



The Kenya National Examinations Council

Competency Based Assessment Framework

For

Early Years Education (EYE)

in Kenya

VISION:
An engaged, empowered
and ethical citizen

MISSION:
Nurturing every
learner's potential



Published by the Kenya National Examinations Council

Correspondence should be addressed to:

The Chief Executive Officer, Kenya National Examinations Council,

P. O. Box 73598, 00200 City Square, Nairobi, Kenya

Telephone: +254 20 3317427/3341050/3317412/3317413/2213384

E-mail: td@k nec.ac.ke

Website: www.knec.ac.ke

©2021: The Kenya National Examinations Council

FOREWORD

The Government of Kenya is committed to the provision of relevant quality education as provided for in the Constitution of Kenya (2010) and in line with international commitments such as Sustainable Development Goals (SDGs). SDG 4 commits the Government of Kenya to ensure provision of inclusive and equitable quality education and promote life-long learning opportunities for all citizens. Through Target 4.1, Kenya commits that by 2030 all girls and boys will have access to free equitable and quality primary and secondary education that will lead to relevant and effective learning outcomes.

One of the key milestones that Kenya has achieved towards provision of quality education is curriculum reforms from the objective-based approach which characterised the 8-4-4 system to a competency-based curriculum. The overarching aim of the Competency-based curriculum is to produce an engaged, empowered and ethical citizen, and to nurture every learner's potential. One of its key focuses, therefore, is building learners' competencies to demonstrate what they can do as the outcome of learning as opposed to what they know.

Key to the provision of quality education is assessment. Assessment is not only a process of establishing whether learners are attaining the knowledge, skills and attitudes stipulated in the curriculum, but also informs on the overall quality of education. There is, therefore, need to align the modes of assessment that have hitherto been adopted in the objective-based curriculum to the competency-based curriculum. In this regard, the Ministry of Education, through the Kenya National Examinations Council, has developed the Competency Based Assessment Framework for Early Years Education (CBAF-EYE).

The Framework conceptualizes assessment based on the Competency Based Curriculum. The Framework outlines the broad principles, the anticipated paradigm shifts and the forms of assessment that will be administered to learners at the Early Years Education level of basic education. Notably, the Framework provides the impetus for reforming assessment from being a one-time summative evaluation, to a continuous process that balances formative and summative assessments. This will create opportunities for learners and teachers to use assessment for improving learning, rather than for categorising learners in terms of their performance.

I note with satisfaction that the development of this Framework has adopted a multi-agency approach which has seen partnership between the KNEC, relevant Directorates of the Ministry of Education, the Teachers Service Commission (TSC), and the Kenya Institute of Curriculum Development (KICD). This multi-agency approach is also required for the successful implementation of the CBAF-EYE.

It is my hope that stakeholders in education will utilize this framework to enhance the quality of assessment and the teachers' capacity in developing valid, reliable and efficient assessments in basic education in general, and at the Early Years Education in particular.



DR. JULIUS O. JWAN, MBS
PRINCIPAL SECRETARY
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

PREFACE

One of the key priorities of the National Education Sector Strategic Plan-NESSP (2018-2022) is to reform assessment at the Primary Education level in Kenya in line with the Competency Based Curriculum (CBC). Under Programme 3.2, NESSP commits the Ministry of Education to establish a framework for Competency Based Assessment (CBA) so as to ensure a balance between formative and summative assessment. It also requires that the Ministry builds the capacity of teachers and other relevant education stakeholders in implementing the CBA. To this end, the Ministry commits to develop a Competency Based Assessment Framework (CBAF) for basic education and train relevant officers on conceptualization, design and implementation of CBA.

It is against this backdrop that the Ministry of Education, through the Kenya National Examinations Council has developed this Competency Based Assessment Framework for Early Years Education (CBAF-EYE). The Framework, whose overriding aim is to guide on the assessment of the Competency Based Curriculum (CBC) in early years, provides guidance to teachers and other relevant stakeholders in education on how to make assessment more holistic by assessing learners' ability to demonstrate proficiency in the knowledge, skills and attitudes stipulated in the curriculum.

It is my hope that the Framework will facilitate successful paradigm shift from the objective- based approaches in assessment to the competency-based approaches. This will ensure that learners acquire knowledge, skills and attitudes in the different learning areas and also values that will enable them be ethical citizens.



DR. JOHN O. ONSATI, OGW
CHAIRMAN
KENYA NATIONAL EXAMINATIONS COUNCIL

ACKNOWLEDGEMENTS

The Competency Based Assessment Framework for Early Years Education (CBAF-EYE) is the product of consultations with, and invaluable contribution of various education stakeholders. These include curriculum specialists and other education experts, both at national and international levels, and the Ministry of Education officials. Extensive literature review on emerging trends in assessment, particularly in competency-based approaches to assessment, and benchmarking with countries that have demonstrated successful implementation of competency based assessment has also lent insight to the development of the Framework.

I wish to acknowledge the following members of the CBA Committee: Dr. David Kabita, Anne Ngatia, George Gathungu, Janeanne Kiviu, Hassan Bundu, Eunice Gachoka, Joyce Ngei, Asman Amaunda, Kennedy Abuje and Dickens Omony for their diligence and resilience that saw the timely completion of the development of the draft Framework. I also wish to thank the entire KNEC fraternity for their input during all the phases of the development of the Framework.

My appreciation goes to the following experts who reviewed and finalised the Framework, for their insightful input which allowed for the improvement of the draft Framework: Anne Ngatia (CBA coordinator), Elizabeth Obade, Hasan Bundu, Asman Amaunda, Pius Lukingi, Scholastica Mundi, Joyce Ngei, Dr. Asumpta Matei, Ahmed Mohammed Mutanga and Paul Njuguna (KNEC); Olive Mbuthia, Joshua Kilundo and Peris Wachuka Njuguna (KICD); Martha Ekirapa and Catherine Micheni (MoE).

My appreciation also goes to the following secretariat staff: Jeddy Waigwa, Gladys Mwenja, Mercy Kaburia, and Maryam Swaleh all from KNEC.

I am confident that this Framework will guide the implementation of the anticipated reforms in assessment in the Basic Education sector in general and Early Years Education in particular. These reforms come as KNEC prepares to expand its mandate and take a more active role in guiding on the conduct of formative assessment in addition to offering national examinations.



Dr. Mercy G. Karogo, MBS

Ag. CHIEF EXECUTIVE OFFICER

KENYA NATIONAL EXAMINATIONS COUNCIL

TABLE OF CONTENT

FOREWORD	ii
PREFACE	iii
TABLE OF CONTENT	v
ACRONYMS AND ABBREVIATIONS	vii
OPERATIONAL DEFINITION OF TERMS.....	viii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introductory Remarks.....	1
1.2 Background	1
1.3 Vision and Mission	2
1.4 Competency Based Assessment Framework for Early Years Education (CBAF-EYE).....	3
1.5 Role of the Kenya National Examinations Council (KNEC) in the Overall implementation of the CBAF-EYE	6
CHAPTER TWO	7
THEORIES OF LEARNING	7
2.1 Introduction	7
2.2 Piaget’s Cognitive Development Theory	7
2.3 Dewey’s Social Constructivism	7
2.4 Vygotsky’s Sociocultural Theory.....	9
2.5 Bruner’s Cognitive Development Theory	9
2.6 Howard Gardner’s Multiple Intelligence theory	9
CHAPTER THREE.....	11
PURPOSE, PRINCIPLES, TYPES OF ASSESSMENT AND CORE COMPETENCIES.....	11
3.1 Introductory Remarks.....	11
3.2 Purpose of Assessment.....	11
3.3 Principles of Assessment.....	12
3.4 Types of Assessment.....	15
3.5 Assessment of Core Competencies	16
CHAPTER FOUR.....	20
4.0 Introduction	20
4.1 Competency Based Assessment Tools	20
4.2 Types of Competency Based Assessment Tools.....	20
4.3 Differentiated Assessment for Learners with Special Needs	22

CHAPTER FIVE.....	25
FEEDBACK AND REPORTING ON COMPETENCY BASED ASSESSMENT	25
5.1 Types of feedback	25
5.2 Competency Based Assessment Reporting Tools	26
CHAPTER SIX	27
RESPONSIBILITIES OF EDUCATIONAL STAKEHOLDERS IN COMPETENCY BASED ASSESSMENT	27
6.1 Learner	27
6.2 Parent or Guardian	27
6.3 Headteacher.....	28
6.4 Teacher.....	29
6.5 Ministry of Education (Quality Assurance and standards)	29
6.6 Kenya Institute of Curriculum Development	30
6.7 Sub-County Directors of Education (MoE & TSC).....	30
6.8 Curriculum Support Officers.....	31
REFERENCES.....	32

ACRONYMS AND ABBREVIATIONS

BECF	Basic Education Curriculum Framework
CA	Classroom Assessment
CBA	Competency Based Assessment
CBAF	Competency Based Assessment Framework
CBAF-EYE	Competency Based Assessment Framework for Early Years Education
CSO	Curriculum Support Officer
EYE	Early Years Education
ICT	Information, Communication and Technology
KEYA	Kenya Early Years Assessment
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KSRAT	Kenya School Readiness Assessment Tool
LEP	Learner Exit Profile
MoE	Ministry of Education
NESSP	National Education Sector Strategic Plan
SBA	School Based Assessment
SYR	School Year Report
TR	Transitional Report
TSC	Teachers Service Commission
QASO	Quality Assurance and Standards Officer

OPERATIONAL DEFINITION OF TERMS

Achievement	Measure of a learner's ability to demonstrate knowledge, skills and attributes related to grade or level learning outcomes in a learning area or subject.
Assessment	<p>It is a process where a variety of methods are used to measure and document learning progress, acquisition of skills or educational needs of learners. It is a process of finding out what learners know, understand and/or are able to do in regard to specific curriculum learning outcomes.</p> <p>Assessment is the process of finding out what learners know, understand and/or are able to do in regard to specific curriculum learning outcomes using a variety of methods.</p>
Assessment Tools	Instruments used by teachers and educators to gather information about a learner's achievement. Examples of assessment tools are: learner's work samples, presentations, debates, portfolios, tests, quizzes, laboratory demonstrations, and anecdotal notes.
Authentic Assessment	A form of assessment in which learners perform real-life tasks that demonstrate application of knowledge and skills.
Benchmarks	Specific indicators against which learners' levels of proficiency or mastery of identified competencies is measured.
Classroom Assessment	Activities carried out during instruction to determine the level of achievement of the learning outcomes. The assessment is diagnostic in nature; it is used to establish the level of learner's acquisition of expected learning outcomes so as to inform the teaching and learning process.
Competency	A combination of knowledge, skills and attitudes needed to perform a specific task.
Competency Based Assessment	A process of determining the capability of a learner to apply knowledge, skills and attitudes to successfully perform tasks in a particular setting.
Criterion-Referenced Assessment	An assessment based on a predetermined set of performance indicators.
Descriptive Feedback	Specific information (oral, written, exemplars, rubrics) that helps learners understand what they are doing well, understand what they need to do next in order to improve, and to think and talk about their own learning.

Essence Statements	Descriptions of the unique characteristics of a learning area which give justification for the learning area at a specific level.
Evaluation	The process of analysing, reflecting upon and summarizing assessment based upon the information gathered about learner's achievement.
Formative Assessment	A type of assessment used to determine learners' level of acquisition of skills, knowledge and attitudes during the learning process.
Functional Assessment	An evaluation that helps identify a learner's ability, and the level of support and resources he or she requires.
General Learning Outcomes	Statements that identify what learners are expected to know and be able to do upon completion of study in a learning area or subject. They are overarching statements about what learners are expected to learn in each strand.
Learners' Record	A record of classroom assessment accumulated over time that supports decisions made about learner's performance.
Learners with Special Needs in Education	Learners with identified disabilities, health conditions or special abilities requiring early intervention, special education or other specialized services and support.
Learning Area	A major area of knowledge, skills and attitudes into which the curriculum is organized.
Norm-Referenced Assessment	An assessment of a learner's performance that is compared to a group of learners of the same grade level.
Performance Indicators	Statements that identify specific expectations of competencies that a learner should attain based on a specific learning outcome or standard.
Portfolio	A systematic collection of a learner's work created over time in response to specific learning outcomes.
Reliability	The ability of an assessment tool to produce similar results when administered to different groups of learners under similar conditions.
Rubric	An assessment tool that includes a set of criteria, performance levels and descriptors for a given task.
Specific Learning Outcomes	Statements that identify the specific skills, attitudes and knowledge learners are expected to attain by the end of a given grade. They are statements that identify what learners are expected to know and be able able to do at a particular grade level.

Strand	A broad area of knowledge, skills and attitudes stipulated in the curriculum.
Sub-Strand	A smaller area of knowledge, skills and attitude within a strand.
Summative Assessment	A type of assessment used to find out a learner's level of acquisition of skills, knowledge and attitudes at the end of specific period of learning, for instance, end of Early Years Education.
School Based Assessment	An assessment which is carried out during the teaching and learning process using standardized and non-standardized tools. The purpose is to measure and enhance achievement of competencies at the various levels.
School Year Report	A comprehensive annual progress report that contains qualitative and quantitative information for each learning area and other aspects of learning, including values and participation in community service learning.
Standards	Pre-determined statements that describe expected levels of performance on a given task or a set of learning outcomes.
Test	An assessment tool intended to measure a learner's knowledge, skills and attitudes.
Transitional Report	An account of all that the learner has achieved as the learner transits through each tier of basic education.
Validity	The degree to which an assessment tool measures what it is supposed to assess.
Values	Principles or standards of behavior.

CHAPTER ONE

INTRODUCTION

1.1 Introductory Remarks

This chapter presents background to the Competency Based Assessment (CBA) and the Competency Based Assessment Framework for Early Years (CBAF-EYE). The standards for Early years Education, structure and role of CBA for EYE, as well as the role of KNEC in the implementation of CBAF-EYE is also outlined.

1.2 Background

One of the key milestones that Kenya has achieved towards provision of equitable quality education is introduction of competency-based curriculum. A competency-based curriculum lays emphasis on developing competencies in learners, with its primary focus being on what the learner can do. A competency is a combination of knowledge, skills, attitudes and abilities needed to perform a specific task (Voorhees, 2001). The Competency Based Curriculum aims to develop an engaged, empowered and ethical citizen. It is, therefore, imperative that the modes of assessment adopted not only inform the learner's acquisition of these competencies but also enhance acquisition of the competencies.

Given the pivotal role of assessment of learners in curriculum reform, there is need for it to be aligned with the competency-based curriculum. This calls for a paradigm shift from current assessment practices that are objective based and largely summative, to a competency-based assessment. This approach to assessment is a blend between formative and summative assessments, with more focus on formative assessment. This type of assessment provides learners with opportunities to demonstrate what they know and can do with extensive use of an array of assessment methods, (O'Connor, 2009).

Commenting on the role of formative assessment, Keeley (2011) notes that formative assessment is embedded in different stages of instruction, informing next instructional steps and engages learners in critical thinking about their own ideas. He further notes that in using formative assessment, teachers are able to obtain evidence of learner's acquisition of a specific competency from formal and informal learning contexts such as observations, questioning, homework, conferences, peer and self-assessment discussions, demonstrations, projects, portfolios, performances, and the development of success criteria, as well as rubrics.

To ensure effective implementation of the Competency Based Assessment, the Competency Based Assessment Framework (CBAF) has been developed. Its overall aim is to provide a basis upon which assessment of educational outcomes is anchored. This framework focuses on assessment of learners in the Early Years Education (EYE) which consists of Pre-Primary level (PP1 and PP2) and lower primary level (Grades 1 to Grade 3) who are following the age based curriculum. These are learners with disabilities who are following the age- based curriculum. These are learners with Visual Impairment (VI), Hearing Impairment (HI) and Physical Impairment (PI). Assessment tasks for this category of learners are adapted and modified based on specific disabilities.

The Framework highlights the types of assessment which can be used to report on, and facilitate learning, and gives examples of these assessments. One of the key aspects of assessment that the Framework addresses is assessment of the following core competencies stipulated in the BECF: Communication and Collaboration; Critical Thinking and Problem Solving; Imagination and Creativity; Citizenship; Digital Literacy; Learning to Learn and Self-Efficacy. The Framework guides the teacher on how to assess these competencies in the classroom environment. In addition, sample assessment tasks have been provided to guide on the development of authentic tasks for formative assessment at classroom level.

1.3 Vision and Mission

The Competency Based Assessment Framework for Early Years Education (CBAF-EYE) is anchored on the vision and mission of the Basic Education Curriculum Framework - BECF (RoK, 2017).

Vision

An engaged, empowered and ethical citizen

Mission

Nurturing every learner's potential

Mandate of the Kenya National Examinations Council

According to Section 10 of the Kenya National Examinations Council Act No. 29 of 2012, KNEC is mandated to:

- a) Set and maintain examinations standards;
- b) Conduct public academic, technical and other national examinations within Kenya at basic and tertiary levels;
- c) Award certificates or diplomas to candidates in such examinations;
- d) Confirm authenticity of certificates or diplomas issued by the Council upon request by the government, public institutions, learning institutions, employers and other interested parties;
- e) Undertake research on educational assessment;
- f) Advise any public institution on the development and use of any system or assessment when requested to do so, and in accordance with such terms and conditions as shall be mutually agreed between the Council and the public institutions;
- g) Promote the international recognition of qualifications conferred by the Council;
- h) Advise the Government on any policy decision that is relevant to, or has implications on the functions of the Council or the administration of examinations in Kenya;
- i) Do anything incidental or conducive to the performance of the preceding functions.

1.4 Competency Based Assessment Framework for Early Years Education (CBAF-EYE)

The CBAF-EYE outlines the implementation structure of the CBA in early years education , both at school and national level. The Framework outlines the purpose of assessment, assessment mode and tools to be used, as well as the role of KNEC and other key stakeholders in the assessment and reporting of the assessment results.

1.4.1 The Objectives of the Competency Based Assessment Framework in Early Years Education

The CBA Framework for Early Years Education is key in:

- a) Guiding on ways of improving learning and instruction;
- b) Facilitating identification and nurturing of every learner’s potential;
- c) Guiding on assessment at school level;
- d) Establishing a means of measuring learners’ participation in Community Service Learning and acquisition of values;
- e) Guiding on how to provide assessment feedback to learners, schools, parents and other stakeholders on levels of achievement of learning outcomes stipulated in the Early Years Education curriculum ; and
- f) Providing a tool against which accountability by teachers, school administrators and other stakeholders in facilitating achievement of educational outcomes stipulated in the Early Years Education curriculum can be measured.

1.4.2 General Learning Outcomes for Early Years’ Education (EYE)

The following are the general learning outcomes for Early Years Education that CBA seeks to assess. These are outlined in the BECF:

By the end of Early Years’ Education, the learner should be able to:

- a) demonstrate basic literacy and numeracy skills for learning;
- b) communicate appropriately using verbal and/or non-verbal modes in a variety of contexts;
- c) demonstrate appropriate etiquette in social relationships;
- d) apply creativity and critical thinking skills in problem solving;
- e) explore the immediate environment for learning and enjoyment;
- f) practice hygiene, nutrition, sanitation and safety skills to promote health and well-being;
- g) develop emotionally, physically, spiritually, morally and aesthetically for balanced living;
- h) appreciate the country's rich and diverse cultural heritage for harmonious coexistence; and
- i) apply digital literacy skills for learning and enjoyment.

It is expected that teachers and other relevant stakeholders in education will use various CBA assessment tools and tasks to ensure that learners attain these outcomes/standards as they transit to Middle School. The following nine learning areas will be covered in the Early Year Education level:

1. English Activities
2. Mathematics Activities
3. Environmental Activities
4. Hygiene and Nutrition
5. Kiswahili Activities
6. Literacy
7. Religious Activities
8. Creative and Movement Activities
9. Kenyan Sign Language

1.4.3 Structure of Early Years Education Assessment

The structure of assessment at early years is presented in Figure 1.1.

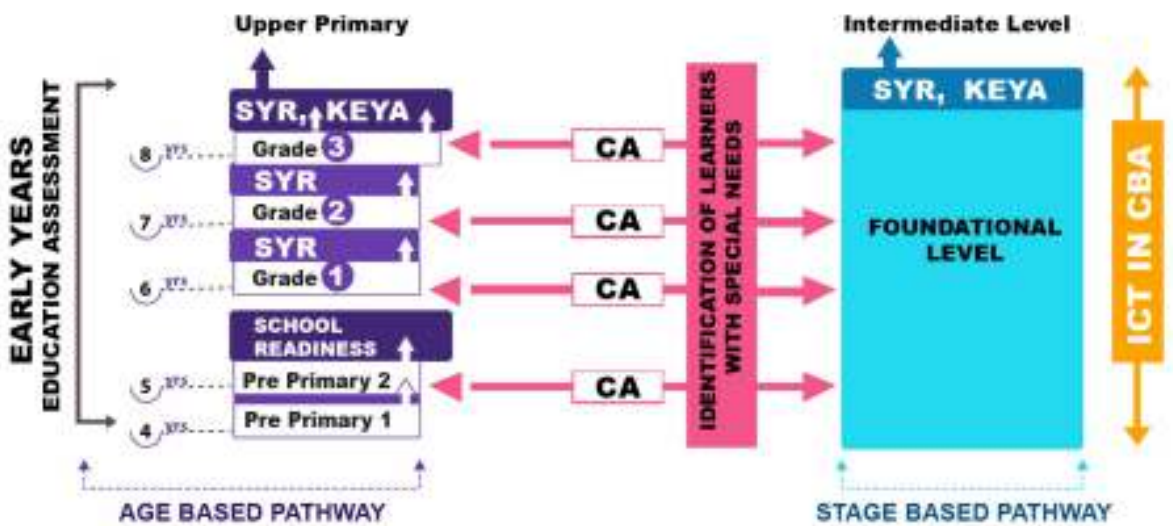


Figure 1.1: Structure of Early Years Education Assessment in Kenya

Figure 1.1 shows that in early years education, assessment is characterized by classroom assessments from PP1 to Grade 3, as well as at the Foundational level. At the end of Grade 3, the Kenya Early Years Assessment (KEYA) is administered. KEYA is a national assessment which assesses three main areas: Literacy (English), Numeracy (Mathematics) and Integrated Learning Areas (comprising Kiswahili, Environmental Activities, Hygiene and Nutrition, Religious Activities, Creative & Movement and Kenyan Sign Language), for the learners pursuing the age-based pathway. In Mathematics the following strands are assessed: Numbers, Measurement and Geometry. In Literacy, the four language skills: Listening and Speaking, Reading and Writing are assessed. Learners pursuing the stage-based pathway are assessed in Communication, Social and Pre-literacy skills, Activities of Daily Living and Integrated Learning Areas (These are highlighted in the CBAF for the foundation level in the Stage-based pathway).

Table 1.1 further summarises the structure of Early Years Education CBAF for the age-based pathway, highlighting the purpose, mode of assessment, assessment tools and KNEC’s responsibility in the administration.

Table 1.1 Structure of CBAF for the Age-Based Pathway

Level/Tier	Purpose	Mode of Assessment	Tools	Role of KNEC	Reporting
Early Years Education Assessment	<p>Pre-Primary 1 & 2</p> <p>(a) To identify competencies for school readiness for transition to Grade 1.</p> <p>(b) To inform the pre-primary education, teacher and material preparation.</p>	Classroom assessment to be carried out by teachers.	<p>School readiness tools</p> <p>a) Portfolio</p> <p>b) Group projects</p> <p>c) Computer-based Assessment</p>	<p>a) To help standardize the already existing tools - Kenya School Readiness Assessment Tool (KSRAT).</p> <p>b) Train EYE teachers.</p>	<p>A School readiness report will be issued at the end of Pre-primary year 2. The aim of the Report is to:</p> <p>a) inform the learners and educators on learner progress and learning gaps;</p> <p>b) provide suggestions towards improving learning.</p> <p>c) initiate dialogue to in-service teachers at Pre-primary level.</p>
	<p>Grade 1, 2 & 3</p> <p>a) To find out the level of mastery of the competencies in literacy and numeracy;</p> <p>b) to establish learners' acquisition of the following Core Competencies: Communication and Collaboration, Imagination and Creativity, Critical thinking and Problem solving , Digital literacy, Self-efficacy, Citizenship and Learning to Learn.</p> <p>c) Find out learners' level of appreciation of Kenya's diverse cultures.</p>	<p>a) Classroom assessment - to be carried out by teachers.</p> <p>b) Kenya Early Years Assessment - to be administered by the Kenya National Examinations Council at the end of Grade 3.</p>	<p>a) Observation Schedules.</p> <p>b) Check lists.</p> <p>c) Orals.</p> <p>d) Portfolio.</p> <p>e) Written tests.</p> <p>f) Computer-based assessment.</p>	<p>a) Train teachers in developing standard modes of classroom assessment.</p> <p>b) Collaborate with QASO and CSOs in monitoring the implementation of CBA at school level.</p>	<p>At school level: School end of year report for every learner at the end of each grade will be issued. The report will:</p> <p>a) form basis for informing the learner and the parent on the learner's progress;</p> <p>b) provide suggestions towards improving learning at National level: KNEC will administer the Kenya Early Years Assessment (KEYA). The assessment report will inform policy decisions.</p>

1.4.4 Administration of the Kenya Early Years Assessment (KEYA)

KEYA is a National assessment administered to all learners at the end of the Early Years Education tier to establish the learners' levels of competencies in the levels learning outcomes. The assessment tools and scoring guides are developed by the KNEC and uploaded on the Assessment Portal where schools are required to download them for administration. The administration and scoring is done by the classroom teachers at the school level to ensure that the assessment is done in environments familiar to the learner and in order to guard against extraneous factors that would affect performance. The scores are uploaded onto the Assessment portal for verification, validation, analysis and interpretation by KNEC.

1.5 Role of the Kenya National Examinations Council (KNEC) in the Overall implementation of the CBAF-EYE

Drawing from its mandate, KNEC will:

- a) develop assessments and coordinate the administration of the KEYA at Grade 3;
- b) develop policies and guidelines related to classroom assessment and reporting of learners' performance for Early Years Education;
- c) develop policies and guidelines for National formative assessment and reporting for Early Years Education;
- d) develop policies and guidelines related to roles and responsibilities of learners, parents, teachers, head teachers, and education administrators in assessment;
- e) support school based assessment by developing standardised tools for administration at school level;
- f) develop and maintain an assessment portal for uploading of assessment tools and assessment feedback;
- g) maintain an item bank of standardised CBA tools; and
- h) build capacity of relevant stakeholders in competency-based assessment.

CHAPTER TWO

THEORIES OF LEARNING

2.1 Introduction

This chapter discusses theories of learning upon which the competency based assessment is anchored. Among the theories deemed relevant to this Framework are; Cognitive Development, Social Constructivism and Behaviourism.

2.2 Piaget's Cognitive Development Theory

Piaget's theory (1970) describes how humans acquire, construct, and use knowledge. According to Piaget, individuals learn by making their own mental interpretations of what they are taught. The main tenet of this theory is that learners can construct their own interpretations from the knowledge that they are presented with, and that this differs from one individual to another. Piaget further contends that learners learn by re-constructing ideas to make their own understanding depending on their expectations, prior knowledge and present thinking. Piaget's theory points to the need for adaptation of mode and content of instruction as well as assessment, to suit the learner's developmental level. As Piaget opines, the teacher's role is to facilitate learning by providing a variety of learning experiences and opportunities for learners to explore and experience so as to create new knowledge.

Piaget's theory is relevant to learning and assessment as it assumes that all children go through the same sequence of development, but they do so at different rates. It is, therefore, imperative that teachers make deliberate efforts to provide classroom activities for individual learners and small groups so as to allow each learner to learn at their pace. Similarly, assessment should be based on individual progress. It is also important for the teacher to ensure that assessment tasks are authentic, and that they cater for varied learner experiences.

2.3 Dewey's Social Constructivism

Constructivism is an approach to learning that argues that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner (Elliot, 2000).

One of the key proponents of Constructivism is Dewey. According to Dewey (1933), learning should be organized around learners' prior experiences and the society. Dewey suggests that learners should be provided with opportunities to engage in real-world experiences, practical learning through creativity, and innovation to fully participate in society. These propositions are further amplified by Elliot (2000) who notes that learners construct meaning only through active engagement with the world, through activities such as experiments or real-world problem solving.

According to constructivist theory, the core responsibility of the teacher is to create a collaborative environment where learners participate in their own learning. Learning should be interactive, building on what the learner already knows.

Discussing the underlying assumptions of constructivism, Jonassen (1994) argues that constructivist learning environments:

- a) provide multiple representations of reality;
- b) emphasize knowledge construction instead of knowledge reproduction;
- c) emphasize authentic tasks in a meaningful context rather than abstract instruction out of context;
- d) provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction;
- e) encourage thoughtful reflection on experience;
- f) enable context and content-dependent knowledge construction; and
- g) support collaborative construction of knowledge through social negotiation and not competition among learners for recognition.

Underscoring the need for constructivist approach to learning, Honebein (1996) posits that:

- a) learners should determine how they will learn;
- b) the learning environment should provide for multiple ways of problem solving and/or undertaking tasks;
- c) learning should be embedded in realistic contexts (authentic tasks);
- d) classroom practices should be learner centred;
- e) learning should be a social experience (collaborative); and
- f) learning should encourage the use of multiple modes of representation, e.g. video, audio and text.

This theory is critical in guiding the teacher and other education stakeholders to ensure that assessment tasks are not only authentic but also encourage reflection and collaboration among learners.

2.4 Vygotsky's Sociocultural Theory

According to Vygotsky (1978), teaching and learning are highly social activities and learners' interactions with teachers, peers and instructional materials influence their cognitive and affective development. Learning, he further argues, has a basis in interacting with people. Vygotsky's theory (1978) points to the need for mediation of learning, reiterating that although adults may learn independently, children require mediation from others before they can learn on their own. He called this process of moving from being mediated by others to learning independently *scaffolding*. Vygotsky views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with the help of more skilful peers.

Vygotsky's theory lends insight to CBA approaches to assessment. This theory informs the use of classroom learner-centred activities such as collaborative and cooperative learning, which allow for peer learning and peer assessment. The theory also guides the teacher in determining the tasks that a learner can do or cannot do with or without guidance.

2.5 Bruner's Cognitive Development Theory

Influenced by Vygotsky, Bruner's (1990) theory posits that learning is an activity that occurs in a social context, enabling learners to construct, and reconstruct new knowledge. According to Bruner, any subject can be taught at any stage of development in a way that fits the child's cognitive abilities. Bruner advocates for a discovery learning approach in education. In discovery learning, the learner is presented with problem solving situations where he or she is required to draw on past experiences and existing knowledge to discover facts, relationships, and new information. Arguably, learners are more likely to retain knowledge attained by engaging in real-world and contextualised problem-solving, than by traditional transmission methods.

This theory provides a basis for teachers and learners to choose assessments that encourage inquiry-based learning which enhances acquisition of higher order thinking skills such as critical thinking and problem solving. The tasks given should be open ended and authentic in nature, and to the level of the learner.

2.6 Howard Gardner's Multiple Intelligence theory

Gardner's theory (1983) argues that people excel with different types of intelligence. The theory asserts that learners have different kinds of intelligence and therefore learn, remember, perform, and understand in different ways. He identified eight (8) multiple intelligences; logical-mathematical; visual/spatial; bodily-kinesthetic; naturalist; verbal-linguistic; intra-personal; interpersonal; and musical/rhythm. As Gardner further notes, individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live.

This theory is relevant to learning and assessment in general, and competency-based assessment in particular. Integration of multiple intelligences has the potential to improve learning process and achievement of learning outcomes. As teachers identify the different interests and strengths of learners, they will adapt their pedagogy to suit different categories of learners. This theory will therefore guide the teacher to prepare learning activities and assessments which appeal to diverse intelligences among the learners. The teacher and assessment experts should construct assessment tools and tasks which cater for multiple intelligences/differentiated learning among learners in Early Years Education.

CHAPTER THREE

PURPOSE, PRINCIPLES, TYPES OF ASSESSMENT AND CORE COMPETENCIES

3.1 Introductory Remarks

This chapter deals with the general and specific purposes of assessment in the early years of education. The chapter further outlines the principles of assessment that may guide the development of assessment tasks. In addition, it will deal with types of assessment and core competencies expected to have been acquired at the end of the early years.

3.2 Purpose of Assessment

The general purpose of assessment is to establish the extent to which the learner has acquired the expected competencies (knowledge, skills, attitudes and values). It helps to diagnose and monitor learners progress and provides feedback for appropriate instruction and policy interventions to be effected at various tiers in basic education.

The purpose of assessment at this level is to:

- 3.2.1 provide feedback on acquisition of competencies to the learner, teacher, parents/guardians and other interested stakeholders;
- 3.2.2 identify areas of concern in relation to the curriculum learning outcomes/competencies as a basis for providing appropriate intervention;
- 3.2.3 identify learners' potential and talent with a view of developing and nurturing them;
- 3.2.4 encourage learners' to develop skills of self and peer assessment and to be responsible for their own learning;
- 3.2.5 help the teacher improve instructional strategies;
- 3.2.6 highlight gaps in provision of resources that support the implementation of curriculum;
- 3.2.7 inform parents/guardians on learners' specific educational needs for support;
- 3.2.8 inform policy makers and curriculum developers on areas to target for appropriate intervention;
- 3.2.9 inform decision on transition and exit profile.

The purpose of assessment for each level in the Early Years Education is as indicated below:

a) Pre-primary education

The main purpose of assessment at this level is to identify competencies for school readiness to facilitate transition to grade one. Currently these competencies are well captured in the Kenya School Readiness Assessment Tool (KSRAT). This assessment also provides feedback for policy formulation, intervention and preparation of learning resources.

b) Lower Primary

The main purpose of assessment at this level is to determine the extent to which the learners have acquired literacy and numeracy skills as well as competencies specified in the other learning areas. This is to help lay a strong foundation for subsequent learning. At this level core competencies and values are also assessed through the integrated learning activities.

3.3 Principles of Assessment

The following guiding principles provide a foundation for the development of classroom assessments, national assessments, and reporting of learners' achievement and growth.

3.3.1 Validity

It is the extent to which an assessment accurately measures what it is intended to measure. It provides evidence about appropriateness of the inferences, uses, and consequences that come from the assessment. Validity ensures that assessment tasks and associated criteria effectively measure learner attainment of the intended learning outcomes at the appropriate level.

The following are the different types of validity: face validity (the extent to which the assessment items appear to be appropriate); content validity (the extent that the assessment adequately samples the set curriculum content); construct validity (the extent to which an assessment measures the traits intends to measure); concurrent validity, refers to (the ability of a tool to measure current level of performance using a set criteria); and predictive validity (how well existing learners' scores accurately predict future learners' performance). In the Early Years Education, validity of the assessment tools is enhanced by aligning them to the learning outcomes specified in the curriculum designs.

3.3.2 Reliability

Reliability is the extent to which the same task would produce identical results if the task is administered to the same learners under the same conditions. A reliable assessment task is consistent in its conditions across two or more administrations; gives clear directions for scoring / evaluation, has uniform rubrics for scoring/evaluation, lends itself to consistent application of the rubrics by the scorer, and contains items / tasks that are unambiguous to the learner. Assessments employ clear and consistent processes for setting, moderation,

administration, scoring and grading of assessment tasks. This ensures reliability of the assessment.

There are four types of reliability in assessment: Test-retest reliability that measures the consistency of results when you repeat the same task on the same sample at a different point in time; Interrater reliability (also called interobserver reliability) that measures the degree of agreement between different raters assessing the same task; Equivalent forms reliability that measures the correlation between two equivalent versions of a task and internal consistency reliability that assesses the correlation between multiple items in a test that are intended to measure the same construct.

3.3.3 Fairness

Fairness in educational assessment is closely related to the societal concepts of equality, equity, and justice. Competence Based Assessment are transparent to ensure that learners are aware of how they will be assessed, when and by whom. To ensure fairness, the CBA tools are adapted to cater for learners with disabilities in terms of assessment methods and content, administration, scoring and interpretation procedures.

3.3.4 Flexibility

Flexibility in assessment is the use of varied methods to collect evidence of learning. Assessment is, therefore, responsive to the needs of the situation and the learner. The CBA tools include different formats of assessment e.g. performance tasks, oral tasks, written tests, multiple choice questions, and an integrated approach to ensure learners are provided with an opportunity to demonstrate what they know and can do.

3.3.5 Accessibility

Accessibility is the extent to which an assessment task and its constituent items is presented in a manner that accommodates all learners who are eligible to take the assessment. Accessibility must be considered from the outset when designing assessments; otherwise learners with disabilities could be unintentionally disadvantaged. It is therefore of paramount importance to ensure that the assessment evaluates learning outcomes and not the speed, manual dexterity, vision, hearing, or physical endurance of the learner. By developing an alternative pathway for learners with severe disabilities, the CBA tools are adapted and modified to accommodate learners with severe disabilities.

3.3.6 Practicability

Practicability refers to the economy of time, effort and cost in assessment. An assessment task should be easy to design, administer, mark / score and interpret the results. The CBA tools are specific to the intended learning outcomes and are administered within the limits of time and resources available.

3.3.7 Authenticity

Authenticity is the extent to which assessment tasks relate to real-life experiences. Authenticity is seen when learners demonstrate their deep understanding by solving real-life challenges. The CBA adapts the Portfolio approach for both classroom and national assessments. This presents an opportunity for the learners to be assessed on real-life experiences in the process of accomplishing most of the tasks prescribed. The focus is on the assessment of direct performance on a real-life or a simulation of a real-life task whose evidence is captured and maintained to track progress and attainment.

3.3.7 Sufficiency

The assessor must collect sufficient evidence of competence from the learner so as to reach an assessment decision. The quantity of the evidence must be appropriate so that the assessor has sufficient information on which to reliably make a judgement. CBA assessment provides multiple tools and opportunities for learners to demonstrate what they know and can do.

3.3.8 Timely Feedback

Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process. Feedback develops the learners' capability to monitor, evaluate and regulate their own learning. Learners are therefore entitled to immediate feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The feedback given must be constructive, timely and meaningful. In CBA, the nature of assessment tasks ensures that learners as well as teachers receive immediate feedback during the administration of the assessment. Further feedback is provided after scoring and analysis.

3.3.9 Collaborative

Assessment should involve self, peer, and teacher's assessment for ownership and maximum benefit to the learner.

3.3.10 Currency

The assessment process should provide recognition of current competencies. It is the evidence that needs to be checked to ensure it shows recent performance. In assessment, the assessor should be assured that the assessment evidence demonstrates current competencies. This requires the assessment evidence to be obtained from the present or from the very recent past.

3.4 Types of Assessment

3.4.1 Formative Assessment

In formative assessment, teachers use assessment as exploratory tools to monitor the progress of an individual learner on acquisition of the specified competencies. It involves gathering data during the learning process to provide feedback to both the learner and teacher to help improve learning. Formative assessments target to use a variety of assessment tools to address the different learning styles of the learners and the learning environment in which they operate.

Classroom assessment should be included in the planning for the lesson and be integrated in the delivery of the lesson to support learning.

There are two types of formative assessment:

a) Assessment for learning

Assessment designed and administered by the teacher during the learning process to diagnose and monitor the learner's learning progress. Example is classroom assessment.

b) Assessment as learning

Is the assessment where learners evaluate the quality of their own work, measure their performance with the stated goals and learning outcomes, identify the strengths and weaknesses in their work and implement revision accordingly. Examples include peer and self-assessments.

3.4.2 Summative Assessment (Assessment of Learning)

Is the assessment undertaken at the end of a learning period to provide information and feedback that sum up the competencies acquired by the learner. Examples include end of term assessment, end of year assessment and end of course assessment.

Summative assessment will impress synoptic assessment where learners will be required to show their ability to integrate and apply their skills, knowledge and understanding across the breadth and depth of the learning areas. Synoptic assessment measures the Learner's capability of applying the knowledge and skills gained in one part of the learning area to other parts of the learning area, or across the learning areas as a whole.

Synoptic assessment therefore enhances the links between different parts of a curriculum design and reduces compartmentalized learning.

3.4.3 Classroom Assessment

They are activities designed and carried out by the teacher during the learning process to diagnose and monitor the learner's learning progress. Classroom assessment aims at establishing the learner's strengths and areas requiring improvement for appropriate intervention.

3.4.4 National Assessment

This is a large scale assessment for monitoring the learners' progress on the acquisition of the specified competencies.

3.5 Assessment of Core Competencies

There are seven core competencies specified in the BECF:

3.5.1 Communication and collaboration

Communication and Collaboration are interpersonal skills that enhance social interaction.

3.5.1.1 **Communication** is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour. It can be categorized into two: Verbal communication and Non-verbal communication.

3.5.1.2 **Collaboration** is the process where two or more people work together to realize shared goals. Collaborative learning is designed to help learners learn from each other, develop shared responsibility, cooperate, lead others, delegate and negotiate.

3.5.2 The assessment of Communication and Collaboration will target the learner's ability to:

3.5.2.1 effectively communicate orally and in writing;

3.5.2.2 actively listen to others in diverse and multi-lingual environments;

3.5.2.3 Work in diverse teams to produce new and innovative ideas and solutions.

Indicators

Listening

- Pays attention to the person who is speaking.
- Keeps eye contact/turns to face the direction of the speaker.
- Shows interest by nodding or by smiling at appropriate times.
- Retells what is communicated.

- Asks questions for clarity.

Speaking

- Expresses self confidently.
- Initiates a conversation.
- Sustains a conversation.
- Takes turns in conversation.
- Has control of tone, voice and pitch.
- Has clarity of speech.
- Uses of gestures and facial expressions appropriately.

Collaboration

- Shares information with others.
- Shows interest in working together with others to achieve a common goal.
- Asks the right questions.
- Appreciates efforts of others.
- Listens to others.
- Cooperates with others.
- Shows respect towards others.
- Self-motivated.

3.5.3 Critical thinking and problem solving

This is self-directed thinking that produces new and innovative ideas. It involves analysing and evaluating experiences and processes to make effective decisions to solve a problem.

Indicators

- Identifies the problem or challenge .
- Seeks clarification from peers, teachers and parents/guardians.
- Shows flexibility and adapts to different situations.
- Tries alternative ways to solve the problem.
- Analyses and evaluates the alternatives experiences and processes.
- Reflects and makes effective decision on how to solve the problem.

3.5.4 Creativity and Imagination

Is the ability to form new images and sensations in the mind, and turn them to reality. It involves the act of forming mental images of things that are not present to the senses leading to creation of the physical representations of those images.

Indicators

- Spends time outdoors for discovery.
- Makes drawings on various surfaces.
- Models clay into variety of objects.
- Observes the sky and explain what they see.
- Comes up with new ways of doing things.
- Develops new skills.

3.5.5 Citizenship

Active, globally-aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue.

CBA will utilize tasks that promote understanding of what it means to be both a Kenyan and global citizen, and Kenya's core values.

Indicators

3.5.5.1 Adheres to regulations/respects authority/adults.

- Loves his/her family and neighbours.
- Trustworthiness and Honesty.
- Empathizes with others.
- Awareness of own family and neighbours.
- Respects self and others.
- Peaceful resolution of conflict.
- Respect for the environment.

3.5.6 Digital Literacy

Is the ability to utilize digital technologies such as internet, social media and digital devices to reinforce, extend and deepen learning.

Indicators

- Operates digital devices.
- Ability to communicate and collaborate using digital devices.
- Ability to use the internet.
- Plays digital games.
- Create patterns and drawings with digital devices.
- Take photographs and record videos.
- Observes safety when using digital devices.

3.5.7 Learning to learn

Is the ability to pursue and persist in learning. Learning to learn enables the learner to organize one's own learning by effectively managing time and information both individually and in groups.

Indicators

- Self-disciplined.
- Works collaboratively (in groups).
- Shares what is learnt.
- Reflects on own work or self-assess.
- Seeks advice, information and support when appropriate.
- Develop new relationships.

3.5.8 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.

It is not enough for learner to possess the requisite knowledge and skills to perform a task; they also must have the conviction that they can successfully perform the required behavior(s) under typical and, importantly, under challenging circumstances.

Indicators

- believes in own capabilities.
- has self-esteem and confidence.
- has developed self-awareness.
- portrays a sense of self worth.
- shows interest in learning activities.
- demonstrates persistence, commitment and resilience.
- improves in level of achievement.
- embraces challenging tasks.
- demonstrates interpersonal relationship skill such as empathy, assertiveness and non-violent conflict resolution.
- recovers quickly from disappointments and setbacks.

CHAPTER FOUR

4.0 Introduction

This chapter describes the various assessment tools that will be used to measure learner competencies at the lower levels.

4.1 Competency Based Assessment Tools

Competency based assessment tools are instruments used to collect information on competencies (knowledge, skills, attitudes and values) acquired by a learner during or after a learning session or period. The development of the assessment tools will be guided by the curriculum designs developed by the Kenya Institute of Curriculum Development. The assessment tools developed will be administered to both regular learners and those with special needs following the regular curriculum. The assessment tools address formative assessment in and outside the classroom and should be applied in real life or simulations of real life set ups to measure performance.

Teachers will decide on which competency based assessment tools to use in collecting and providing evidence of a learner's achievement. In choosing the suitability of an assessment tool, the teacher considers the best practices that help the learner to succeed, whether the tool gathers evidence of all expected learner's outcomes, whether it assesses cross-curricula competencies and how feedback to the learner will be provided.

Competency based assessment requires the use of a variety of assessment tools to address the different learning styles of the learners. The learning styles are: verbal, logical, visual, auditory, bodily, interpersonal, intrapersonal and naturalistic.

4.2 Types of Competency Based Assessment Tools

Teachers use a variety of assessment tools to gather evidence of a learner's achievement and growth. The assessment tools focus on both qualitative and quantitative aspects of the learner's progression.

The following are assessment tools used in measuring the learner's acquisition of knowledge, skills, attitudes and values:

4.2.1 Observation schedules

These are forms outlining characteristics and behaviour that learners manifest during the performance of specific tasks individually or as a group. The teacher records observations made on the behaviour of the learner.

4.2.2 Checklists

These are lists of attributes of a learner's behaviour that require the teacher to carefully observe and tick the behaviour portrayed.

4.2.3 Rating scales

These are sets of categories designed to elicit information about a quantitative or qualitative aspect of the learner's performance. They state the criteria and provide three or four response selections to describe the quality or frequency of learner's work.

4.2.4 Questionnaires

These are lists of questions on various aspects of a learner's situation or issues.

They can be used before teaching establish the needs, characteristics, experiences and knowledge levels of learners (entry behaviour).

They are also used by the teacher to find out how learners are progressing and responding to the learning activities.

4.2.5 Projects

These are sets of activities implemented within a set time-frame with a clear start and end time, with a clearly stated purpose and set of objectives.

They provide an opportunity for learners to apply their acquired knowledge and transferable skills to real life situations.

4.2.6 Journals

These are records kept by learners with regard to personal feelings, thoughts and experiences on a daily basis. They show the activities carried out in a day by a learner.

4.2.7 Orals

These are spoken tasks, posed by the teacher to the learners. This involves face to face interactions between the teacher and the learner(s) or between the learners.

4.2.8 Aurals

These are tasks usually pre-recorded and played to the learner, assessing the learner's listening skills.

4.2.9 Learner's profile

This is a record that summarizes the teacher's opinion on learner mastery of competencies acquired in a level. This helps the teacher understand individual learner's competencies and weaknesses.

4.2.10 Anecdotal Record

This is a detailed description of an incident involving one or several learners. It is a focused narrative account of a specific event. It is used to document unique behaviour, skills and attitudes of a learner or a small group of learners as it relates to their learning and their environment.

4.2.11 Written tests

These are tasks that measure competencies in specific learning areas, administered on paper or computer. They elicit evidence from the learners on their acquisition of learning outcomes and competencies such as comprehension, creative thinking, problem solving and communication.

4.2.12 Rubrics

This is a set of guidelines used to promote the consistent application of learning expectations, objectives or standards in the classroom. They measure the learners' performance levels against a consistent set of criteria or standards.

4.2.13 Portfolios

These are purposeful collections of learner's work samples, learner self-assessments and goal statements that reflect a learner's progress, such as evidence assembled by learners to demonstrate competency.

Teachers shall continually be guided on the development and use of the Competency Based Assessment tools.

4.3 Differentiated Assessment for Learners with Special Needs

Differentiated assessment involves changing various assessment components to cater for the diverse needs of learners with disabilities. Learners with special needs will require differentiated assessment through adaptation. The teacher shall employ the intervention depending on individual learner's needs. The purpose of this is to identify and nurture individual learner's interests with a view of enhancing independence, self-fulfilling and sustaining life with minimal or no support. Such category of learners may have visual impairment (total blindness and low vision), hearing impairment or physical impairment.

4.3.1 Adaptation of the environment for assessment

- a) Administer the assessment to small groups or individually in separate locations.
- b) Provide a conducive assessment environment free from distraction or other conflicting stimuli. Allow for preferential seating arrangements.
- c) Conduct assessment in familiar environments to reduce anxiety.
- d) Ensure there is enough lighting in the assessment area especially for learners with low vision.
- e) Ensure that materials tools and equipment are placed in a familiar place consistently to make it easy for learners to find them during assessment.
- f) Adjust the height of work surfaces especially for learners with physical impairments.

- g) Provide acoustic environment.
- h) Ensure safe and secure environment.

4.3.2 Presentation of assessment tasks

- a) Provide the assessment in accessible formats such as audio tape, braille, sign language, pictures, contrast colours, orally and use of large print.
- b) Provide a step by step verbal description of practical activities.
- c) Provide physical assistance to learners with manipulation difficulties.
- d) Provide verbal and physical cues to learners with intellectual disability and those with autism.
- e) Provide adequate working space.
- f) Provide interpreters.

4.3.3 Timing

- a) Allow a flexible schedule.
- b) Extend the time allocated to complete the tasks.
- c) Allow breaks as appropriate during assessment.

4.3.4 Response/learners performance

- a) Tape record responses for later verbatim translation
- b) Allow the use of assistive technology
- c) Allow the use of an appropriate interpreter
- d) Allow response by performance rather than written text.

4.3.5 Scheduling

- a) Administer assessment in several sessions, specifying the duration of each session.
- b) Administer assessment over several days, specifying the duration for each day's session.
- c) Administer assessment in the afternoon rather than in the morning, or vice versa

4.3.6 Adaptation of the assessment Tasks

- a) Modify assessment items to conform to the adapted curriculum or the stage based curriculum for learners with disabilities.
- b) Focus on assessment of practical skills rather than cognitive skills when assessing learners with intellectual disability.
- c) Use simple and precise language when designing assessment tasks.

CHAPTER FIVE

FEEDBACK AND REPORTING ON COMPETENCY BASED ASSESSMENT

Feedback is a report about a learner's progress or performance on a task. It is given to key stakeholders in the education sector. In giving feedback, the learner is the epicentre of interest. This is guided by the vision and mission of the CBC/CBA framework. Feedback should be constructive, meaningful and timely.

5.1 Types of feedback

There are two main types of feedback:

- a) Formative
- b) Summative

5.1.1 Formative

This is given in the course of learning to monitor the learner's progress in the acquisition of knowledge, skills, values and attitudes. It is conducted regularly in and outside the classroom using a variety of assessment tools such as written tests, project work, among others. Since it is continuous/ongoing, it helps the teachers focus on learning needs hence addressing individual learner's needs and improvement in pedagogy.

Qualitative reporting by teachers on the learner's achievement in assessment tasks should be accurately and clearly presented for necessary timely interventions. Teachers should devise various approaches in assessment and maintaining of assessment records including integration of Information Communication and Technology to report performance evidences. In this regard, portfolio approach is employed to capture the learners' evidence on progress and acquisition of competencies (knowledge, skills, attitudes and values). These evidences may be stored in physical forms or electronically using digital devices and online platforms such as Facebook, WhatsApp, Instagram, Twitter, Snapchat, You-tube, Pinterest, Tik Tok and Google clouds. The effectiveness of the teacher's reporting on the learners' progress and achievements on the specified learning outcomes requires active parental engagement.

5.1.2 Summative

This is administered at the end of a set criteria (curriculum designs) to evaluate learner's acquisition of knowledge, skills, attitudes and values against set benchmarks.

It measures the learner's achievement at the end of a given period of time, further informing certification and placement.

5.2 Competency Based Assessment Reporting Tools

These are documents prepared and maintained by the teacher to report feedback on learner's progress in the acquisition of knowledge, skills, attitudes and values.

The tools used for reporting feedback on assessment include:

- a) School Readiness Report;
- b) School Year Report;
- c) Assessment sheet.

5.2.1 School Readiness Report

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

5.2.2 School Year Report

This is a report 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 information in each learning area undertaken by the learner.

5.2.3 Assessment Sheet

Assessment sheet is a tool used to record the learner's performance on each task/criteria using the four performance levels; Exceeding expectation (Level 4), Meeting Expectation (Level 3), Approaching Expectation (Level 2), Below Expectation (Level 1). It also includes a statement on the learner's level performance citing the strengths and suggested strategies for improvement.

CHAPTER SIX

RESPONSIBILITIES OF EDUCATIONAL STAKEHOLDERS IN COMPETENCY BASED ASSESSMENT

The responsibilities of various educational stakeholders in competency based assessment are outlined as follows:

6.1 Learner

- a) Availing herself/himself for assessment in all tasks, completing and presenting the tasks within the stipulated time-frame.
- b) Safeguarding assessment portfolios and all the allocated teaching/learning resources.
- c) Taking charge of the learning process by being actively involved in the assigned assessment tasks as well as self/peer assessment and reflection for continued improvement.
- d) Active participation in assessment tasks given during community service learning to reinforce the acquired knowledge, skills, attitudes and values outside the classroom.
- e) Sourcing for locally available materials to facilitate effective teaching, learning and assessment.
- f) Being disciplined and upholding high sense of integrity in delivering assessment reports between the school and parents/guardians as well as community.

6.2 Parent or Guardian

- a) Ensuring that the child is availed to school for learning and attends to all assessment tasks given at school all the time.
- b) Supervise and guide the child on assigned assessment tasks at home and ensuring that they are completed as expected by the teacher.
- c) Regular consultation with the class teacher on the child's progress for continued improvement.
- d) Assist the teacher in monitoring, guidance and counseling as well as discipline for the learner to be in the right mental state to undertake learning and assigned assessment tasks.
- e) Explore ways to motivate teachers and learners to improve their performance in learning, and co-curricular assessment activities.
- f) Provision of basic needs necessary for learning and assessment materials, such as materials needed for the development of portfolio.

- g) Promote quality care, institutional and health status of the learner to comfortably attend to his/her learning and assigned assessment tasks.
- h) Attending all school meetings to deliberate on the school and learner progress in regards to curriculum instruction and assessment.

6.3 Headteacher

- a) Effectively supervise the use of appropriate Competency Based Assessment tools in determining the learners' acquisition of knowledge, skills, attitudes and values.
- b) Ensure effective parental engagement and empowerment in the assessment of learners.
- c) Monitoring learners' progress and providing regular feedback to teachers about their instructional approaches and assessment strategies.
- d) Ensure the development of valid, reliable and fair assessment tools that improve instruction and learning.
- e) Ensuring that teachers appropriately use the school systems to track learner's achievement and timely preparation and communication of the learner's progress to the relevant stakeholders for early intervention.
- f) Ensures accountability of teachers by preparation and maintaining learner progress records.
- g) Ensure continuous professional development of teachers on emerging trends in assessment in line with the 21st century demands.
- h) Establishing school-wide early intervention strategies for learners requiring more time and support to complete the assessment tasks especially learners with special needs.
- i) Using data from regional/national assessment reports to ensure a consistent and continuous school-wide focus on improving instruction, learning and assessment.
- j) Facilitate provision of relevant, adequate instructional and assessment materials as well as a conducive teaching, learning and assessment environment.
- k) Ensure equity and fairness in assessment for learners with special needs through adaptation, modification and accommodation of instructional and assessment materials and the learning environment.
- l) Facilitating timely uploading of the learners' assessment outcomes to the examination board assessment portal.

6.4 Teacher

- a) Ensuring that assessments and reporting of learner's performance are well aligned with curriculum learning outcomes in a learning area.
- b) Designing assessment tasks appropriate to the learners' level.
- c) Objectively interpreting and communicating learner's assessment outcomes.
- d) Analyzing evidence of learning from multiple assessments and a variety of assessment tools.
- e) Ensuring qualitative reporting on the learner's achievement in assessment tasks is clearly and accurately reported for necessary timely intervention.
- f) Involving learners in the assessment process by discussing expected learning outcomes, assessment rubrics and best assessment practices with them.
- g) Identification of learners with special needs and reporting the same for early intervention and realignment to the appropriate assessment tasks.
- h) Guide learners in self and peer assessment.
- i) Be responsive to educational policy directions and changes on competency based assessment.
- j) Prepare and maintain the professional assessment records such as assessment rubrics and learners' progress records.
- k) Attend and actively participate in continuous professional development forums to keep abreast with the emerging trends in assessment.

6.5 Ministry of Education (Quality Assurance and standards)

- a) Continuously examine assessment reports to monitor the acquisition of knowledge, skills, attitudes and values for timely intervention.
- b) Setting and maintaining standards in curriculum implementation and quality assessment.
- c) Continuous in-servicing of teachers on quality institutional-based instruction and assessment.
- d) Monitoring the implementation of competency-based curriculum and assessment to ensure quality.
- e) Registration of schools and learners in readiness for national and regional assessments.

- f) Coordinate field education officials to monitor curriculum implementation and conduct of assessments in schools.

6.6 Kenya Institute of Curriculum Development

- a) Review of curriculum framework to provide a roadmap for the improvement of curriculum delivery and assessment.
- b) Review of curriculum designs for quality instruction and assessment.
- c) Evaluating and approving instructional and assessment materials for use in schools to ensure quality, relevant and standard materials.
- d) Conduct needs assessment research on the curriculum instructional materials and competency based assessment to ensure relevance.
- e) Develop and safeguard online instructional and assessment content to ensure it remains relevant and free from malicious online attacks.
- f) Provide checks and balances in assessment to ensure relevance and quality assessment.
- g) Partner with other agencies on the orientation of the curriculum and assessment.

6.7 Sub-County Directors of Education (MoE & TSC)

- a) Evaluating and reporting on the work of teachers and on the progress of instruction and assessment of learning areas.
- b) Evaluating and ensuring the quality and standards of instruction, learning and assessment in schools.
- c) Ensuring that the policies and provisions laid down in the Basic Education Act in regard to curriculum implementation and assessment are adhered to at the school level.
- d) Advising, supporting and monitoring curriculum implementation and assessment in schools and contributing on their review.
- e) Collecting and maintaining relevant statistics on curriculum implementation and assessment within their respective sub-counties and reporting.
- f) Continuously build capacities of headteachers, teachers and curriculum support officers on quality curriculum implementation, assessment and talent identification.
- g) Collaborate with the Kenya National Examinations Council in the effective management and administration of assessment programmes.

6.8 Curriculum Support Officers

- a) Conduct action research within their zones to solve pedagogical and assessment challenges.
- b) Review assessment reports from schools and offer appropriate intervention for teachers in the respective learning areas for improving their pedagogical and assessment skills.
- c) Identifying training needs of teachers and headteachers on curriculum instruction and assessment.
- d) Providing professional support to headteachers and teachers and to continuously advice on instruction and assessment techniques, appropriate text books, lesson demonstrations and the challenges noted during assessments.
- e) Organizing and conducting workshops on curriculum implementation and assessment.
- f) Advising teachers on appropriate resources including approved resource books, audio-visual aids and other materials necessary for effective teaching, learning and assessment.
- g) Assisting in the setting up and organization of learning areas and assessment/panels, assessment procedures at schools and zonal levels.
- h) Supervisory role in curriculum implementation and assessment within their respective zones.

REFERENCES

1. Alberta Education (www.learnalberta.ca) (2006) Assessment Types and Methods. <http://www.learnalberta.ca/content/mewa/html/assessment/types.html>
2. Archer E (2017) The Assessment Purpose Triangle: Balancing the Purposes of Educational Assessment. *Front. Educ.* 2:41. doi: 10.3389/educ.2017.00041
3. Archer E (2017) The Assessment Purpose Triangle: Balancing the Purposes of Educational Assessment. *Front. Educ.* 2:41. doi: 10.3389/educ.2017.00041
4. Brown, Douglas; Abeywickrama, Priyanvada (2010). *Language Assessment, Principles and Classroom Practices*. The United States of America: Pearson Longman. ISBN 978-0-13-814931-4.
5. Brown, Douglas; Abeywickrama, Priyanvada (2010). *Language Assessment, Principles and Classroom Practices*. The United States of America: Pearson Longman. ISBN 978-0-13-814931-4.
6. Bruner, J. (1990) *Acts of Meaning...* Cambridge; Cambridge University Press.
7. Charles Sturt University CRICOS 00005F (2020) Assessment Types and Methods. <https://www.csu.edu.au/division/learning-and-teaching/home/assessment-and-moderation/assessment-resources-and-information/assessment-types-and-methods>.
8. Dewey, J, 1966: *The Child and the Curriculum* (28th Impression); Chicago et. al. University of Chicago Press.
9. Dewey, J. (1938) *Experience and Education*. New York: Collier Books
10. Earp J. (2019) Assessing and teaching 21st Century skills <https://www.teachermagazine.com.au/articles/assessing-and-teaching-21st-century-skills>
11. Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Boston, MA: McGraw-Hill College.
12. Fawcett, Alison (2013). *Principles of Assessment and Outcome Measurement for Occupational Therapists and Physiotherapists: Theory, Skills and Application*. John Wiley & Sons. ISBN 9781118709696.
13. Fawcett, Alison (2013). *Principles of Assessment and Outcome Measurement for Occupational Therapists and Physiotherapists: Theory, Skills and Application*. John Wiley & Sons. ISBN 9781118709696.
14. Honebein, P. C. (1996). Seven goals for the design of constructivist learning environments. *Constructivist learning environments: Case studies in instructional design*, 11-24.
15. Jonassen, D. (1994). Thinking technology. *Educational Technology*, 34(4), 34-37.
16. Kampen M (2020) The 6 Types of Assessment [+ How to Use Them] <https://assessment.tki.org.nz/Assessment-for-learning/Principles-of-assessment-for-learning>
17. Kampen M (2020) The 6 Types of Assessment [+ How to Use Them] <https://www.prodigygame.com/main-en/blog/types-of-assessment/>

18. Keeley, P. (2011). *uncovering student ideas in Life Science: 25 new formative assessment probes*. Arlington, VA: NSTA Press.
19. Khan A (2019) Meaning and Types of Assessment: <https://www.toppr.com/bytes/types-of-assessment/>.
20. Khan A (2019) Meaning and Types of Assessment: <https://www.toppr.com/bytes/types-of-assessment/>.
21. Kim H and Care E (2020) [Optimizing Assessment for All: Classroom-based assessments of 21st century skills in the Democratic Republic of Congo, The Gambia, and Zambia](https://www.brookings.edu/series/assessment-of-21st-century-skills/) <https://www.brookings.edu/series/assessment-of-21st-century-skills/>
22. O'Connor, J. & Geiger, M. (2009). Challenges facing primary school educators of English second (or other) language learners in the Western Cape. *South African Journal of Education*. 29 (2).
23. Oxford Brookes University. "Principles of assessment". www.brookes.ac.uk. Retrieved 2018-10-09.
24. Oxford Brookes University. "Purposes and principles of assessment". www.brookes.ac.uk. Retrieved 2018-10-09 Oxford Brookes University. "Principles of assessment". www.brookes.ac.uk. Retrieved 2018-10-09.
25. Piaget, J. (1970). *Genetic epistemology*. New York: Columbia University Press.
26. [Reliability, Validity and Practicality | Teach English | Englishpost.org](http://Englishpost.org). Englishpost.org. 2012-06-26. Retrieved 2018-10-30.
27. Republic of Kenya (2017) *Basic Education Curriculum Framework*. Nairobi, Ministry of Education.
28. Soland J, Hamilton L, Stecher M (2013) *Measuring 21st Century Competencies Guidance for Educators*. Rand Corporation.
29. Soland J, Hamilton L, Stecher M. (2013) *Measuring 21st Century Competencies Guidance for Educators*. Rand Corporation.
30. [Understanding Assessment: Washback and Instructional Planning](http://www.cal.org). www.cal.org. Retrieved 2018-10-29.
31. Voorhees, R.A.(2001) *Competency-Based Learning Models:A Necessary Future -a necessary future*. New directions for institutional research. Jossey-Bass, A Wiley Company.
32. Vygotsky,L.S. (1978) *Mind in society: The development of higher psychological processes* (London: Harvard University Press)
33. Wiggins G (1998) *Educative Assessment. Designing Assessments to Inform and Improve Student Performance*. Jossey-Bass Publishers.
34. Wiggins G (2008) Why is Assessment Important? <https://www.edutopia.org/grant-wiggins-assessment>.

Competency Based Assessment Framework
For Early Years Education (EYE) in Kenya



Kenya National Examinations Council,
P. O. Box 73598, 00200 City Square, Nairobi, Kenya
telephone: +254 20 3317427/3341050/3317412/3317413/2213384