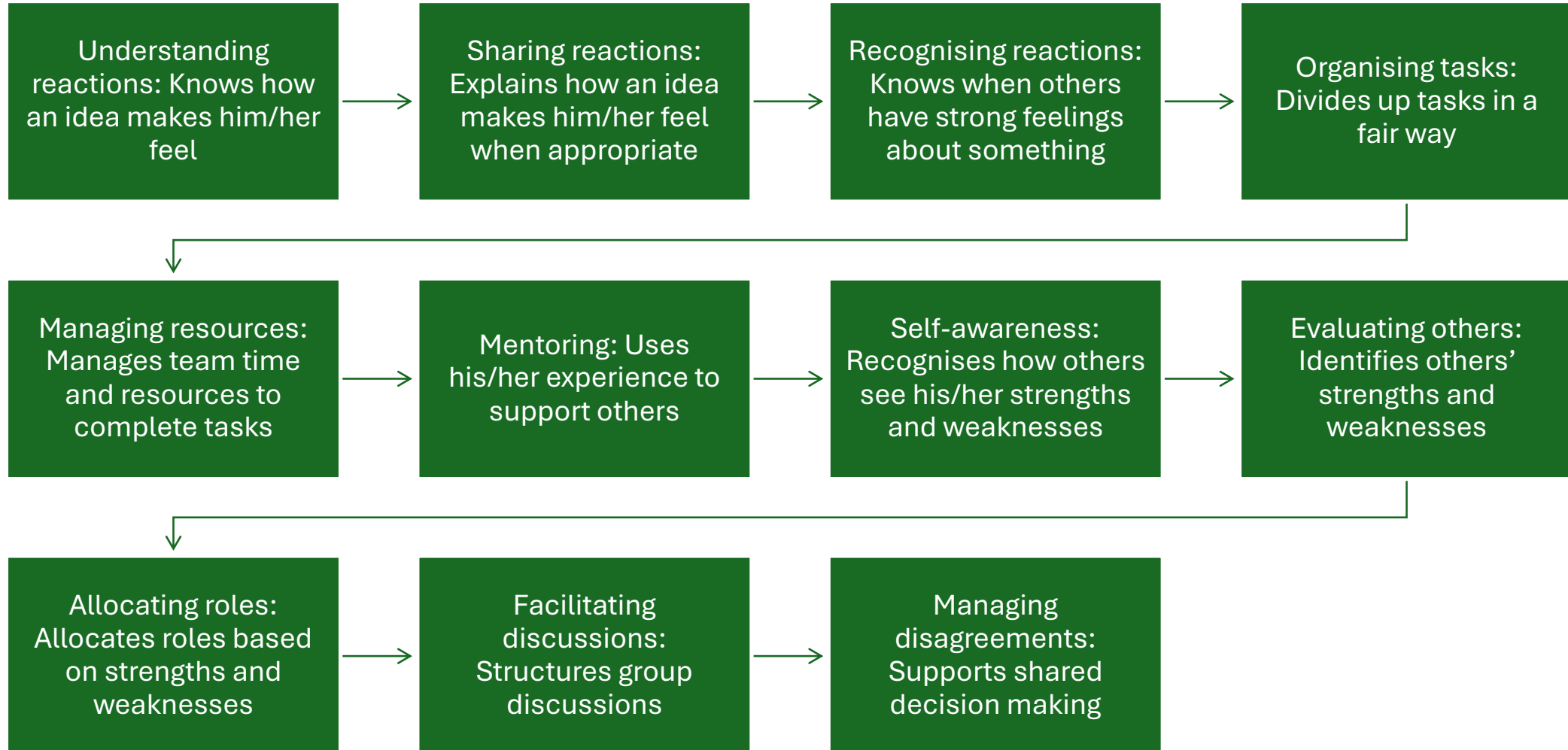
Critical thinking and Problem solving: Finding solutions to challenges.

Indicators:



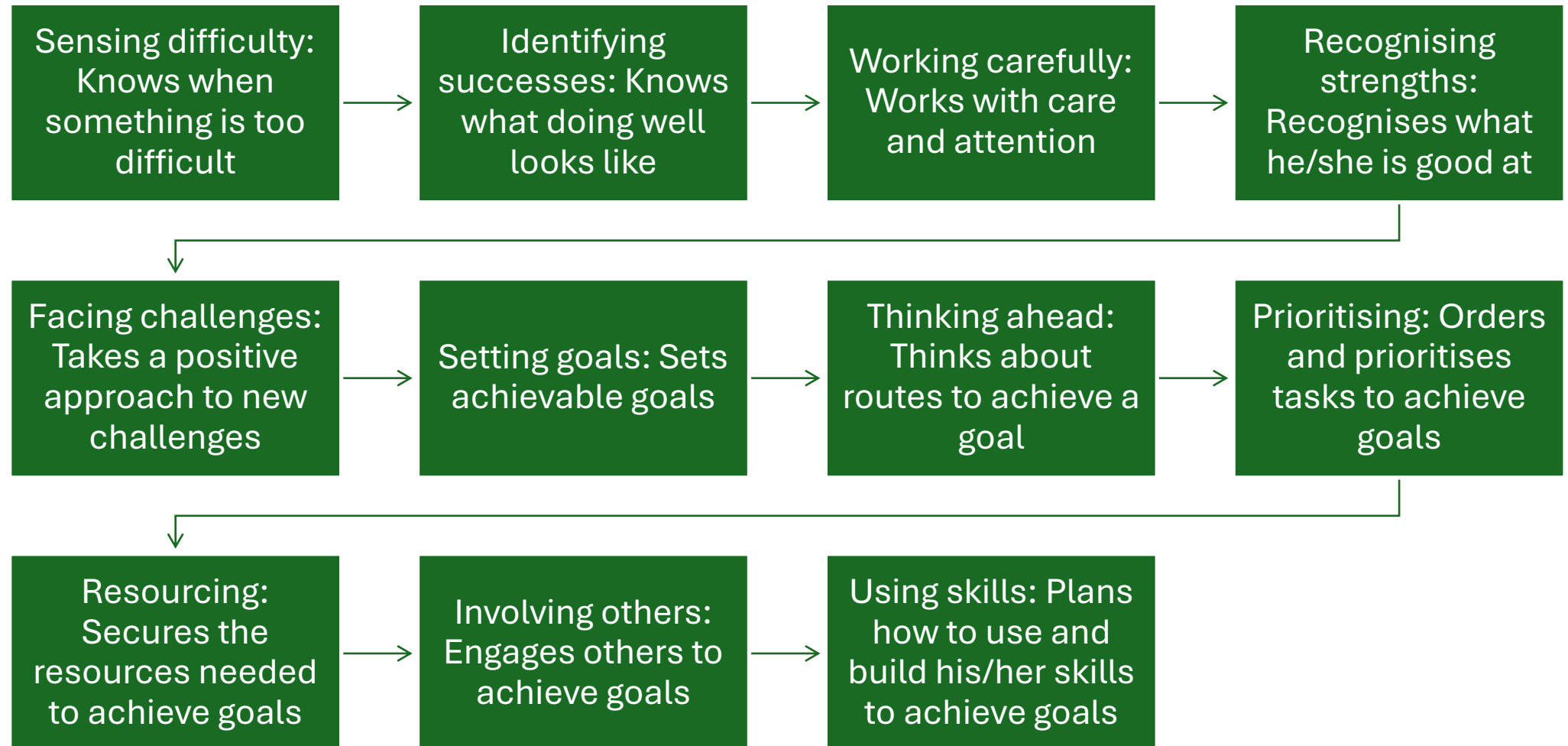
Citizenship: Is the state of being vested with the rights, privileges, and duties of a citizen.

Indicators:



Learning to learn: Setting goals and designing routes to achieve them.

Indicators:

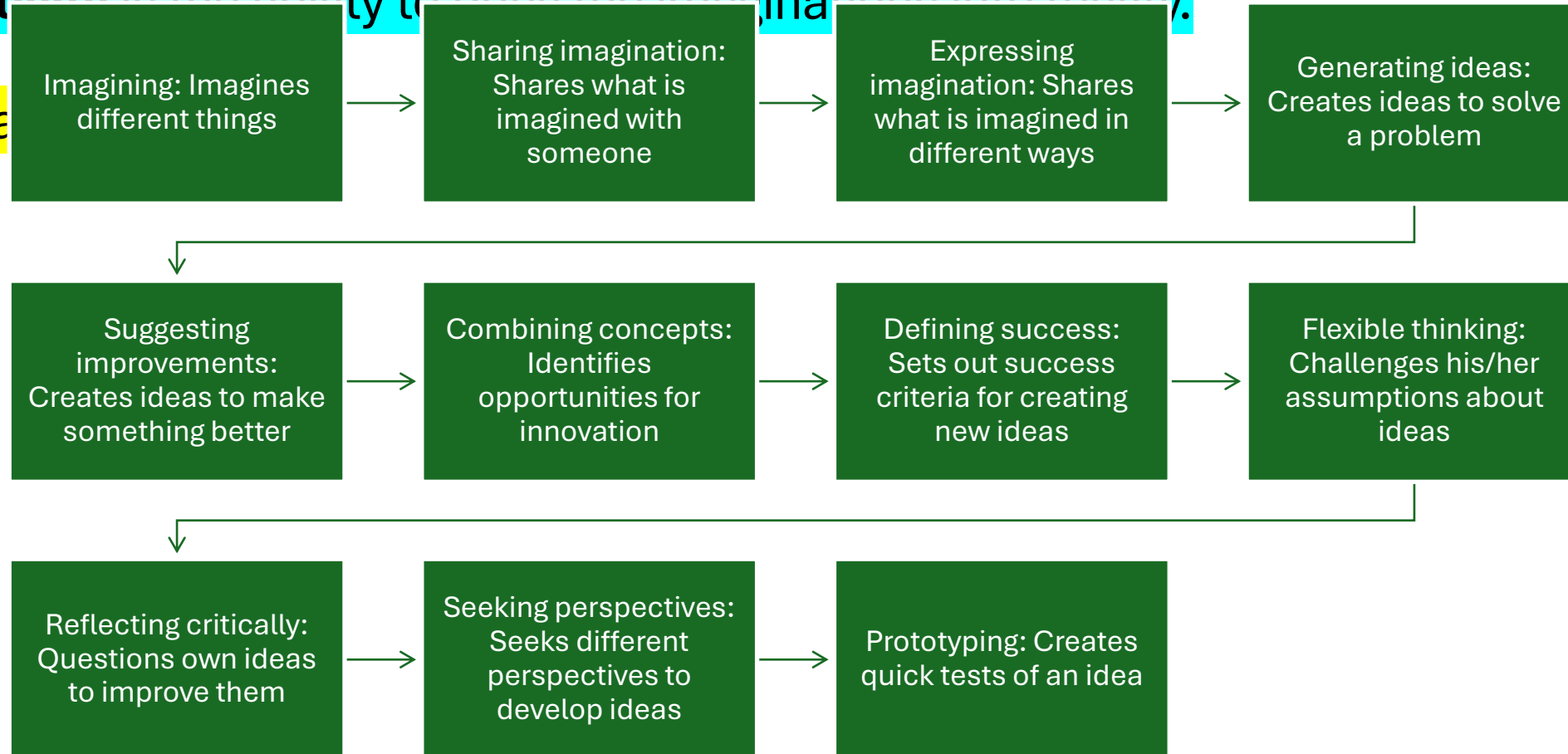


Imagination and Creativity: Using imagination and generating new ideas

Imagination is the ability to form mental picture of something that one has not seen or experienced.

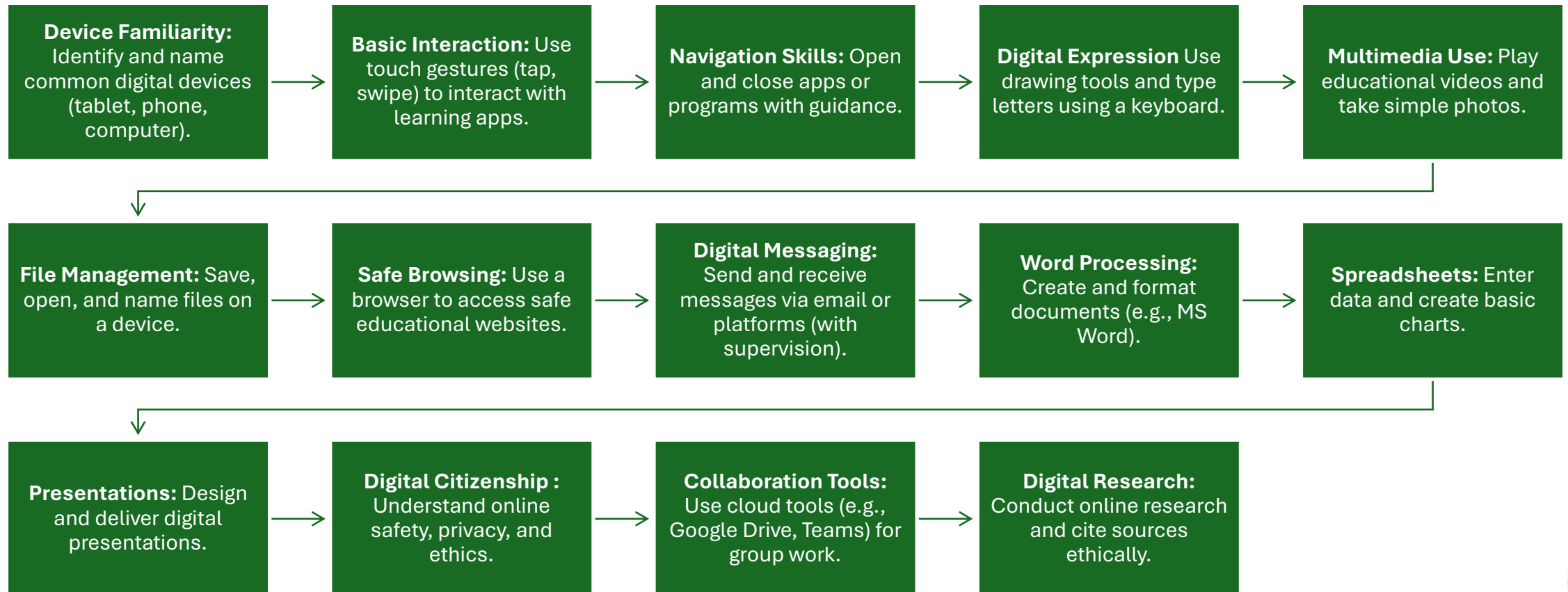
Creativity is the ability to bring the imaginations into reality.

Indicators



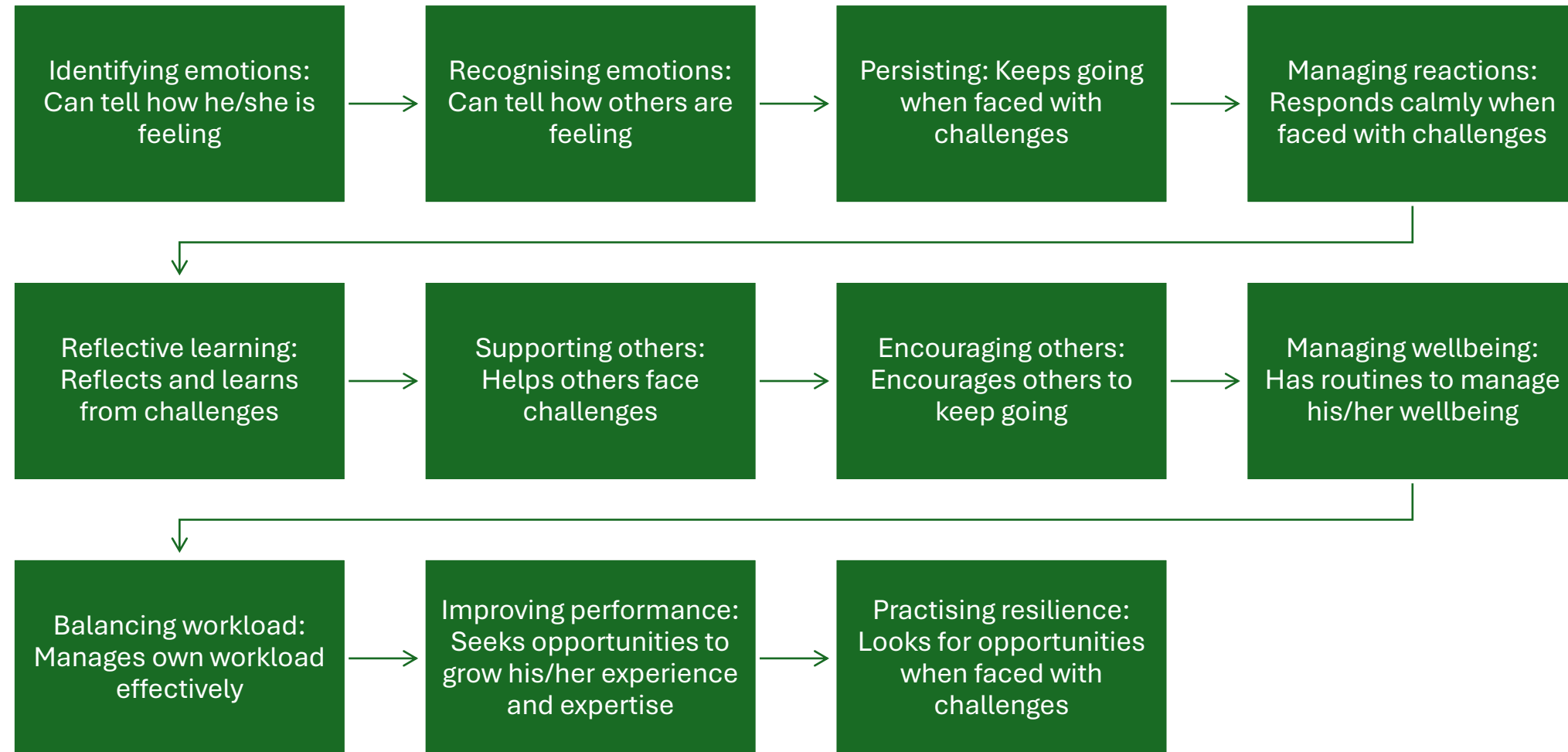
Digital literacy: Is the responsible use of digital tools to find, create, share, and understand information.

Indicators:



Self-efficacy: Overcoming challenges and setbacks to achieve goals

Indicators:





How to Assess a Core Competency

Curriculum	From the curriculum design, identify the learning outcome(s) that can address Core Competency.
Assessment task	From the learning experiences, develop tasks that address Core Competency.
Assessment tool	Develop the assessment tool for collecting information on the learner's performance.
Performance	Engage the learners in the task and collect the information on the learner's performance.

Curriculum design extract

(Grade 10 Biology)

				Inquiry Questions
1.0 Cell Biology and Biodiversity	1.2 Specimen Collection and Preservation (14 lessons) <ul style="list-style-type: none"> Apparatus for collecting specimen Specimens collecting, processing and preserving Project on collecting, processing and preserving biological specimens 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify apparatus and materials used for collecting, processing and preserving specimens, collect, process and preserve specimens for biological studies using improvised and conventional apparatus, appreciate the importance of collecting, processing and preserving specimens in Biology. 	Learner is guided to: <ul style="list-style-type: none"> in groups search for information on apparatus and materials for collecting specimens, (<i>such as pooter/aspirator, pitfall trap, soapy water, pair of forceps, sweep net/aerial net, light traps, Tullgren funnel, envelopes for butterflies, labels, pencils or permanent ink pens, tracing paper, hand lens, knife/ pair of secateurs, collecting bags labels, hand gloves, digger</i>), improvise apparatus from locally available materials and use them for collecting. 	How are specimens collected and preserved?

Task	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
Using a digital device, search and share information on apparatus used to collect specimens	Digital literacy Tools: <ul style="list-style-type: none">• Checklist	<input type="checkbox"/> Safely handles the digital device <input type="checkbox"/> Connects to the internet <input type="checkbox"/> Identifies the apparatus <input type="checkbox"/> Gives correct use of the apparatus <input type="checkbox"/> Uses the digital device to present. (5 marks)

Task	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
1. In groups of 4-5, each learner to present information on apparatus used to collect specimens.	Communication and collaboration Speaking/presentation	<ul style="list-style-type: none"> • Speaks clearly • Organizes his/her points to be understood • Uses facts and examples to support his/her communication • Uses visuals(pictures, charts, diagrams to support the communication • Engages the audience

Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)
Knowledge of Apparatus	Clearly identifies and explains all specimen collection tools with accurate use cases.	Identifies and explains some tools with most of the information accurate	Identifies few tools with limited or partially accurate explanations.	Struggles to identify tools or provides inaccurate information.
Clarity of Explanation	Speaks clearly and explanations are easy to follow and are well-organized.	Speaks clearly with minor issues in organization or clarity.	Some difficulty in speaking clearly or organizing thoughts.	Hard to understand due to unclear speech or poor organization.
Engagement & Participation	Actively participates, listens to others, and responds appropriately.	Participates and listens with minor lapses.	Limited participation or engagement with group.	Rarely participates or engages with group members.

Activity:

In groups of 4-5 use a curriculum design to develop a task to assess one of the following competencies



Collaboration



Critical thinking and problem solving



Imagination and creativity



Citizenship

Assessing Citizenship



1. You have taken learners for a visit to a waste disposal site in the locality.
In your group,
 - a) discuss the indicators of citizenship that are likely to be exhibited by learners during the visit.
 - b) prepare a task to assess citizenship during the visit.
2. Present to the plenary.

Assessing learning to learn



1. In your groups, create a learning experience from a learning outcome which you can use to develop the attributes of learning to learn in learners.
2. Using the learning experience created, develop a task for assessing learning to learn.

Thank You...