



The Kenya National Examinations Council

ASSESSMENT OF CORE COMPETENCIES

Age-based Pathway



SESSION 1: OVERVIEW OF CORE COMPETENCIES

Outcomes

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

- a) Define competency as envisaged in learning;
- b) List the core competencies outlined in the BECF;
- c) Explain the role of core competencies in learning;
- d) Develop tools for assessing core competencies.





Suggested Learning Activities

1. In groups, participants brainstorm
 - (a) The meaning of competency
 - (b) the meaning of Core Competencies
 - (c) how to teach and assess core competencies
2. Each group makes a presentation to the plenary.



CORE COMPETENCY

What is the meaning of a Core competency



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

Core Competencies are sets of intellectual, personal, social and emotional proficiencies that students should develop in order to engage in deep, lifelong learning.

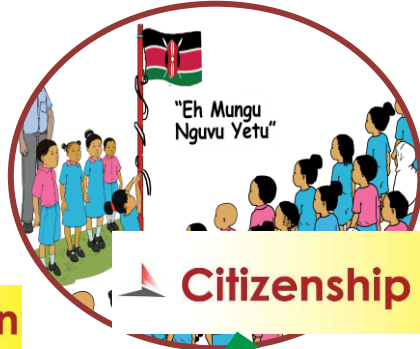
CBA therefore, focuses on the assessment of learner's ability to apply knowledge, skills, attitudes and values in real life situations.



Core Competencies in the BECF



**Communication
and Collaboration**



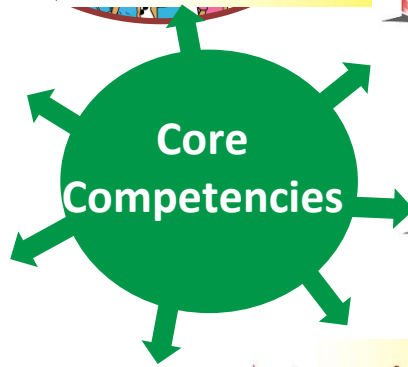
Citizenship



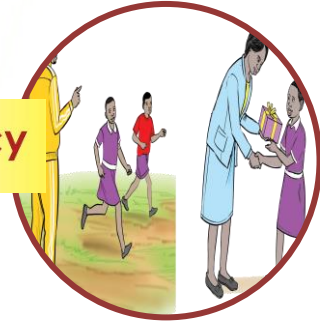
Digital Literacy



**Creativity
& Imagination**



Self-efficacy



Learning to learn



**Critical Thinking
& Problem Solving**



1. COMMUNICATION AND COLLABORATION



Writing Skills



Creative Writing

Communication and Collaboration

Communication is the process of transferring information from a sender to a recipient, whether verbally or non-verbally.

Collaboration is the process of two or more people working together to realize shared goals. Collaborative learning is designed to help learners learn from each other.



Benefits of communication and collaboration

1. Increased Self-Awareness
2. Ability to Deal with Difficult Behavior
3. Improved Relationship Behavior
4. Improved Professional Skills
5. Ideal for team building
6. Enhances learners morale and satisfaction
7. Builds trust
8. Offers a clear direction



Skills of communication

There are four skills of communication:

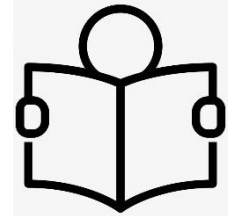
1. Listening



2. Speaking



3. Reading



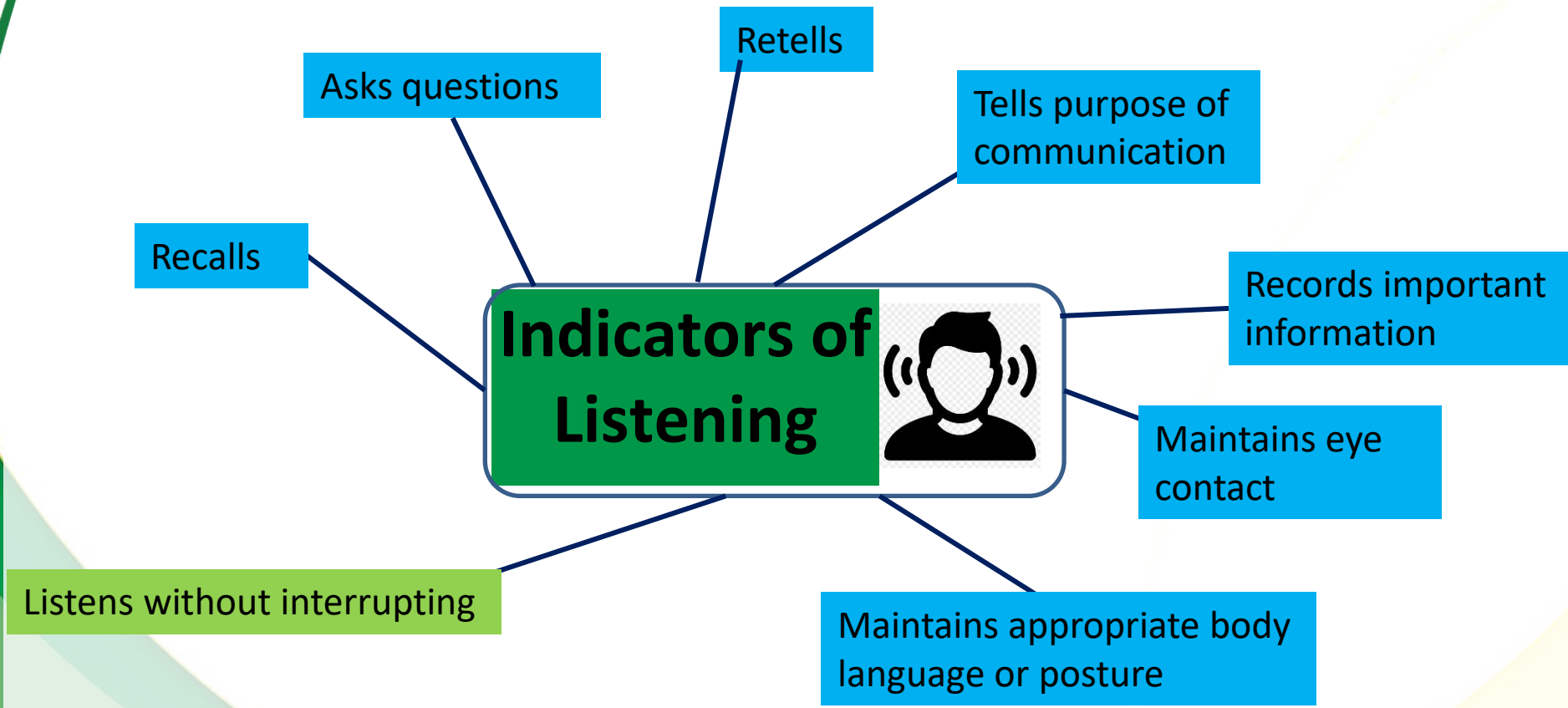
4. Writing



Listening

Is the receiving, retaining and processing of information or ideas.





Speaking

Is the oral transmission of
information or ideas



Speaks clearly to individuals and small groups of unknown people

Presents points in a logical order.

Speaks clearly to small groups of known people



Considers what the listeners already know

Speaks clearly to a known person.

Uses appropriate language.

Speaks engagingly using facts.

Uses appropriate tone, expression & gestures.

Collaboration

Is working together
with others towards
achieving a shared
goal



Punctual and reliable.

Behaves appropriately when working with others.

Takes responsibility to complete tasks.

Positively works with others.

Collaboration indicators

Supports others.

Understands and respects diversity.

Recognizes and values others' ideas.

Contributes to group decision making



Assessing Communication and Collaboration



Curriculum	From the curriculum design, identify the learning outcome(s) that can address communication and collaboration.
Assessment task	From the learning experiences, develop tasks that address communication and collaboration.
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 their learner's performance.



STRAND 1.0: CONSERVING AGRICULTURAL ENVIRONMENT

Curriculum design extract

(Agriculture Grade 7 page 14)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 Conserving Agricultural Environment	1.1 Soil pollution control (6 lessons)	By the end of the sub strand the learner should be able to: a) explain the causes of soil pollution in farming, b) control soil pollution in agricultural environment, c) promote safe farming practices to prevent soil pollution, d) demonstrate responsibility in using safe farming practices to conserve soil.	Learner is guided to: <ul style="list-style-type: none">• form groups, find out and discuss causes of soil pollution in farming such as excessive use of artificial fertilizers, agricultural chemicals and plastic wastes.• search and watch a video clip on causes of soil pollution.• engage in safe soil pollution control practices such as safe disposal of used chemical containers and plastic wastes.• create awareness messages against dumping of soil pollutants, safe disposal of used chemical containers and plastic wastes and use of correct types and amounts of farm chemicals and fertilizers.	<ol style="list-style-type: none">1. How do farming practices cause soil pollution?2. How can we control soil pollution through agricultural practices?

Task	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
<p>1. In groups of 4 -6, learners watch video clips / view photographs/ pictures to identify causes of soil pollution and their control practices in farming.</p>	<p>1. Communication and Collaboration (listening)</p> <p>Tools:</p> <ul style="list-style-type: none"> ○ Observation schedule ○ Checklist ○ Rating scale ○ Written test 	<ul style="list-style-type: none"> ● Listens and/watches without interrupting ● Keeps eye contact ● Maintains appropriate body posture ● Shows interest by nodding or by smiling at appropriate times. ● Identifies what was viewed/ retells what was viewed. ● Asks questions for clarity. ● Tells the purpose of the video/picture ● Records important information



Assessment tool 1

Observation schedule

	Skill	Observation	Recommendation
1	Listens/observes without interrupting		
2	Asks questions about the video/picture		
3	Listens to others talking about the video/picture		
4	Keeps eye contact with the video/picture		
5	Maintains appropriate body posture		



Assessment tool 2

Checklist

(a) Listens/observes without interrupting	Yes	No
(b) Asks questions about the video/picture	Yes	No
(c) Listens to others talking about the video/picture	Yes	No
(d) Keeps eye contact with the video/picture	Yes	No
(e) Maintains appropriate body posture	Yes	No



Assessment tool 3

Rating Scale

	Skill	1 No	2 Rarely	3 Sometimes	4 Oftenly	5 Always
1	Listens/observes without interrupting					
2	Asks questions about the video/picture					
3	Listens to others talking about the video/picture					
4	Keeps eye contact with the video/picture					
5	Maintains appropriate body posture					



Assessment Tool 4

Written test

(a) Give two reasons why the video/picture is important.

(2 marks)

(b) In one paragraph, describe what you observed in the video/picture.

(3 marks)



2. CRITICAL THINKING AND PROBLEM SOLVING



2: Critical Thinking and Problem Solving

What is Critical Thinking and Problem Solving



- Critical thinking refers to ability to come up with solutions for problems or issues faced in real life situations.
- This is done by defining the problem, gathering information, sorting, organizing, classifying and analysing materials and data.

- Problem solving is the ability to find a solution to a problem or challenge.
- Problem-solving is the ability to identify and describe problems, cope with complexities, reason, argue and make sound decisions.

Example

The area around the school/ neighborhood has experienced a lot of soil pollution, the first step to addressing the problem is to understand the root cause. This could be in form of investigations, research studies and observations (**critical thinking**).

It is after unearthing the causes, procedures for addressing the problem can be employed (**Problem solving**)





Explains the problem to someone for advice if needed



Finds the information required to complete a task



Finds help if needed to complete a task



Explores different possible solutions to a problem



Completes tasks by following instructions



Explores the pros and cons the possible solutions



Explores complex problems by building understanding through research



Identifies when there is no simple solution to the problem

Indicators of critical thinking and problem solving



Assessing critical thinking and problem solving



Curriculum	From the curriculum design, identify the learning outcome(s) that can address critical thinking and problem solving.
Assessment task	From the learning experiences, develop tasks that address critical thinking and problem solving.
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**Assessing
critical
thinking
and
problem
solving**

Task	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
1. Determine suitable methods of preventing soil pollution in farms around the school.	1. Critical thinking and problem solving Tools: <ul style="list-style-type: none">○ Rubric	<ul style="list-style-type: none">● Follows instructions.● Seeks for help if needed.● Explains to someone for advice on suitable methods of preventing soil pollution.● Finds the information needed on suitable method of preventing soil pollution.● Creates different methods of preventing soil pollution.● Explores the pros and cons of the different methods created.● Identifies when it is easy to determine the suitable methods● Undertakes research to understand the complex methods

Assessment tool 1 - Rubric

	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Knowledge on soil pollution	Understands the Concept of soil pollution, causes and methods of controlling it.	Understands most of The concepts, causes and methods of controlling soil pollution.	Understands some of The concepts and processes Necessary to solve the Problem.	Does not Understand the concepts, causes and Methods of controlling soil pollution.
Information collection and organization	Collects, efficiently organizes accurate Information on methods of controlling soil pollution	Collects and organizes generally accurate information on methods of controlling soil pollution	Attempts to collect and organize information on methods of controlling soil pollution	Does not collect and organize information on methods of controlling soil pollution.
Analysis of the methods of controlling soil pollution giving evidence and reasons	The analysis is complete, detailed, organized and appropriate with clear evidence and reasoning.	The analysis is accurate, organized and appropriate for each method with some evidence and reasoning 	The analysis contains Errors, is not organized and lacks adequate evidence and reasoning.	The analysis is inaccurate and incomplete with no evidence and reasoning.

3. CREATIVITY AND IMAGINATION



3: Creativity and Imagination

What is
Imagination
and Creativity



Imagination is the ability to form mental picture of something that one has not seen or experienced while **creativity** is the ability to bring the imaginations into reality.



Indicators of imagination and creativity

Brings imaginations to life in different ways

Generates ideas when given a clear brief

Imagines and can say what is imagined

Generates ideas to improve something

Imagines different situations

Combines different concepts to generate ideas

Uses creativity in wider life

Uses creativity in work contexts



Assessing Creativity and Imagination



Curriculum	From the curriculum design, identify the learning outcome(s) that can address critical thinking and problem solving.
Assessment task	From the learning experiences, develop tasks that address critical thinking and problem solving.
Assessment tool	Develop the assessment tool for collecting information on the learner's performance.
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Assessing Creativity and Imagination

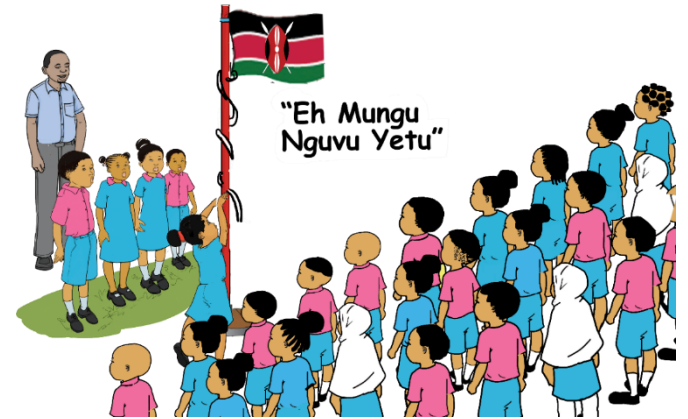
Task	Targeted Core Competence and Tool to be used for Assessment	Suggested Indicators
Each learner to create a poster with communication messages on safe soil pollution control practices in farming.	Creativity and Imagination Tool: <ul style="list-style-type: none">○ Observation schedule/checklist	<ul style="list-style-type: none">● Imagines different ways of creating the poster.● Shares imaginations on how to create the poster.● Brings the different imaginations to reality in different ways.● Follows instructions to create the poster.● Generates different ways of improving the poster.● Combines different concepts to create the poster.● Uses local resources to create the poster.

Assessment tool 1 - Journal

Activity	How I will make the poster	What I created today	Improvement I made on the poster	Materials I used
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



4. CITIZENSHIP



What is
Citizenship



4: CITIZENSHIP

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It also implies being a member of a country and behaving in a manner that is expected of you by people living in the same country.



Indicators of Citizenship

Fairly divides up tasks with others

Manages time and resources to complete tasks.

Manages group discussions to reach shared decisions.

Manages disagreements to reach shared solutions.

Recognizes own strengths and weaknesses.

Recognizes own feeling about something

Explains own feelings about something.

Recognizes others' feelings about something.



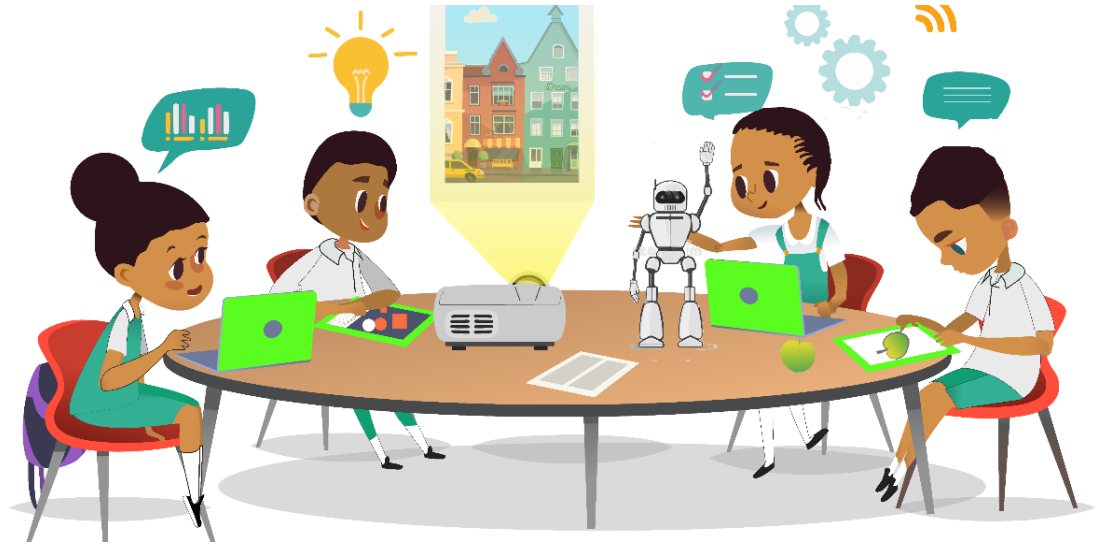
Assessing Citizenship



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.



5: DIGITAL LITERACY



Digital Literacy

What is
Digital
Literacy



Digital literacy can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices. Such devices include mobile phones, smart phones, tablets, laptops and desktops among others.



Indicators of digital literacy

✓ operates digital devices;

✓ creates patterns and drawings with digital devices;

✓ communicates and collaborates using digital devices;

✓ takes photographs and records videos;

✓ uses the internet;

✓ observes safety when using digital devices.

✓ plays digital games;



Assessing Digital literacy



In your selected learning area in the curriculum designs, identify a strand/sub strand, learning outcome and from the suggested learning experience develop a task for assessing *digital literacy*.



6. LEARNING TO LEARN



6: LEARNING TO LEARN

What is
Learning to
learn



Learning to Learn

Is the ability to pursue and persist in learning/setting clear, tangible goals and devising a robust plan to achieving them.



Indicators of learning to learn

✓ Works with care and attention to details

✓ Works with pride when succeeding

✓ Approaches new challenges positively

✓ Knows what doing well looks like

✓ Sets own goals

✓ Knows when something is too difficult

✓ Sets goals informed by expected requirements

✓ Orders and prioritizes tasks to achieve the set goals

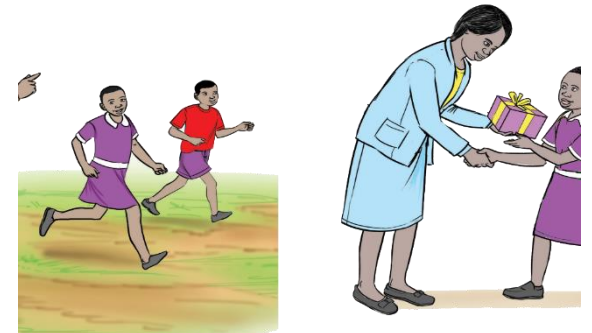
Assessing learning to learn



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.



7. SELF EFFICACY



7: Self efficacy

What is
Self-efficacy?



Self-efficacy

- The ability to use tactics and strategies to overcome setbacks and achieve goals.
- Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life.



Indicators of self-efficacy

✓ Keeps trying and stays positive when something goes wrong

✓ Keeps trying when something goes wrong

✓ Can tell when others feel positive or negative

✓ Knows when feeling positive or negative

✓ Keeps trying when something goes wrong and thinks about what happened

✓ Keeps trying when something goes wrong and helps cheer others up

✓ Encourages others to keep trying too

✓ Looks for opportunities in difficult situations.



Assessing self-efficacy



1. In a learning area of your choice, use the curriculum design to develop a task for assessing self efficacy.



PERTINENT AND CONTEMPORARY ISSUES (PCIS)



Pertinent

relating to the matter at hand; relevant.



Contemporary

living or occurring in the present



Issue

important topic or problem for debate or discussion.

Pertinent And Contemporary Issues (PCIs) are problems currently affecting people or places and are unresolved. PCIs are designed and addressed in CBC to ensure that education is relevant.



Children like adults, are faced with legal, technological, social, cultural, political and economic challenges in society.

It is important that these challenges are addressed for the overall wellbeing of the child.



Assessment of PCIs



From the curriculum design,

- a) identify a strand or learning outcome that addresses a PCI(s);
- b) Identify the target PCI
- c) develop an assessment task to assess the learners on the PCI(s).



Assessment of PCIs Cont'd.....



- d) Define the indicators of PCIs as per the task
- e) Infuse the PCIs in the task taking into consideration the local context
- f) develop an assessment tool to assess the learners on the PCI(s).



END

