

SESSION 1: COMPETENCY BASED ASSESSMENT FRAMEWORK



The Kenya National Examinations Council

1.1 Overview of CBC and CBA

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

- a) explain the meaning of CBC and CBA
- b) explain the linkage between CBC and CBA
- c) discuss the purpose of assessment
- d) explain the CBA Framework
- e) discuss the Paradigm shifts in CBA
- f) discuss types of assessment



What do you expect to learn from the CBA Framework?

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Basic Education Curriculum Framework

BECF	Grades	Age	Years
a) Early years Education - Pre-primary	PP1 - PP2	4 - 5	2
b) Early years Education - Lower Primary	1-3	6-8	3
c) Middle school Education-Upper Primary	4-6	9-11	3
d) Middle School Education-Junior Secondary	7-9	12-14	3
e) Senior School	10-12	15-17	3
f) University	-	18-20	3

THE BIG SHIFT

PREVIOUS SYSTEM

From 7-4-2-3 in 1963, to 8-4-4 in 1985 – over time the system became academic and examination oriented leading to three key problems:

NEW SYSTEM

In response to the Constitution of Kenya 2010 and to achieve Kenya Vision 2030, we need to transform our education system towards developing three key components:

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Problem 1

DISCONNECT between school content and the world of work. Youth unemployment is on the increase. Many Learners exit school without skills for work and skills for life.

COMPETENCIES: Kenya's economy is rapidly changing. Some of the jobs will be transformed by 2030.

We need to prepare our children for new

possibilities. The 21st Century demands citizens who are multi skilled. The new system seeks to produce a child with rel-evant COMPETENCIES to thrive in a rapidly changing world.

Problem 2

<p>DISCONNECT in realizing the national goals of education which emphasis core values and principles such as nationalism, social equality and responsibility.</p>	<p>CHARACTER: The school system need to mold learners to acquire values that support peace and national unity. Value Based Education and parental involvement are core pillars in the new curriculum. The new system seeks to produce a child who has good CHARACTER.</p>
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Problem 3

DISCONNECT with the needs of the 21st century which has been dubbed as a knowledge and skill age that demands a new set of competencies.

CREATIVITY : The 21st Century is a society in which knowledge and well thought out ideas are key source of economic growth. The school system needs to develop Kenyans who are able to creatively solve problems.

Shift in assessment

Object assessment

1. Assessment of learning (summative assessment)
2. Assessment of knowledge acquired through rote learning
3. Norm referenced
4. Encourages competition
5. Rigid (prescribed duration)
6. Teacher and national assessment

1. Assessment for and as learning (formative assessment)
2. Assessment of competencies development
3. Criterion referenced
4. Encourages collaboration and cooperation
5. Flexible based on the pace of the learner
6. Includes self and peer

assessment

Shift in assessment ...cont'd

Object assessment

7. Quantitative reporting based on position and marks
8. Memorization and reproduction
9. Assessment of lower order skills
10. Authentic assessment tasks

Competency Based Assessment

7. Both quantitative and qualitative (description of the competency demonstrated)
8. Demonstration of creativity and talents (Performance Based)
9. Assessment of higher order skill
10. Authentic assessment tasks

Meaning of CBC

What is a competency?

Is the ability to apply appropriate knowledge, skills, values and attitude to successfully perform a real-life task.

Competency Based Curriculum (CBC)

An education programme focused on the learner's ability to apply the knowledge, skills, values and attitude to successfully perform a real-life task.

Meaning of CBA

Competency Based Assessment (CBA)

- ❖ Is the process of determining the learner's ability to apply a set of knowledge, skills, values and attitudes to successfully perform a real-life task.
- ❖ Is the process of gathering and interpreting information on what the learner knows and can do on the specified learning outcomes.
- ❖ This is done using a variety of assessment tools such as written tests, checklists, questionnaires, observation schedules, journals, portfolios, rubrics,

Objectives of Competency Based Assessment Framework

Evidence for
Accountability

**Identifying and
Nurturing** *Learner
Potential*

**Determine
acquisition** of
competencies and
values

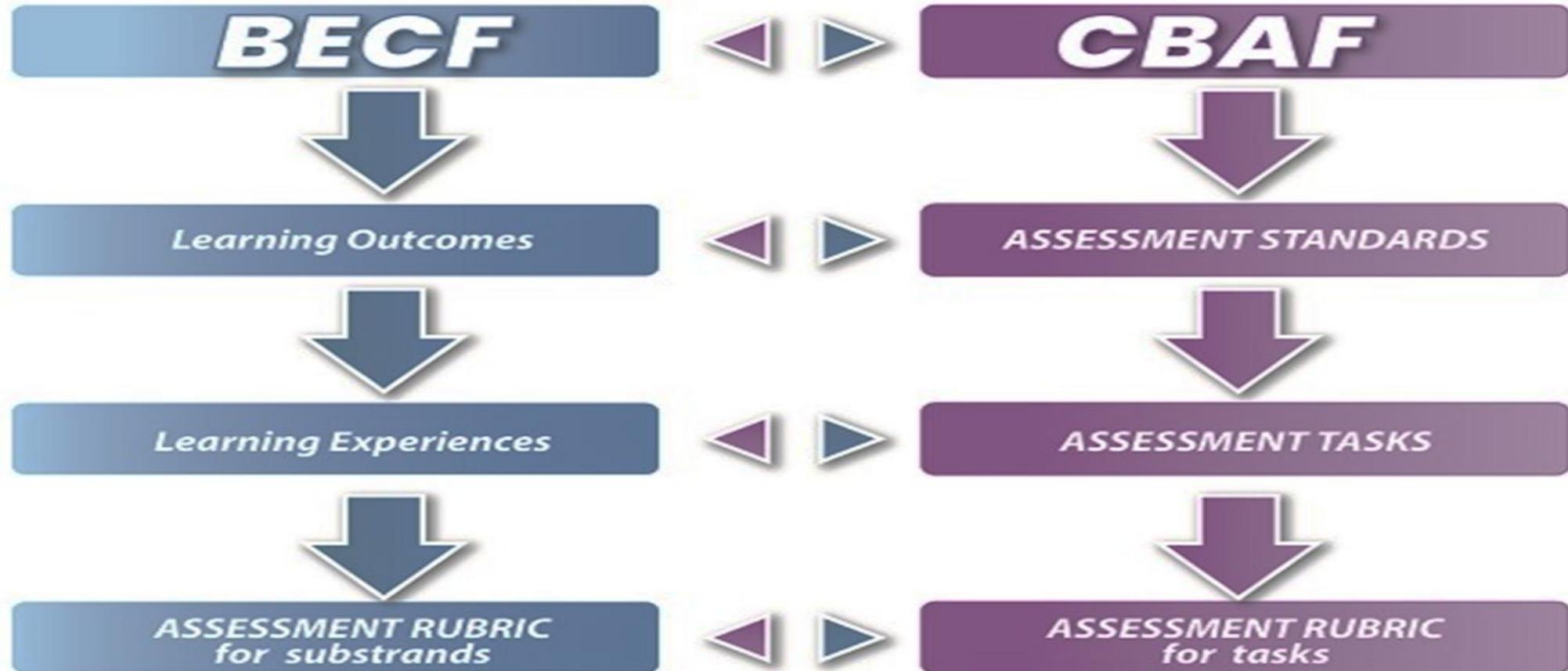
Improving
*Learning,
Instruction &
Assessment*

**Measuring Learner
Participation** in *CSL &
Acquisition of Values*

Feedback to
Stakeholders

For certification after
grade 12

The linkage between various components of CBC and CBA



Acronyms used in the Competency Based Assessment Framework

1. CA
2. SBA
3. KEYA
4. SYR
5. KPSEA
6. KMYA
7. KCBE
8. LEP

Give the meaning of the acronyms:

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Acronyms used in the Competency Based Assessment Framework

CA	Classroom Assessment
SBA	School Based Assessment
KEYA	Kenya Early Years Assessment
SYR	School Year Report
KPSEA	Kenya Primary School Education Assessment
KMYA	Kenya Middle Years Assessment
KCBE	Kenya Certificate of Basic Education
LEP	Learner Exit Profile

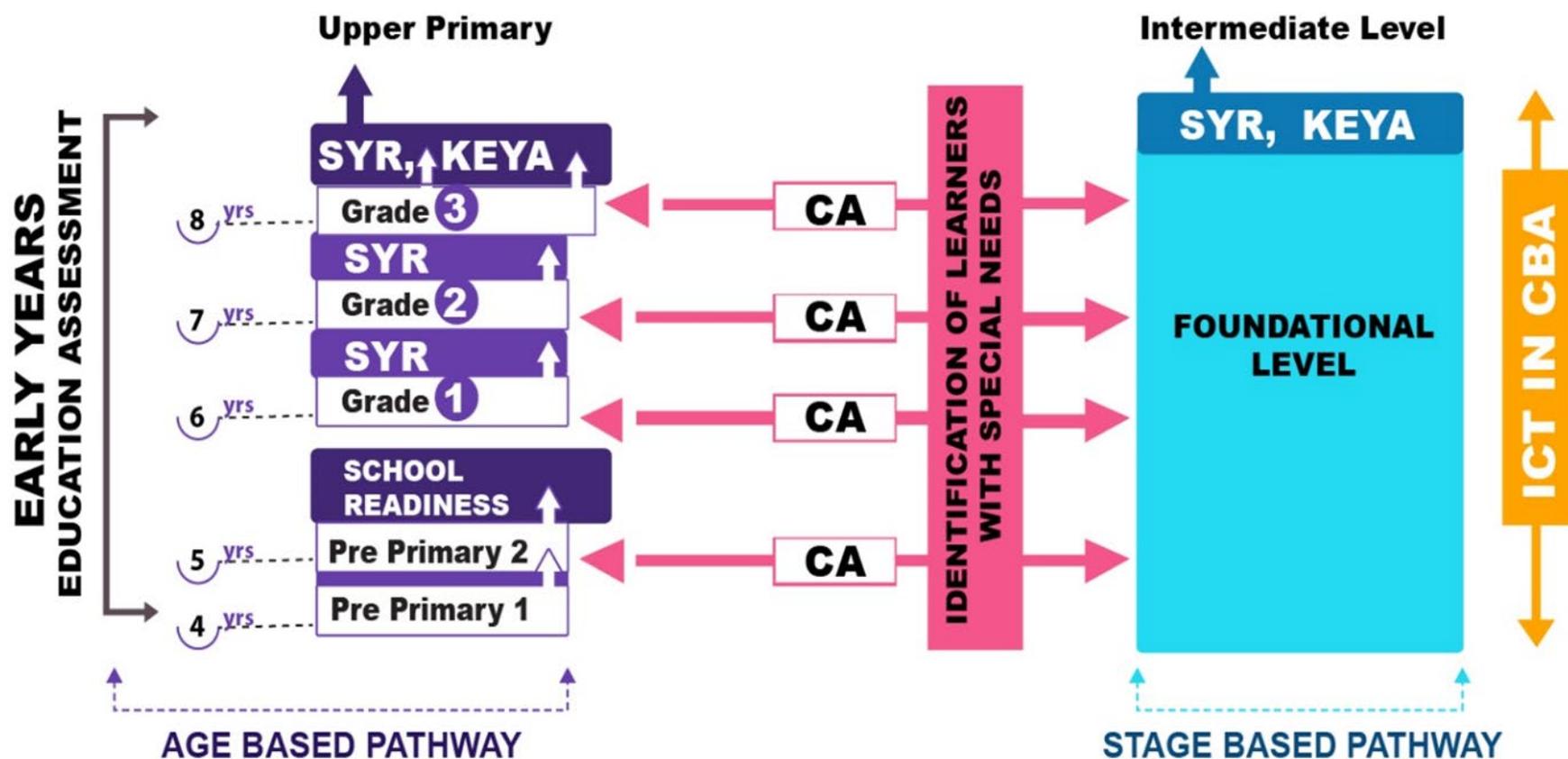
Levels of Competency Based Assessment

CBA is divided into three levels

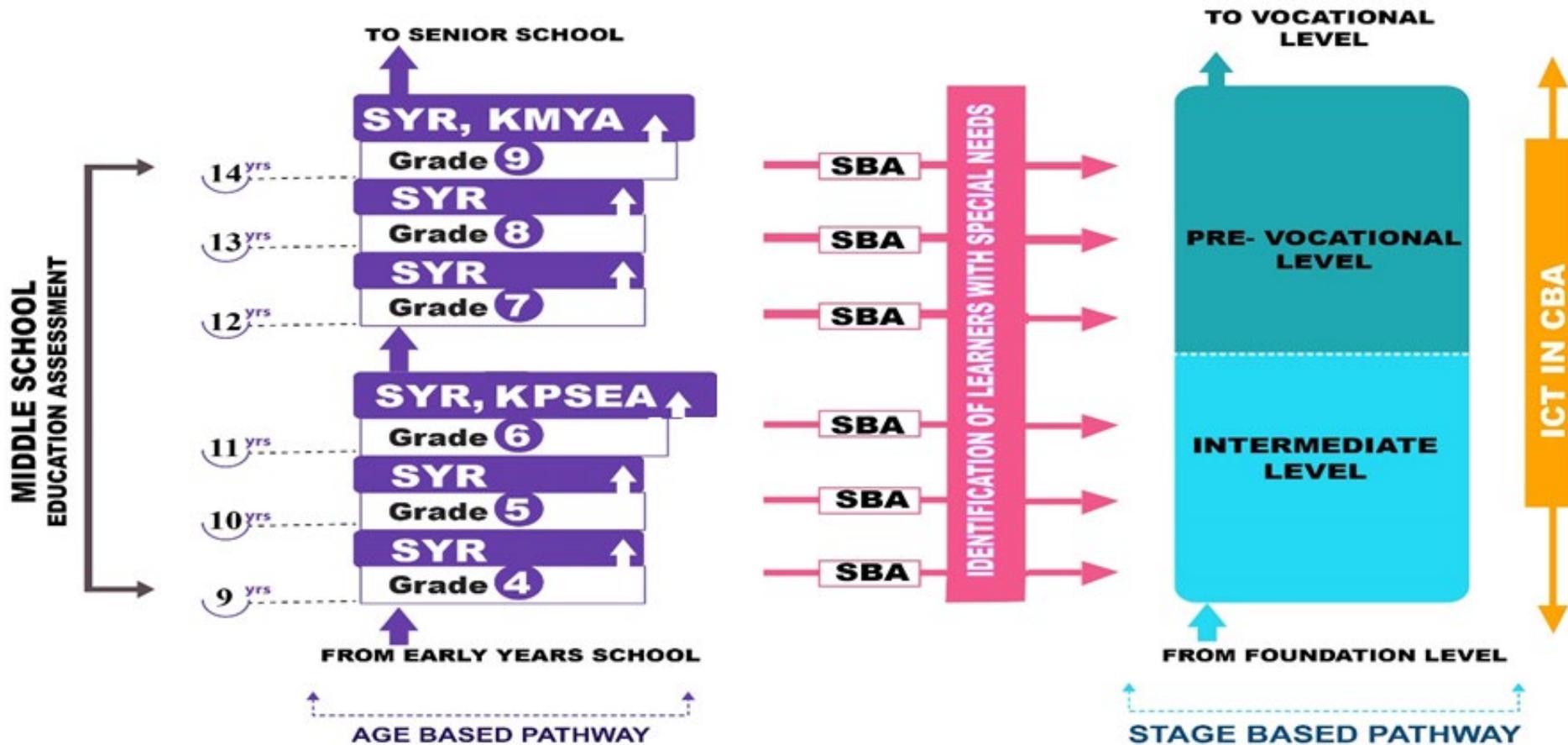
- a) Early Years Education Assessment
- b) Middle School Education Assessment
- c) Senior School Education Assessment



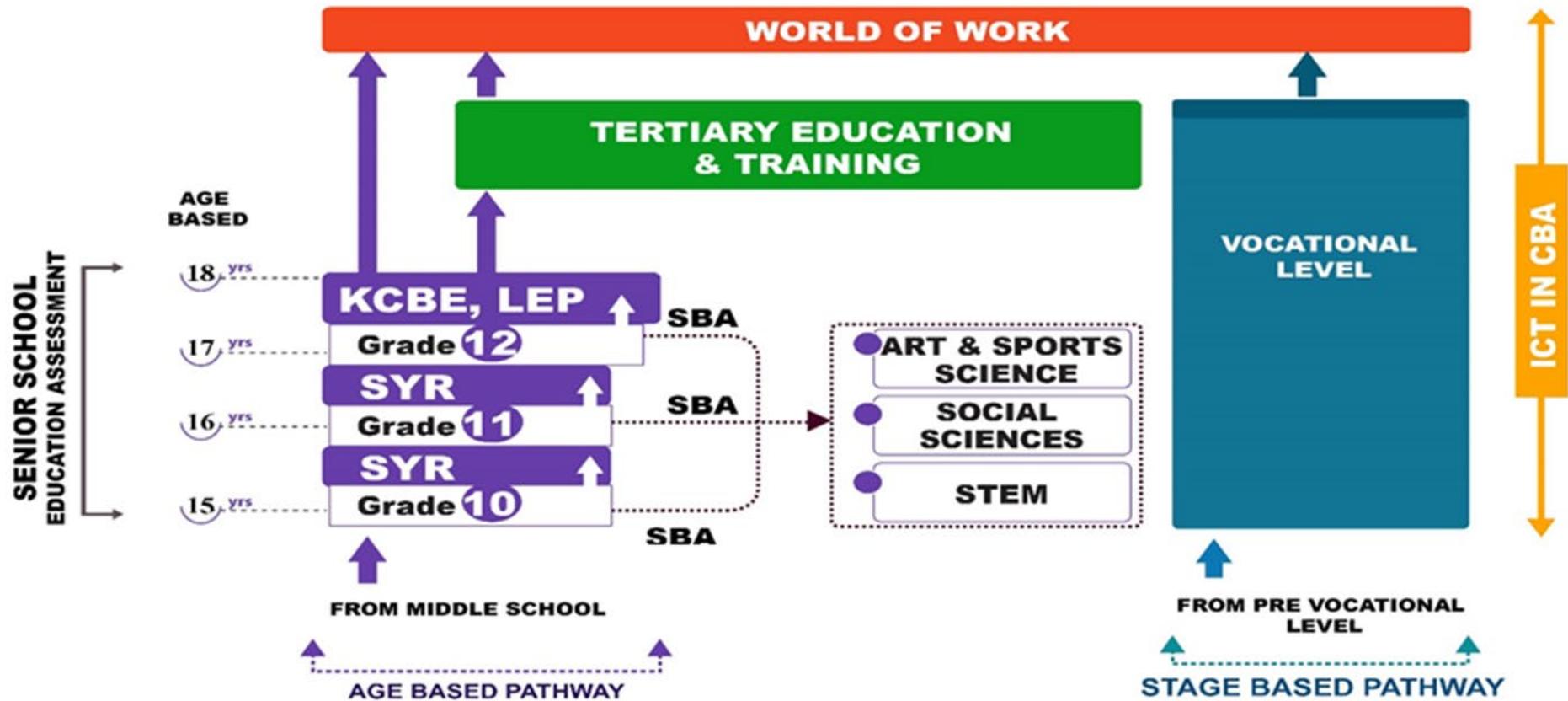
STRUCTURE OF EARLY YEARS EDUCATION ASSESSMENT



STRUCTURE OF MIDDLE SCHOOL EDUCATION ASSESSMENT



STRUCTURE OF SENIOR SCHOOL EDUCATION ASSESSMENT



PRINCIPLES GUIDING ASSESSMENT

Validity

accurately measures what it intends to measure

Reliability

consistency in producing identical results

Fairness

equality, equity and justice

Flexibility

- responsive to the needs of the situation and learner

Accessibility

- accommodates all learners

Practicability

- economy of time, effort and cost

Authenticity

- assessment tasks relate to real-life experiences

Sufficiency

- sufficient evidence to reach an assessment decision

Timely Feedback

- immediate

Collaboration

- involves self, peer and teacher assessment

Currency

- recognition of current competencies

TYPES OF ASSESSMENT

Formative Assessment

Assessment *for* learning – designed and administered during the learning process

Assessment *as* learning – learners evaluate their work against learning outcomes

For example, Classroom Assessment
And school Based Assessment

Summative Assessment

Assessment *of* learning – undertaken at the end of a learning period

For example, National Assessment

STAKEHOLDERS IN CBA

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*Participants
brainstorm on the
role of the various
educational
stakeholders in
Assessment*

Theories of learning and Assessment

Cognitive Development

Piaget's Cognitive Development Theory

Bruner's Cognitive Development Theory

Howard Gardner's Multiple Intelligence Theory

Social Constructivism

Dewey's Social Constructivism amplified by

- Elliot
- Jonassen
- Honebein

Vygotsky's Sociocultural Theory

Behaviourism

Ivan Pavlov

Edward Thorndike

John B. Watson

B. F. Skinner

EDUCATIONAL STAKEHOLDERS IN THE CBAF



END



CBA REPORTING TOOLS

ASSESSMENT FEEDBACK

Session outcomes

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

- a) explain the meaning of feedback in assessment;
- b) use two approaches of feedback in assessment;
- c) describe the qualities of a good feedback;
- d) explain benefits of feedback in learning;
- e) describe tools for reporting feedback in CBA
- f) Give appropriate feedback

Suggested learning activities

In groups, participants share their understanding on the following:

- a) meaning of assessment feedback;
- b) approaches they use to provide feedback to learners;
- c) qualities of a good feedback;
- d) benefits of feedback;
- e) tools for reporting feedback on classroom assessment

What is assessment feedback?



- Feedback is the helpful information or criticism given about a learner's performance in relation to learning goals, outcomes or tasks. The information is used to adjust and improve the current and future actions.
- Feedback is effective when it aims at improving in learning.

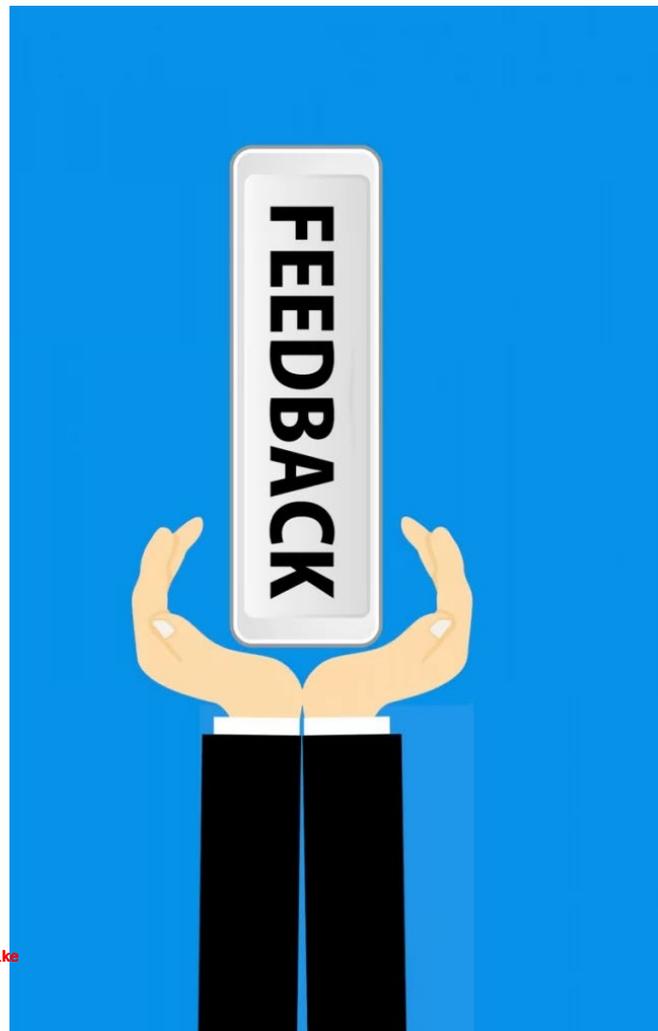
Approaches of feedback

(a) Informal Feedback

Informal feedback is unstructured and can occur at any time as it is something that emerges spontaneously in the moment or during action. Therefore, informal feedback requires the teacher to build rapport with learners to effectively encourage, coach or guide them in daily activities for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.



Approaches of feedback



(b) Formal Feedback

Formal feedback is planned and systematically scheduled within the assessment process. Usually, it is associated with assessment tasks. Formal feedback includes school year reports and assessment sheets, which should inform stakeholders on learner's competencies, performance levels, acquisition of values, pertinent and contemporary issues.

Qualities of good feedback



SMART

(Specific, Measurable,
Attainable/Achievable,
Realistic, Timely)



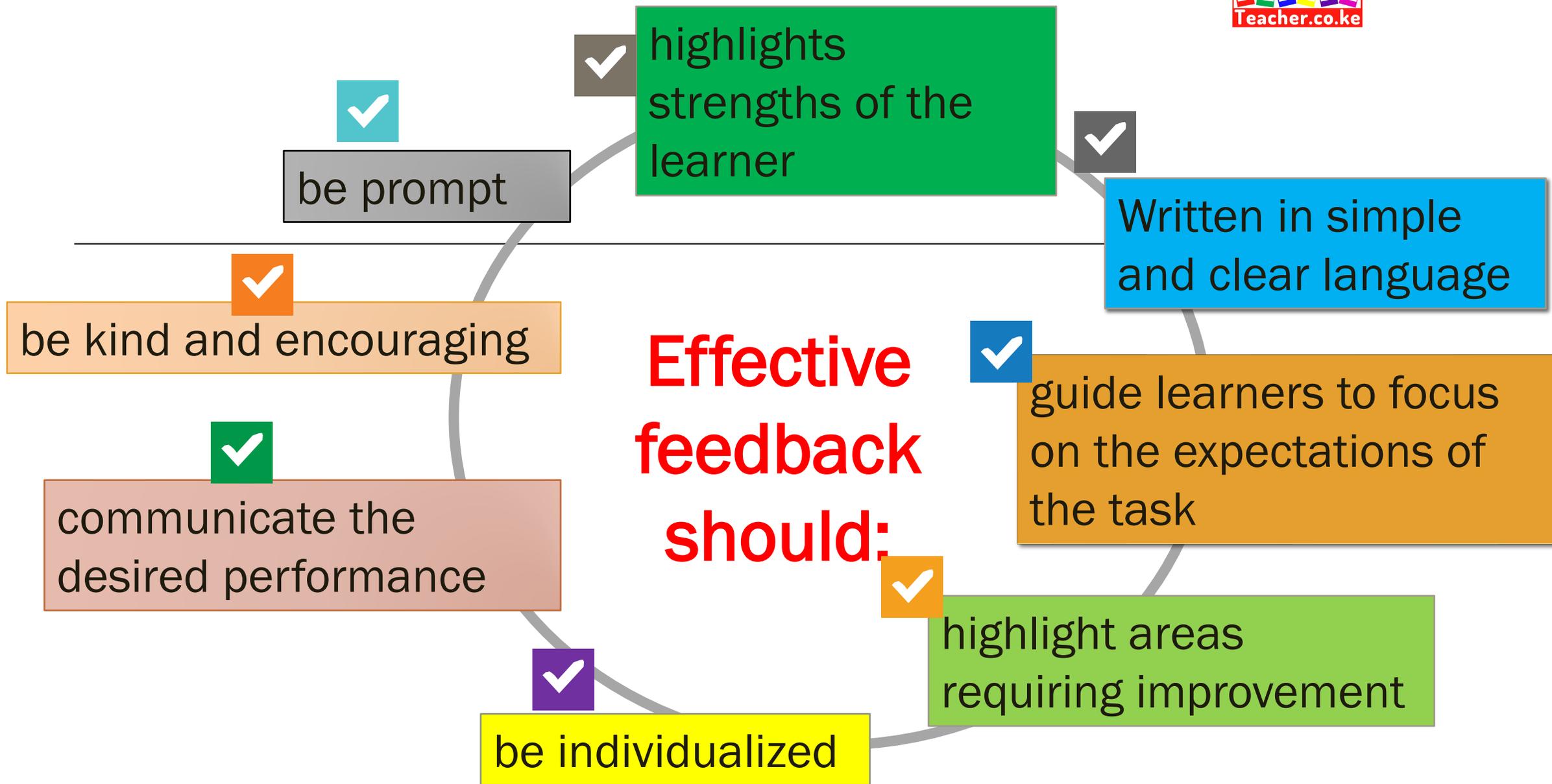
Constructive

i.e. positive, optimistic,
genuine and appreciative.



Meaningful

i.e. linked to a specific
observable outcome.



In feedback, avoid:



bias and stereotypes



criticism and fault-finding



ambiguity



comparisons and ranking



use of discouraging comments

Benefits of Feedback

Guides learners to adapt and adjust their learning strategies;

Guides teachers to adapt and adjust learning strategies to accommodate students' learning needs;

Guides learners to become independent and self-reflective learners, and better critics of their own work;

Stimulates reflection, interaction and dialogue about learning improvement

Makes learners feel encouraged and motivated to improve;

Engages learners by requiring them to attend to the report as part of the assessment.

Tools for Reporting Feedback on Classroom Assessment

Tools for reporting feedback on classroom assessment include:

1. School Readiness Report
2. School Year Report
3. Assessment sheet



Tools for Reporting Learner's Performance



**Kenya School
Readiness Assessment
Tool**



**Assessment
Sheet**



**Classroom assessment
tools that have been
administered and scored**



**School Year
Report**

Tools for Reporting Feedback in CBA

1. School Readiness Report

This is a report to be issued by the school at the end of pre-primary education for informing learners and other stakeholders on learning achievement and areas requiring improvement. The report can also be used to initiate dialogue on teacher training needs at the lower levels.

2. School Year Report

This is a report to be issued by the school to every learner in each grade for informing the learner and parents/guardians on the child's learning progress as well as areas requiring improvement. The report should contain both qualitative and quantitative grades for each learning area undertaken by the learner.



Issued by the pre-primary school at the end of pre-primary education.

Informs learners and other stakeholders on learning achievements and areas for improvement.

Can also be used to initiate dialogue on teacher training needs at the lower levels.

Example of a School Readiness Report



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

**KENYA SCHOOL READINESS ASSESSMENT TOOL (KSRAT)
– TARGET GROUP – 5 YEARS & ABOVE**

GENERAL INFORMATION

1. School/ECDE Centre: _____
2. Educational Zone: _____
3. District: _____
4. Date of Assessment: _____
5. Name of Child: _____
6. Date of Birth: (As per the birth certificate or clinic card)

Date	Month	Year

Gender: F M

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- Developed by the MoE through the Department of Early Childhood Development Education (ECDE).

School Year Report

This is an annual report giving an account of learners:

progress in achievement of core competencies and core values

participation in community service learning

awareness of Pertinent and Contemporary Issues (PCIs).



**School
Year
Report**

Components of a School Year Report

- ✓ General information which includes; year, learner's name, date of birth, gender, grade and NEMIS number
- ✓ Attendance
- ✓ **Learner's performance level in the various learning areas.**
- ✓ Learner's conduct and behaviour
- ✓ Achievement of core competencies and acquisition of core values
- ✓ Evidence of learner's participation in community service learning program(s).
- ✓ Validation by the school.

3. Assessment Sheet

Assessment sheet is a tool used to record the learner's performance on each task/criteria using the four performance levels:

It also includes a statement on the learner's performance citing the strengths and strategies for improvement.

Exceeding expectation
(Level 4);

Meeting Expectation
(Level 3);

Approaching Expectation
(Level 2);

Below Expectation
(Level 1).

Assessment Sheet

- ✓ This is developed by KNEC and uploaded in the KNEC CBA portal.
- ✓ Schools download the sheet alongside other assessment tools.
- ✓ It is used to summarize the performance of learners in various learning areas.
- ✓ After administration and filling in the sheet, schools will immediately upload the content of the assessment sheet in the KNEC CBA portal

Components of Assessment Sheet



Task being assessed



Learners' name



Learner's performance level on each task



Teacher's comments on each learner's performance

TASK	Task 1				Task 2				Task 3				Task 4				CORE COMPETENCY				Teacher comments on learner's performance (strengths, weaknesses, and strategies for improvement)	
	PERFORMANCE LEVEL	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2		1
LEARNERS																						
Learner 1																						
Learner 2																						
Learner 3																						
Learner 4																						

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THE KENYA NATIONAL EXAMINATION COUNCIL

SCHOOL BASED ASSESSMENT

HOME SCIENCE SCORE SHEET

S.N	Name of the Learner	Task 1 <i>Healthy practices</i>	Task 2 <i>Healthy Living</i>	Task 3 <i>Consumer Education</i>	Task 4 <i>Food and Nutrition</i>	Task 5 <i>Clothing</i>	Task 6 <i>(Practical)</i>	Teacher's comment
1								
2								
3								
4								
5								
6								
7								
8								

Activate Windows
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