



The Kenya National Examinations Council

# Competency Based Assessment Framework

Stage Based Pathway  
Foundation level

**VISION:**  
An engaged, empowered  
and ethical citizen.

**MISSION:**  
Nurturing every learner's  
potential.



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## **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.

The Competency Based Assessment Framework for Foundation Level (CBAF-FL) provides the conceptualization of assessment of learners with disabilities based on the Foundation Level Curriculum Designs developed by the Kenya Institute of Curriculum Development (KICD).

The Framework outlines the broad principles, the anticipated paradigm shifts and the forms of assessment that learners with severe cognitive and multiple disabilities will undertake in the Stage Based Pathway at the Foundation Level.

Formative assessments will be carried out at the classroom and individual levels, at an appropriate and convenient time for learners with disabilities. This creates opportunities for learners and teachers to use assessment for monitoring and nurturing the learner's potential, as they perform the targeted tasks. These assessments also enhance utilization of learning time for acquisition of competencies to enable learners with disabilities to live independently.

Further, the Framework specifies the purpose of assessment at the Foundation Level, the tools to be used in assessment and the reporting mechanisms to various stakeholders. It is anticipated that the framework will ensure that learners with disabilities transition to the subsequent level or exit after acquiring the requisite competencies.

It is hoped that this framework will re-ignite our passion for promoting quality assessment of learners with disabilities across the country.



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## **PREFACE**

The Government of Kenya, through the Ministry of Education is reforming basic education to ensure that learners, irrespective of their disabilities, have access to quality education as enshrined in Article 54 (1b) of the Constitution of Kenya (2010) and Sustainable Development Goal No. 4. The Sector Policy for Learners and Trainees with Disabilities (2018) emphasizes inclusivity of all learners at all levels of education and training. In the Basic Education Curriculum Framework (BECF), seven 21<sup>st</sup> Century Core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Imagination and Creativity, Citizenship, Digital Literacy, Learning to Learn and Self-Efficacy are outlined.

For inclusivity, BECF provides for two pathways: the Age Based Pathway for regular learners and learners with disabilities who follow the regular curriculum with adaptations; and Stage Based Pathway for learners with intellectual and developmental disabilities, autism, deaf-blindness and severe multiple disabilities. The Stage Based Pathway is further divided into Foundation, Intermediate, Pre-vocational and Vocational Levels.

To reflect the paradigm shift in pedagogy and assessment, the Kenya National Examinations Council (KNEC) has developed a Competency Based Assessment Framework for Foundation Level (CBAF-FL) in the Stage Based Pathway. Teachers of learners with disabilities in the Stage Based Pathway will be trained on how to carry out formative assessment at the classroom level, in line with the framework. We are confident that the implementation of this framework will usher in the long awaited reforms in the assessment of learners with disabilities.



**DR. JOHN ONSATI, OGW**

**CHAIRMAN**

**KENYA NATIONAL EXAMINATIONS COUNCIL**

## **ACKNOWLEDGEMENTS**

The Kenya National Examinations Council wishes to appreciate the KNEC management for the critical role played in coordinating the development process of the CBAF-FL. The framework will be critical in guiding teachers and other stakeholders in the education sector during training of competency-based assessment.

KNEC further appreciates the following members of the technical panel for their professional input during the development of this framework: the CBA technical committee, Ann Ngatia (CBA-Coordinator), Kezziah Muthara (MOE-DPCAD), Owen C. Orinda (MOE-DQAS), Hannah N. Njenga and Stephen Muhoro (KICD). Hassan Bundu, George Gathungu, Epha Ngota, Joseph Nyaga, Newton Murani, Moses Mukembu, Dickens Ogony, (KNEC), Jeddy Waigwa, Gladys Mwenja, Maryam Swaleh, John Thuku, Mercy Kaburia, Mercy Mutu (KNEC-Secretariat).

It is expected that this framework will go a long way in promoting equity in assessment for learners with disabilities.



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## OPERATIONAL DEFINITION OF TERMS

**Assessment:** a process where a variety of methods used to measure and document the learning progress, acquisition of competencies, or educational needs of learners.

**Authentic assessment:** form of assessment in which the learners are asked to perform real life tasks, based on the learners' experience, that demonstrate meaningful application of essential knowledge and skills.

**Classroom Assessment:** activities carried out during instruction to determine the level of achievement of the learning outcomes.

**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 defined setting.

**Formative assessment:** a continuous process of gathering information to find out the learners' level of acquisition of competencies in the course of learning.

**Functional assessment:** a type of sensory, developmental, physical, cognitive or academic evaluation that helps identify the ability, level of support, supervision and resources required by a learner with disability.

**Individualized Education Programme:** a written plan that describes what the teacher, learner, parent and other professionals will do to cater for the diverse needs of a learner with disability in learning.

**Learner Exit Profile:** a detailed report that is issued to the learner who is exiting at any level in the Stage Based Pathway, indicating the competencies and value attained and participation in non-formal activities.

**Learners with Disabilities:** learners with identified reduced functional abilities requiring early intervention, special education or other specialized services and support in learning.

**Non-formal activities:** learning activities carried out alongside structured classroom instruction.

**Portfolio:** a systematic collection of a learner's work created over time in response to specific learning outcomes.

**Reliability:** the ability of the assessment tool to produce similar results when administered to different group of learners under similar conditions.

**Rubric:** an assessment tool that includes a set of criteria, descriptors and performance levels for a given task or set of skills.

**Strand:** a major area of knowledge, skills and attitude into which the curriculum is organized.

**Sub-strand:** a smaller area of knowledge, skills and attitude within a strand.

**Summative assessment:** a procedure of finding out a learner's level of acquisition of skills, knowledge and attitudes after a specific period of learning.

**School Year Report:** a comprehensive periodic progress report that contains qualitative information for each learning area and other aspects of learning, including values and participation in non-formal activities as performed by a learner.

**Transitional Report:** an account of all that the learner has achieved as the learner transitions through the four levels of the Stage Based Pathway.

**Validity:** the extent to which an assessment tool measures what it is supposed to measure.

**Values:** principles or standards of acceptable behaviour.



## **ABBREVIATIONS AND ACRONYMS**

<b>BECF</b>	Basic Education Curriculum Framework
<b>CA</b>	Classroom Assessment
<b>CBA</b>	Competency Based Assessment
<b>CBAF-FL</b>	Competency Based Assessment for Foundation Level
<b>CBC</b>	Competency Based Curriculum
<b>CSO</b>	Curriculum Support Officers
<b>DQAS</b>	Directorate of Quality Assurance and Standards
<b>EYE</b>	Early Years Education
<b>ICT</b>	Information, Communication and Technology
<b>KEYA</b>	Kenya Early Years Assessment
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNEC</b>	Kenya National Examinations Council
<b>KSRAT</b>	Kenya School Readiness Assessment Tool
<b>LEP</b>	Learner Exit Profile
<b>MoE</b>	Ministry of Education
<b>SBA</b>	School Based Assessment
<b>SCDE</b>	Sub County Director of Education
<b>SYR</b>	School Year Report
<b>TR</b>	Transition Report
<b>TSC</b>	Teachers Service Commission

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

The Basic Education Curriculum Framework (BECF) 2016, aims at nurturing the following core competencies in learners: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn, and self-efficacy. The BECF provides for two pathways: the Age Based catering for learners without disabilities and those with disabilities who follow the pathway with adaptations; and the Stage Based Pathway for learners with severe cognitive and multiple disabilities.

The Stage Based Pathway is divided into Foundation, Intermediate, Pre-vocational and Vocational levels. At the Foundation Level, learners with disabilities are expected to cover five learning areas, namely:

- Communication, Social and Pre-Literacy Skills;
- Activities of Daily Living Skills and Religious Education;
- Sensory Motor and Creative Activities;
- Orientation and Mobility Skills; and
- Pre-numeracy Activities.

The Kenya National Examinations Council (KNEC) has developed the Competency Based Assessment Framework for Foundation Level (CBAF-FL). This framework is anchored on the Basic Education Curriculum Framework and the Foundation Level Curriculum Designs. The CBAF-FL outlines how learners with disabilities will be individually assessed at the classroom level using CBA tools and report on their acquisition of competencies to the relevant stakeholders. It also gives the purpose of assessment; mode of assessment, assessment tools and the role played by KNEC, Sub-County Director of

Education (SCDE), Curriculum Support Officer (CSO), the head teacher, parent and the classroom teacher in the assessment of learners with disabilities.

At the Foundation Level, the feedback from assessment will guide transition to the Intermediate level, exit strategy for some learners and integration into the Age Based Pathway, where possible. A learner at the Foundation Level will only take the national assessment when they are ready to do so.

The CBAF-FL places more emphasis on classroom assessment to help nurture the potential of every learner with disability. This framework aims at ensuring that every learner with disability achieves some level of independence. Thus, the assessment tools should be as diagnostic as possible for remediation. To achieve this, early integration of Information and Communication Technology (ICT) in curriculum delivery and assessment is encouraged.

## **1.2 Vision and Mission of Competency Based Assessment Framework for Foundation Level (CBAF-FL)**

The CBAF-FL is underpinned by the Basic Education Curriculum Framework vision and mission.

**VISION:** An engaged, empowered and ethical citizen

**MISSION:** Nurturing every learner's potential

## **1.3 Mandate of the Kenya National Examinations Council (KNEC) in CBAF-FL**

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 Objectives of the Competency Based Assessment Framework for Foundation Level (CBAF-FL)**

The objectives of the CBA Framework for Foundation Level will be to:

- (a) improve learning and instruction;
- (b) facilitate identification and nurturing of every learner's potential;
- (c) facilitate the acquisition of independent living skills;
- (d) inform transition within the Stage Based Pathway;
- (e) measure learner progress and inform learner profile as an exit strategy at the Foundation Level;
- (f) establish a means of measuring learners' participation in non-formal activities, acquisition of values and core competencies;
- (g) provide assessment feedback at the Foundation Level to learners, schools, parents and other stakeholders;
- (h) provide evidence as a basis for planning and accountability of teachers, school administrators and other stakeholders in education of learners with disabilities at the Foundation Level.

## 1.5 Foundation Level Learning Outcomes

By the end of the Foundation Level the learner should be able to:

- (a) demonstrate basic literacy and numeracy skills for learning;
- (b) communicate appropriately using verbal and or non-verbal models in varied contexts;
- (c) demonstrate appropriate etiquette in social relations;
- (d) apply basic creativity and critical thinking skills in problem solving;
- (e) explore the immediate environment for learning and enjoyment;
- (f) practice hygiene, nutrition and sanitation to promote health and wellbeing;
- (g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living;
- (h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence; and
- (i) apply digital literacy skills for learning and enjoyment.

## 1.6 Differentiated Curriculum

The Basic Education Curriculum Framework (2016) provides for the differentiated learning for learners with disabilities. The curriculum content and teaching strategies are expected to be appropriate for individual learners. The following are the provisions this CBAF-FL will align itself to:

- (a) Stage Based curriculum for learners with severe intellectual and developmental disabilities.
- (b) Intervention programmes to support learners with specific disabilities.

## 1.7 Differentiated Assessment

This involves changing various assessment components to cater for the diverse needs of learners with disabilities. The components could include:

### 1.7.1 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.
- (c) Allow for preferential seating arrangements.
- (d) Conduct assessment in familiar environments to reduce anxiety.
- (e) Ensure there is enough lighting in the assessment area especially for learners with low vision.
- (f) Ensure that materials tools and equipment are placed in a familiar place consistently to make it easy for learners to find them during assessment.
- (g) Adjust the height of work surfaces especially for learners with physical impairments.
- (h) Provide acoustically treated environment.
- (i) Ensure safe and secure environment.

### 1.7.2 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.



### 1.7.3 **Timing**

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

### 1.7.4 **Response/learners performance**

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

### 1.7.5 **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 as per the individual learners convenient time.

### 1.7.6 **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 TWO**

### **THEORIES OF LEARNING**

#### **2.1 Theories of Learning**

The framework for assessment of learners with disabilities is informed by learning theories espoused by Dewey (1933), Piaget (1970), Vygotsky (1978), Gardner (1983) and Bruner (1990) as detailed below:

##### **2.1.1 Dewey's Social Constructivism Theory**

Dewey's Theory (1933) emphasized the need for educators to understand the nature of human experience as informed by the principles of interaction and experience. He believed learning should be organized around learners' prior experiences and the society. Dewey suggested that learners be provided with opportunity to engage in real world experiences, practical learning through creativity, and innovation to fully participate in the society. Learners with disabilities interact with the environment for practical experiences. Assessment for such learners majorly focuses on the performance of tasks. Learners have opportunity to construct their responses. The Theory further underscores the emphasis of lifelong learning, participatory and experiential learning which are the tenets for assessing learners with disabilities.

##### **2.1.2 Piaget's Cognitive Development Theory**

Piaget's Theory (1970) posits how humans gradually come to acquire, construct, and use knowledge. Piaget suggests that 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 knowledge that they are presented with and this differs from one individual to another. Assessment of learners with disabilities is structured in an individualized manner and focuses on the competencies acquired by the learner. The Theory further postulates that learners learn by re-constructing ideas to make their own understanding. This

reconstruction is dependent upon the learners' experiences, prior knowledge and present thinking. The assessment tasks for learners at the Foundation Level are authentic and performance based and relate to the learner's real-life experiences.

### 2.1.3 **Vygotsky's Social-cultural Theory**

The Theory emphasize that teaching and learning are highly social activities, and that interactions with teachers, peers and instructional materials influence the cognitive and affective developments of learners. Vygotsky's Theory (1978) emphasizes that while 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. This Theory informs the use of classroom learner-centered activities that include journaling, experiential activities, collaborative and cooperative learning. Assessment tools used in the CBAF-Foundation Level encourage learners to work with others as they develop their competencies. The assessments of learners with disabilities at Foundation Level should be carried out in their natural environments to encourage peer assessment and mediation.

### 2.1.4 **Howard Gardner's Multiple Intelligence Theory**

Gardner's Theory (1983) states that learners possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. He identified eight (8) multiple intelligences, which are: logical-mathematical; visual/spatial; bodily-kinesthetic; naturalist; verbal-linguistic; intra-personal; interpersonal; and musical/rhythm. Learners with disabilities are heterogeneous group whose assessment tasks are adapted to suit their diverse needs. The CBAF- FL provides for the assessment of competencies in various learning areas using a variety of tools to assess the multiple intelligences. There is recognition that integration of multiple intelligences has the potential to improve learning and achievement of the desired outcomes. Knowledge of pedagogical and assessment approaches under this Theory emphasize the need for a construction of learner-centered classroom and multiple forms of learner assessment.

### 2.1.5 Bruner's Cognitive Development Theory

Influenced by Vygotsky, Bruner's (1990), the Theory further advances that learning is an activity that occurs in a social context, enabling learners to construct, and reconstruct new knowledge. Bruner believed that any subject could be taught at any stage of development in a way that fits the child's cognitive abilities. Assessment for learners with disabilities at Foundation Level focuses on learner's level of developmental milestones. Learners are subjected to the assessment upon attainment of the requisite abilities. The Theory further advocates for a discovery learning approach in education and as such assessment tasks for this level should elicit varied responses.

## 2.2 Competency Based Assessment Framework-Foundation Level

### 2.2.1 Structure of Competency Based Assessment Framework for the Foundation Level

Figure 1 illustrates the structure of the Competency Based Assessment Framework for the Foundation Level (CBAF-FL)

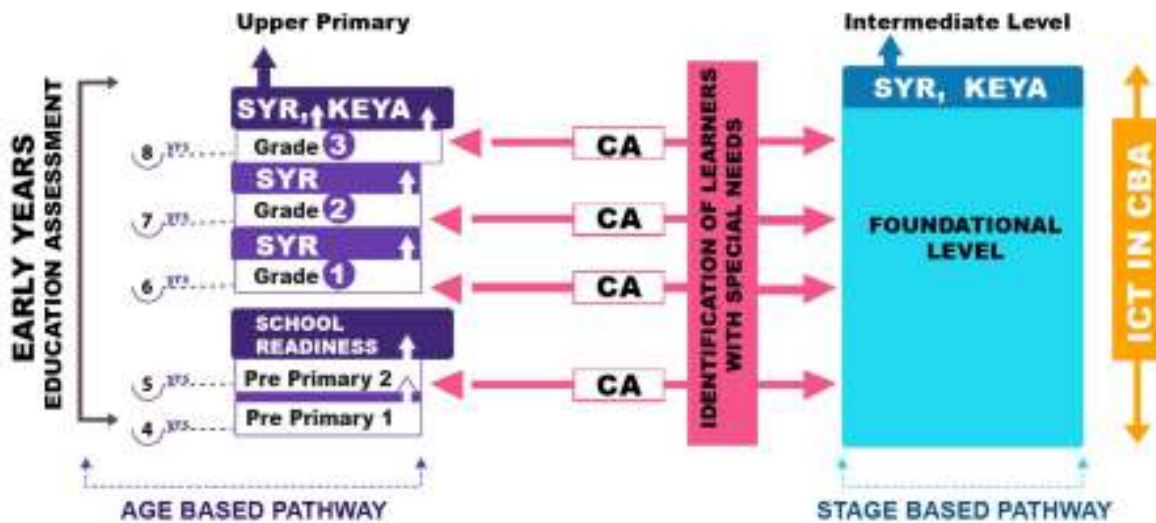


Figure 1: Competency Based Assessment Framework for the Foundation Level

- (a) CBAF-FL is a guide that will inform assessment of learners with disabilities at the Foundation Level.
- (b) This framework is anchored on Competency Based assessment, which is a process of determining the capability of a learner to apply a set of related knowledge, skills, values and attitudes required to successfully perform tasks at the Foundation Level.
- (c) CBAF-FL will guide transition of learners with disabilities to the Intermediate level, provide for an exit strategy for some learners and integration into the Age Based Pathway, where applicable.
- (d) The CBAF-FL will inform classroom assessment using a variety of Competency Based Assessment (CBA) tools in all the five (5) learning areas of the Foundation Level.

Table 1 illustrates suggestions on how classroom assessment will be structured.

**Table 1. Suggestions of Classroom Assessment under CBAF-FL**

Level/Tier	Purpose	Mode of Assessment	Tools	Role of KNEC	Reporting
<b>Foundation</b>	To identify the potential in the learner that will promote independent living though self-care and communication.	<ul style="list-style-type: none"> <li>a) Individualized assessment as informed by the IEP.</li> <li>b) Modified/ adapted Classroom Assessment to be carried out by teachers</li> <li>c) Computer-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>a) Observation schedule</li> <li>b) Checklists</li> <li>c) Rating scales</li> <li>d) Rubrics</li> <li>e) Oral/non-verbal questioning</li> <li>f) Project</li> <li>g) Portfolio</li> <li>h) Learner’s profile</li> <li>i) Anecdotal records</li> <li>j) Questionnaires</li> <li>k) Journals</li> </ul>	<ul style="list-style-type: none"> <li>a) Provide guidance to teachers in development, adaptation and use of appropriate assessment tools for learners with disabilities.</li> <li>b) Provide guidance on use of computer-based assessment for learners with disabilities.</li> <li>c) Monitor the process of classroom assessment for learners with disabilities to inform interventions and policy.</li> <li>d) Provide feedback on assessment of learners with disabilities to relevant stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>a) Schools will issue learners with individualized reports on progress made/competencies attained.</li> <li>b) The School Year Report will be issued on need basis or at the end of the year</li> <li>c) The Transition Report may be used to inform transition from foundation to intermediate or to the Age Based Pathway.</li> <li>d) A Learner Exit Profile will be issued on need basis to learners who exit formal school programme.</li> </ul>

- (i) Teachers will maintain feedback records on learner’s performance for every learner, and share with various stakeholders. These records will be used to periodically develop the School Year Report, Transition Report and Learner’s Exit Profile.
- (ii) CBAF-FL emphasizes parental engagement in the assessment process.

- (iii) CBAF-FL will integrate Information and Communication Technology (ICT) in the assessment process.
- (iv) At the end of the Foundation Level, learners will be presented for the Kenya Early Years Assessment (KEYA) when the national assessment is offered.
- (v) Three tools will be used in KEYA, as illustrated in Table 2:

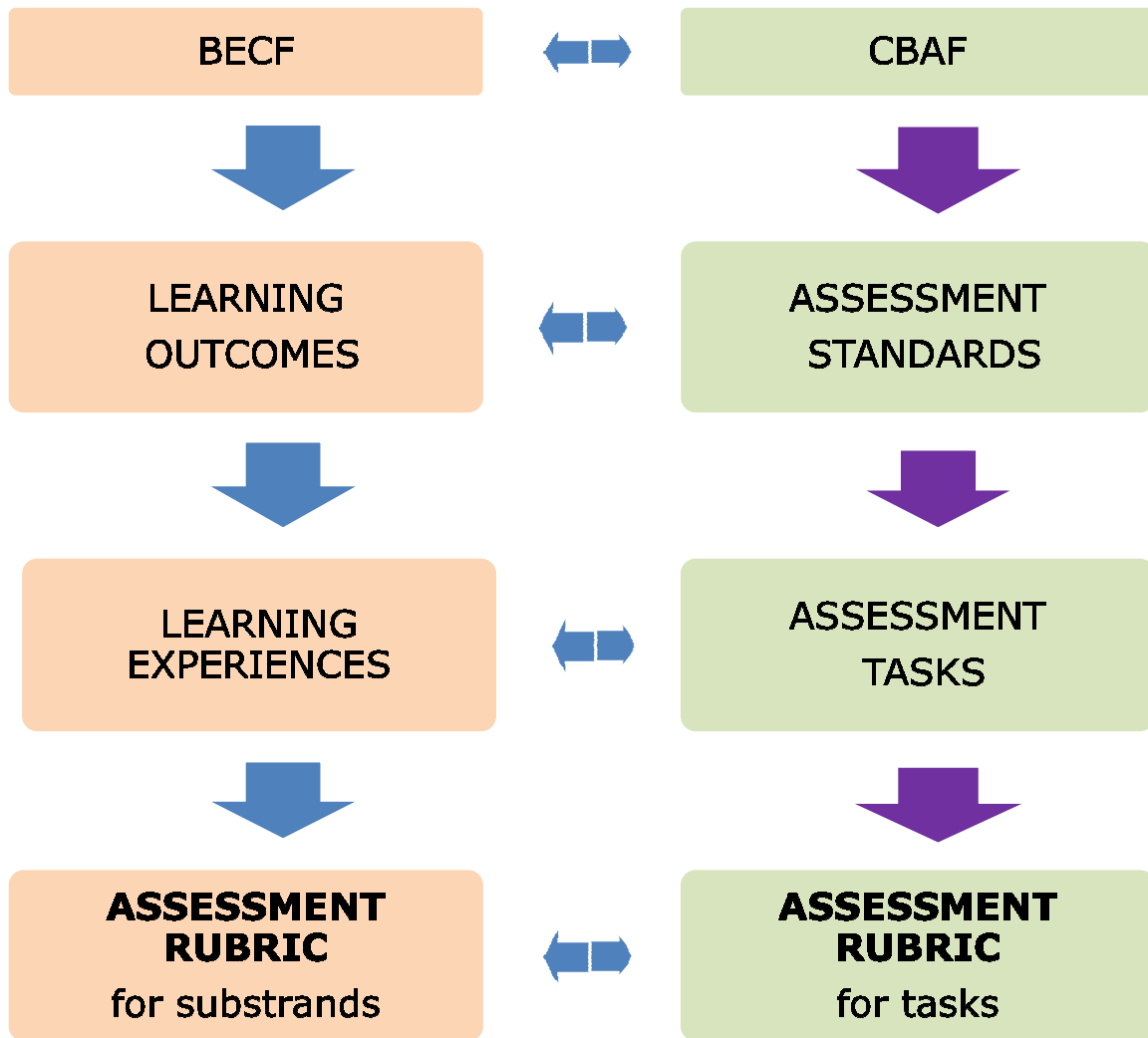
**Table 2. KEYA Tools**

KEYA Tool	Learning Areas Covered	Role of KNEC
Communication, Social and Pre-Literacy Skills Tool	Communication, Social and Pre-Literacy Skills	a) Empower teachers in developing of classroom assessment tools for monitoring learner progress.
Activities of Daily Living Skills and Religious Education Tool	Activities of Daily Living Skills and Religious Education	
Integrated Learning Assessment Tool	<ul style="list-style-type: none"> <li>• Sensory Motor and Creative Activities;</li> <li>• Orientation and Mobility Skills;</li> <li>• Pre-numeracy Activities.</li> </ul>	b) Upload the KEYA tools c) Monitor KEYA in collaboration with TSC and KICD. d) Provide feedback on learners with disabilities.

### 2.2.2 Interrelationship between Components of CBC and CBAF-FL

- (a) CBAF-FL derives its vision and mission from the BECF.
- (b) Learning outcomes in CBC form the basis of all assessment standards.
- (c) Learning experiences in CBC determine the assessment tasks.
- (d) Core competencies, values, PCIs and participation in non-formal activities are assessed.

Figure 2 Illustrates the Interrelationship between Components of CBC and CBAF-FL



*Figure 2: Interrelationship between Components of CBC and CBAF-FL*



## CHAPTER THREE

### PURPOSES, PRINCIPLES, TYPES OF ASSESSMENT AND CORE COMPETENCES

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 instructions and policy interventions to be effected at various tiers in the basic education.

#### 3.1 Purposes of Assessment at the Foundation Level

The ultimate goal of the Foundation Level curriculum is to equip the learner with functional skills for independent living. The delivery of this curriculum is practical based and aims at the acquisition of competencies that will enable the learner to be independent. The purposes of assessment at this level include:

- 3.3.1 To establish the performance levels of learners to inform instruction (diagnostic assessment)
- 3.3.2 to identify areas that the learner require improvement in relation to the curriculum learning outcomes or competencies as a basis for providing appropriate intervention;
- 3.3.3 to identify learner's potentials and talents with a view of developing and nurturing them;
- 3.3.4 to encourage learner's to develop skills of self and peer assessment in order to be responsible for their own learning;
- 3.3.5 to help the teacher improve instructional strategies;
- 3.3.6 to highlight gaps in provision of resources that support the implementation of curriculum;
- 3.3.7 to inform parents on learners' specific educational needs for support;
- 3.3.8 to inform policy makers and curriculum developers on areas to target for appropriate interventions

- 3.3.9 to provide feedback on acquisition of competencies to the learner, teacher, parents/guardians and other interested stakeholders;
- 3.3.10 to inform decision on transition and exit of learners at every level.

## 3.2 Principles of Assessment

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

### 3.2.1 Validity

This is the ability of an assessment task to measure what it is designed to measure. It provides evidence about appropriateness of the inferences, uses, and consequences that come from 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:

- (a) Face validity; the extent to which the assessment items appear to be appropriate;
- (b) Content validity; the extent to which the assessment tool adequately samples the set curriculum content;
- (c) Construct validity; the extent to which an assessment measures the intended traits;
- (d) Concurrent validity; the ability of a tool to measure current level of performance using a set criterion;
- (e) Predictive validity; how well existing learners' scores accurately predict future performance.

At the Foundation Level, assessment validity is enhanced through ensuring that the tools are aligned to the learning outcomes specified in the Stage Based curriculum designs.

### 3.2.2 Reliability

Reliability is the extent to which the same assessment tasks would produce identical results if the assessment is re-administered to the similar learners under the same conditions. A reliable assessment is consistent in its conditions across two or more administrations; gives clear directions for scoring, has uniform rubrics for scoring and contains unambiguous assessment tasks.

The following are types of reliability expected to guide the development of assessment tools (Fiona Middleton, 2020):

- (a) **Test-retest reliability:** Test-retest reliability measures the consistency of results when you repeat administration of the same test on the same sample of test-takers at a different point in time.
- (b) **Inter-rater reliability:** Inter-rater reliability (also called inter-observer reliability) measures the degree of agreement between different people observing or assessing the same thing.
- (c) **Parallel forms reliability:** Parallel forms reliability measures the correlation between two equivalent versions of assessment tools. This is used when two different assessment tools are designed to measure the same thing.
- (d) **Internal consistency:** Internal consistency assesses the correlation between multiple items in an assessment tool that are intended to measure the same construct.
- (e) **Split-half reliability:** involves randomly splitting a set of measures into two sets. After testing the entire set on the respondents, the correlation between the two sets of responses is done.

The development of assessment tools at the Foundation Level shall be guided by any of the different types of reliability. This will ensure that the learners with

disabilities are assessed using multiple approaches and assessment modalities with enhanced reliability of the tools used.

### 3.2.3 **Fairness**

This refers to how the assessment conditions are applied to all those being assessed without bias in terms of gender, region, disability, religion and socio-economic status. It aims at ensuring that the assessment process does not disadvantage any learner and learning outcomes can be achieved through a range of strategies. At the Foundation Level, fairness will be enhanced through individualized assessments to ensure inclusiveness of all learners in relation to severity of the disability and individual needs.

### 3.2.4 **Flexibility**

Flexibility in assessment is the use of varied methods to collect evidence of learning. It ensures that the skills, knowledge, abilities and values can be demonstrated in a variety of ways that are suitable to the learner depending on specific needs and situation. The Foundation Level assessment tools will include different formats of assessment such as oral tasks, performance tasks, and use of ICT as well as adopt an integrated approach to ensure learners are provided with an opportunity to demonstrate competencies in the most appropriate way.

### 3.2.5 **Accessibility**

Accessibility is the extent to which an assessment is presented in a manner that accommodates all learners who are eligible to take the assessment. Accessibility must be considered from the onset when designing assessments to accommodate learners with disabilities. It is therefore of paramount importance to ensure that the assessment evaluates learning outcomes and not the time, speed, manual dexterity, vision, hearing, or physical endurance of the learner. Assessment tasks should be presented in accessible formats such as Braille, large print, audio clips, videos with captions and signed videos.

CBA provides for assessment adaptations and differentiation for learners with disabilities who follow the Age Based Pathway as well as those with severe intellectual and neurodevelopmental disabilities in the Stage Based Pathway.

### 3.2.6 **Authenticity**

Authenticity is the extent to which assessment tasks relate to real-life experiences. Authenticity is realized when the learner demonstrates understanding of real world challenges and apply the competencies acquired to overcome the challenges. In the Foundation Level, assessment will use authentic performance tasks in which the learner will be expected to demonstrate competencies in real life experiences which enhance independent living.

### 3.2.7 **Timely Feedback**

Timely feedback that promotes learning and facilitates improvement form an integral part of the assessment process. Feedback develops the learners' capability to monitor, evaluate and regulate their own learning. Learners, teachers, parents and other relevant stakeholders are therefore entitled to timely, constructive and meaningful feedback on both formative and summative assessments. At the Foundation Level, timely feedback will help in the development of individualized Education Plans and other appropriate intervention measures.

### 3.2.8 **Collaborative**

In collaborative assessment, two or more teachers compare their judgment on a learner's performance in a task. Learner's self-assessment could also be compared with peers' and teacher's judgment.

### 3.2.9 **Practicability**

The assessment process should be suitable in terms of time required to complete the task, resources available, effort needed for designing, scoring and reporting as well as relevance to the intended learning outcomes. An assessment tool should be easy to design, administer, score and interpret the results. The Foundation Level

assessment tools will be specific to the intended learning outcomes targeting an individual learner and administered only when the learner is ready to be assessed.

### 3.2.10 **Currency**

In assessment, currency is attained when the assessment addresses global trends and emerging issues. This will be a key factor when developing tools for the Stage Based Level.

### 3.2.11 **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 make a judgment. In the Foundation Level, sufficient evidences of learner's competencies will be gathered from formative assessments carried out in the classroom throughout the learning processes. A variety of tools such as portfolio, observation checklists and rubrics will be used to ensure sufficient means of collecting evidence on competencies of the learners.

## 3.3 **Types of Assessments**

The CBAF-FL focuses on two main types of assessment: formative and summative assessment.

### 3.3.1 **Formative assessment**

Formative assessment involves gathering of information on learner's progress during the learning process by use of a variety of assessment tools. At the Foundation Level, assessment is individualized and performance based. It is aimed at providing immediate feedback to the learner with a view of improving attainment of learning outcomes.

Two forms of formative assessment have been adopted at this level. These are; Assessment for Learning and Assessment as Learning:

(a) **Assessment *for* Learning**

Assessment *for* learning (AfL) is an approach which helps the teacher to gather information on learners' performance and provide feedback which is used to improve instructional strategies. Teachers use the results of assessment *for* learning to modify and improve teaching techniques during the instructional period. The learner becomes more involved in the learning process and gain confidence in what they are expected to learn and to what standard.

In assessment for learning, a teacher uses a variety of tools such as individualized observation schedules, oral/non-verbal questioning, assessment portfolios, checklists, rating scales among others to find out the current level of performance or entry behavior (diagnostic assessment) and determine what support should be provided.

(b) **Assessment *as* Learning**

Assessment *as* learning occurs when the teacher helps a learner to set individual goals, monitor own progress, self-assess, and reflect on one's own learning. This helps the learner develop a capacity to be independent, autonomous and acquire lifelong learning skills (learning to learn).

In assessment *as* learning, the teacher encourages the learner to reflect on peer feedback, accommodate peer coaching as well as monitoring attainment of the set goals.

### 3.3.2 **Summative assessment**

This is also referred to as **Assessment *of* Learning**. It is the assessment undertaken at the end of a learning period/cycle to provide information and feedback that sums up the competencies acquired by the learner. Examples of such an assessment include end of strand, term, year and course assessments.

Summative assessment impresses **synoptic assessment** where learners are 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 Core Competencies

The CBC lays emphasis on development of the 21<sup>st</sup> century skills in line with the changing societal needs and adherence to global trends. In view of this, CBC adopts seven core competencies which every learner needs to acquire at the basic education level. Assessment should purpose to assess the acquisition of these core competencies throughout the learning process. The following are the core competencies as envisioned in the BECF:

#### 3.4.1 Communication and Collaboration

Communication and Collaboration are interpersonal skills that enhance social interaction. 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 (2) broad categories: Verbal communication and Non-verbal communication.

Collaboration, on the other hand, is the practice of working together to achieve a common goal. Collaborative learning is designed to help learners learn from each other, develop shared responsibility, cooperate, lead others, delegate and negotiate.

The following indicators may be used to assess acquisition of Communication and Collaboration skills in a learner at the Foundation Level:



(a) **Receptive Communication /Listening**

- pays attention to the person who is speaking;
- keeps eye contact/ turns to the direction of the speaker;
- shows interest by nodding or by smiling at appropriate times;
- imitates what is communicated;
- asks questions for clarity.

(b) **Verbal /non-verbal expression**

- expresses self-confidently;
- initiates a conversation;
- sustains a conversation;
- takes turns in a conversation;
- has control of tone, voice and pitch;
- has Intelligible or clarity of expression;
- uses gestures and facial expressions appropriately.

(c) **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.

### 3.4.2 **Critical Thinking and Problem Solving**

Critical thinking refers to the ability to generate questions, construct and adequately support arguments. The learner is able to define, analyze and come up with solutions for problems and issues that they face in real life by sorting, organizing, classifying and analyzing materials and data.

The following indicators may be used to assess acquisition of Critical Thinking and Problem Solving skills in a learner at the Foundation Level:

- (a) identifies a problem or challenge;
- (b) seeks clarification from the teacher, peers, guardians/parents;
- (c) tries alternative ways to solve a problem;
- (d) accepts alternative views from other learners;
- (e) shows flexibility and adapts to different situations;
- (f) reflects and self-assesses.

### 3.4.3 **Creativity and Imagination**

Imagination is the ability to form a mental picture of something that one has not seen or experienced while creativity is the ability to come up with new ways of solving problems or doing things.

The following indicators may be used to assess acquisition of Imagination and Creativity skills in a learner at the Foundation Level:

- (a) spends time outdoors for discovery;
- (b) makes drawings on various surfaces;
- (c) models clay into a variety of objects;
- (d) observes the sky and explains what is seen;
- (e) comes up with new ways of doing things;
- (f) develops new skills.

#### 3.4.4 **Digital Literacy**

Digital literacy is the ability to use digital technologies like the internet, social media and digital devices in gathering information for learning. Digital literacy makes learners relate what they learn to the real world. Teachers are therefore encouraged to adequately make use of the available digital devices to enable learners relate their learning experiences with real life experiences.

The following indicators may be used to assess acquisition of digital literacy skills in a learner at the Foundation Level:

- (a) operates digital devices;
- (b) communicates and collaborates using digital devices;
- (c) uses the internet;
- (d) plays digital games;
- (e) creates patterns and drawings with digital devices;
- (f) takes photographs and records videos;
- (g) observes safety when using digital devices.

#### 3.4.5 **Citizenship**

Citizenship means being a member of a democratic society and behaving in a manner that is socially acceptable by people living in that society. Citizenship is important because it inculcates in learners the sense of responsibility, respect, sensitivity, leadership and ability to resolve conflicts through peaceful means. Citizenship as a core competence requires learners to be active citizens and possess knowledge, skills and attitudes that enables them to contribute to the development and well-being of the society.

The following indicators may be used to assess acquisition of citizenship skills in a learner at the Foundation Level:

- (a) obeys the law;
- (b) respects authority;
- (c) contributes to society and community development and wellbeing;

- (d) love his/her country;
- (e) shows trustworthiness and honesty;
- (f) empathizes with others;
- (g) possesses awareness of own country;
- (h) respects self and others;
- (i) embraces peaceful resolution of conflict;
- (j) respects the environment

#### 3.4.6 **Learning to Learn**

Learning to learn is the ability to consciously pursue and persist in learning throughout life. It involves organization of one's own learning through effective management of time and information; awareness of one's learning needs and available opportunities, and the ability to overcome obstacles in order to learn successfully. Learning to learn as a core competence enables learners to develop capacities and habits that will assist them to continue learning throughout their adult life.

The following indicators may be used to assess acquisition of the competence of learning to learn at the Foundation Level:

- (a) self-disciplined;
- (b) works collaboratively (in groups);
- (c) shares what they have learnt;
- (d) reflects on own work or assesses self;
- (e) seeks advice, information and support when appropriate;
- (f) develops new relationships;
- (g) persists in learning;
- (h) overcomes obstacles to continue learning.

#### 3.4.7 **Self-Efficacy**

Self-efficacy refers to an individual's belief in own capability to complete a task or to achieve a set goal. It determines how the person feels, thinks, behaves and

motivates self. Self-efficacy as a competency enables learners to develop and nurture intra-personal skills and values such as self-awareness, self-esteem, confidence and personal integrity. These competencies enhance the learner's ability to heighten and sustain efforts in the face of failure and effectively manage stressful situations.

The following indicators may be used to assess acquisition of self-efficacy in a learner at the Foundation Level:

- (a) believes in own capabilities;
- (b) has self-esteem and confidence;
- (c) has developed self-awareness;
- (d) portrays a sense of self-worth;
- (e) shows interest in learning activities;
- (f) demonstrates persistence, commitment and resilience;
- (g) improves in level of performance;
- (h) embraces challenging tasks;
- (i) demonstrates interpersonal relationship skills such as empathy, assertiveness and non-violent conflict resolution;
- (j) recovers quickly from disappointments and setbacks.

## **CHAPTER FOUR**

### **COMPETENCY BASED ASSESSMENT TOOLS**

These are instruments used to collect information on competencies (knowledge, skills, values and attitudes) acquired by a learner during or after learning sessions or period. In the Stage Based Pathway a variety of assessment tools shall be used to assess competences acquired by learners in both classroom and national assessments.

All the Competency Based Assessment tools developed to assess learner competencies shall be guided by the learning outcomes as provided in the foundations level curriculum designs for learners with Special needs and adapted appropriately to suit the needs of individual learners. These assessment tools shall be used in the formative classroom assessment and national assessment at the key transitional stages.

In selecting classroom assessment tools, teachers need to consider the following:

- the needs of an individual learner;
- nature and degree of disability;
- integration of skills acquired in various learning areas;
- the feedback and follow up required;
- the learning outcomes to be assessed;
- the nature and the types of the assessment performance tasks.

#### **4.1 Types of Competency Based Assessment Tools**

Teachers should use a variety of assessment tools to gather evidence of a learner's performance. The assessment tools shall focus on learner's progression. The following are suggested assessment tools for use in measuring the learner's acquisition of competencies:

- Observation schedule
- Checklist
- Rating scale
- Rubric

- Questionnaire
- Project
- Journal
- Portfolio
- Oral and non-verbal questioning
- Learner's profile
- Anecdotal records

#### 4.1.1 **Observation schedule**

This is a schedule outlining characteristics and behaviour that learners show during the performance of specific tasks individually or as a group. The tool consists of preliminary information, learning activity/ task, learner characteristic or behaviour to be observed and its indicator(s). The teacher observes and records the behaviour as exhibited by the learner.

#### 4.1.2 **Checklist**

Checklist is an assessment tool that contains a list of predetermined competences that a learner is expected to demonstrate. The teacher is expected to carefully observe and tick against the competences as portrayed by the learner after which the teacher makes a summary and draws conclusion(s).

#### 4.1.3 **Rating Scale**

A rating scale is an assessment tool used to gather comparative information about a learner. It indicates the degree or frequency of the behaviour or skills exhibited by the learner. It states the criteria and provides a range of response selections to describe the quality or frequency of learner's work. At the Foundation Level, the use of a maximum of four (4) level descriptive words rating scale is advised. These could include: Always, usually, sometimes, never OR very satisfactory, satisfactory, unsatisfactory, very unsatisfactory, among others.

#### 4.1.4 **Questionnaire**

A questionnaire is a list of questions on various aspects of a person's situation or issue. It requires the respondent to give honest opinions or views. Learners with disabilities at the Foundation Level may not self-respond on this tool. Simple guided questionnaires can be developed and administered by the teacher to individual learners.

#### 4.1.5 **Project**

A project is a set of activities implemented within a set timeframe with a clear start and end time. It should have a clearly stated purpose and set of specific learning outcomes. The project gives an opportunity to learners to apply their acquired knowledge and transferable skills to a real life situation. Other assessment tools such as observation schedule, rating scale, check list, journal and portfolio can be used to assess the various sub tasks of the project chosen.

#### 4.1.6 **Journal**

This is a record showing a learner's personal feelings, thoughts and experiences on a daily basis. Learners with disabilities can be taught how to record their feelings using *emojis* or drawn emotion-faces or words, among others, made by the teacher. Such a journal can be kept daily for a week and the teacher uses it to assess the learner's emotional development /performance.

#### 4.1.7 **Oral Question**

Oral questioning is used to find out what a learner knows or can do. Questions are posed by the teacher verbally and learners can either respond orally or using appropriate mode of communication. In Foundation Level, the teacher should appropriately ask simple short questions and give prompts or verbal/non-verbal cues to guide and encourage the learners in responding to the questions.



#### 4.1.8 **Learner's Profile**

A learner's profile is a summary of the teacher's opinion on mastery of competencies acquired in a level. The teacher builds a learner's profile using information obtained from other assessment tools.

#### 4.1.9 **Assessment Rubric**

A rubric can be used to assess learner's competencies across a variety of learning areas. It consists a well-defined criteria derived from learning outcomes, descriptors depicting the quality of learners work and levels of performance.

#### 4.1.10 **Anecdotal Record**

This is a record of an individual learner's behaviour, skills and attitudes in responding to the intended learning outcomes. The teacher makes this record as the learner naturally goes about their daily activities in relation to the expected changes for a specified period of time. The teacher records the exact behaviour of the learner as observed.

#### 4.1.11 **Portfolio**

Portfolio is a collection of learner's work to show evidence of their effort, progress and mastery of a specified competency. Evidence could also include the assessment tools that may have been used to assess the learner such as observation schedule, rating scale, check list or journal among others.

## 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 relevant 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.

#### 5.1 Types of feedback

There are two main types of feedback:

- Formative feedback
- Summative feedback

##### 5.1.1 Formative Feedback

This is given in the course of learning to monitor the learner's progress in the acquisition of competencies. It is given regularly in and outside the classroom using a variety of reporting tools. Formative feedback helps teachers focus on learning needs hence addressing individual learner's needs and improvement in pedagogy. Active parental engagement is critical in reporting the learners' progress.

In CBA, qualitative reporting by teachers on learner's performance is encouraged. This qualitative reporting should be accurately presented for timely interventions. Teachers should devise various approaches in keeping assessment records including integration of Information Communication Technology to present performance evidence that forms the basis of reporting on learner's progress. The administered CBA tools shall be used to provide feedback reports.

##### 5.1.2 Summative Feedback

This is feedback given to relevant stakeholders after administering a summative assessment. It gives an account of learner's achievement at the end of strand, cycle, course, level or after a given period of time.

## 5.2 Qualities of effective feedback

5.2.1 Beneficial feedback should be:

- (a) constructive i.e. positive, optimistic, genuine and appreciative;
- (b) meaningful i.e. linked to a specific observable outcome;
- (c) SMART (Specific, Measurable, Attainable/Achievable, Realistic, Timely).

5.2.2 In giving feedback teachers should:

- (a) highlight the strengths of the learner;
- (b) outline areas requiring improvement;
- (c) give individual feedback;
- (d) guide learners and focus on the task;
- (e) use simple and clear language;
- (f) give prompt feedback;
- (g) be kind and give encouraging feedback;
- (h) communicate the desired performance;
- (i) provide written feedback.

5.2.3 In giving feedback teachers should avoid the following:

- (a) biasness and stereotypes;
- (b) criticism and fault finding;
- (c) vagueness and use of difficult words;
- (d) controlling and giving orders;
- (e) comparisons and ranking;
- (f) using discouraging comments.

## 5.3 Levels of reporting learner's performance

Learner's performance at the Foundation Level of the Stage Based Pathway will be reported in three levels:

- 5.3.1 Classroom level: the teacher reports on learner’s performance based on CBA tools developed and administered by the teacher.
- 5.3.2 KEYA performance at the school level: the teacher reports on learner’s performance after the administration of national assessment (KEYA).
- 5.3.3 KEYA reporting at the national level by KNEC after analyzing the uploaded KEYA reports by the schools.

## **5.4 Types of Feedback Reports**

### **5.4.1 Classroom Assessment Report**

This is a report generated regularly from the formative assessment carried out by the teacher throughout the learning process.

### **5.4.2 School Year Report (SYR)**

This is a report issued annually by the school to every learner at the Foundation Level to give an account of learner’s progress in the achievement of competences, values and participation in non-formal learning activities. The report should contain both qualitative and quantitative feedback.

### **5.4.3 Transition Report (TR)**

Transitional report is a comprehensive account of learner’s acquisition of competencies in various learning areas as per the specified level learning outcomes. It shall further indicate the learner’s acquisition of values and participation in non-formal learning.

It shall be issued as the learner transits from Foundation to Intermediate level. It shall also be used to inform the learner’s transition from Stage Based to Age Based Pathway as recommended by the teacher in collaboration with other stakeholders.

#### 5.4.4 **The Learner Exit Profile (LEP)**

This is a comprehensive account of learner's acquisition of various competences, values and participation in non-formal learning activities. It shall be issued on need basis to a learner at the point of exit from formal school programme.

**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 The Learner**

- 6.1.1 Perform assessment tasks as guided and supported by the teachers.
- 6.1.2 Participate in self and peer assessment.
- 6.1.3 Act as a linkage between the school and the parent/guardian.

**6.2 Parent or Guardian**

- 6.2.1 Facilitating the child to attend school and participate in assessment processes.
- 6.2.2 Ensuring that the child is completing the assessment tasks as expected by the teacher.
- 6.2.3 Collaborating with the teacher regularly on the progress of the child.
- 6.2.4 Providing feedback on the child's progress as required.
- 6.2.5 Providing resources required for assessment processes.

**6.3 Teacher**

- 6.3.1 Designing assessment tools and strategies.
- 6.3.2 Providing learners and parents with information on their expected roles in assessment.
- 6.3.3 Guiding learners in the assessment process by discussing achievement targets and classroom assessment practices.
- 6.3.4 Ensuring safety of learners at all times during assessment.

- 6.3.5 Interpreting assessment feedback with a learner’s personal and social context in mind.
- 6.3.6 Ensuring that assessments and reporting of learners’ performance are aligned with curriculum learning outcomes.
- 6.3.7 Giving constructive feedback to stakeholders regarding the achievement and needs of every learner.
- 6.3.8 Uploading the learners’ outcomes and the KNEC portal when required.

#### **6.4 Head Teacher/ School Principal**

- 6.4.1 Ensuring that appropriate classroom assessments and evaluation practices are being implemented by teachers as per the school assessment policy.
- 6.4.2 Monitoring learners’ progress and providing regular feedback to teachers.
- 6.4.3 Ensuring that teachers timely prepare assessment reports and communicate to relevant stakeholders.
- 6.4.4 Soliciting and ensuring appropriate utilization of assessment resources.
- 6.4.5 Acting as a link between the school and relevant stakeholders in assessment processes.
- 6.4.6 Custodian of learners’ assessment records.
- 6.4.7 Enrolling learners for KEYA.

#### **6.5 Ministry of Education (Quality Assurance and Standards Officers)**

- 6.5.1 Analyzing assessment reports to provide feedback and guidance on assessment
- 6.5.2 Carrying out action research on assessment
- 6.5.3 Sensitizing the teachers on institutional quality based assessment.
- 6.5.4 Monitoring the implementation of Competency Based Curriculum and Competency Based Assessment.
- 6.5.5 Registration of schools and identification learners in readiness for assessments.
- 6.5.6 Ensuring that proper records of classroom assessments are kept.
- 6.5.7 Providing feedback to the stakeholders on the status of assessment in the country.

## **6.6 Kenya Institute of Curriculum Development**

- 6.6.1 Reviewing of curriculum framework to provide a roadmap for the improvement of curriculum delivery and assessment
- 6.6.2 Reviewing of curriculum designs for quality instruction and assessment.
- 6.6.3 Evaluating and approving instructional and assessment materials for use in schools to ensure quality, relevant and standard materials.
- 6.6.4 Conducting needs assessment research on the curriculum instructional materials and Competency Based Assessment to ensure relevance.
- 6.6.5 Developing and safeguarding online instructional and assessment content to ensure it remains relevant and free from malicious online attacks
- 6.6.6 Providing checks and balances in assessment to ensure relevance and quality assessment.
- 6.6.7 Partnering with other agencies on the orientation of the curriculum and assessment.

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

- 6.7.1 Evaluating and reporting on the work of teachers and on the progress of instruction and assessment of learning areas.
- 6.7.2 Evaluating and ensuring the quality and standards of instruction, learning and assessment in schools.
- 6.7.3 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.
- 6.7.4 Advising, supporting and monitoring curriculum implementation and assessment in schools and contributing on their review.
- 6.7.5 Collecting and maintaining relevant statistics on curriculum implementation and assessment within their respective sub-counties and reporting.
- 6.7.6 Continuously building capacities of headteachers, teachers and curriculum support officers on quality curriculum implementation, assessment and talent identification.



6.7.7 Collaborating with the Kenya National Examinations Council in the effective management and administration of assessment programmes.

## **6.8 Curriculum Support Officers (CSO)**

6.8.1 Conducting action research within their zones to solve pedagogical and assessment challenges.

6.8.2 Reviewing assessment reports from schools and offer appropriate intervention for teachers in the respective learning areas for improving their pedagogical and assessment skills.

6.8.3 Identifying training needs of teachers and headteachers on curriculum instruction and assessment

6.8.4 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.

6.8.5 Assisting in the setting up and organization of learning areas and assessment/panels, assessment procedures at schools and zonal levels.

6.8.6 Supervisory role in curriculum implementation and assessment within their respective zones.

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**Competency Based Assessment Framework**  
Stage Based pathway Foundation level



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