Centre for Mathematics, Science and Technology Education in Africa

TRAINING MODULE
FOR
PRE-PRIMARY SCHOOL TEACHERS
ON
PEDAGOGICAL CONTENT KNOWLEDGE

CEMASTEA –NAIROBI, KENYA 2023

CENTRE FOR MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION IN AFRICA (CEMASTEA)

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Contents

Acronyms and Abbreviations

BECF	Basic Education Curriculum Framework
CBC	Competency Based Curriculum
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CoP	Communities of Practice
CPD	Continual Professional Development
ICT	Information and Communication Technology
INSET	In-Service Education and Training
JSS	Junior Secondary School
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
LMS	Learning Management System
M&E	Monitoring and Evaluation
MoE	Ministry of Education
PCK	Pedagogical Content Knowledge
SMASE	Strengthening of Mathematics and Science Education
SSS	Senior Secondary School
STEM	Science Technology Engineering and Mathematics
TPD	Teacher Professional Development

Symbols used in this module

The following symbols will guide trainers and trainees as they go through the training. They have been adapted from UNESCO's training manual on *Quality Gender-Responsive STEM Education- 2018.*

Symbol	Meaning
Reflection	Participants to reflect on the issues at hand either individually or in groups. Guidance will be provided by the facilitators
(three smiling faces)	Participants to work and report on a given activity as a group.
?	A question to be answered by participants. They may work on the questions either individually or in groups. Guidance will be provided by the facilitators
√	Expected or possible responses to a question posed
(box enclosure)	Enclosure for an activity to be done by participants either individually or in groups or for possible responses to a question posed. It is used in combination with other symbols.

Acknowledgements

The CEO CEMASTEA would like to thank the following officers drawn from MoE, TSC, CEMASTEA, KICD, KISE and KEMI for their hard work in the development of this module.

Introduction

This module will be used for re-tooling of teachers of Pre-Primary schools. It comprises overall theme and training outcomes and suggested content the teachers will be taken through. Each unit has learning outcomes and the content. It has been developed by CEMASTEA in collaboration with MoE, KICD, KNEC, Diploma Teacher Training Colleges (DTTC) and NCCG. The module focusses on enhancing teachers' pedagogical skills and subject content mastery. This is expected to contribute to the Council of Governors (COG) intention of continuously equipping and improving teachers' competencies for enhanced learning outcomes and strengthen the implementation of the competency Based Curriculum at Pre-primary.

Theme of the Training

Enhancing Teachers' Pedagogical Content Knowledge (PCK) for effective implementation of Competency Based curriculum in Pre-primary schools

Training outcomes

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

a) Explain Competency Based Curriculum (CBC), Basic Education Curriculum Framework (BECF) for effective implementation of the Curriculum
b) Describe the features of curriculum designs for effective planning in learning
c) Describe Inquiry Based Learning (IBL) as a learner centred approach for effective learning
d) Develop learning resources for achievement of learning outcomes
e) Describe types of assessment tools for use in the learning process

Training outputs

1) CBC Lesson plans
2) Reflective Journals

Unit One: Overview of Competency Based Curriculum

Introduction

Welcome to unit one on overview of Competency Based Curriculum (CBC). The unit offers an opportunity to collaboratively discuss the CBC, Basic Education Curriculum Framework (BECF) and highlight on Teacher Education Curriculum Framework (TECF). The knowledge, skills and attitudes gained will inform strategies for effective implementation of the curriculum at Pre-school level.

Rationale
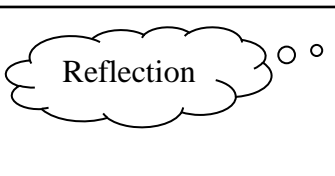
Implementation of CBC requires that teachers are continuously capacity built. Teachers networking is also critical to enhance professional growth. This unit offers the opportunity for teachers to collaboratively discuss the Basic Education Curriculum Framework and the basic structure of CBC for effective implementation of the curriculum.

Unit learning outcomes

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

1. Explain Competency Based Curriculum (CBC), Basic Education Curriculum Framework (BECF) for effective implementation of the Curriculum.
2. Highlight some components of Teacher Education Curriculum Framework (TECF) to enhance their pedagogical skills for Curriculum implementation
3. Examine key features of BECF for effective implementation of the Curriculum.
4. Appreciate CBC in nurturing every learner's potential for holistic development

Competency Based Curriculum (CBC)

Reflection

> *Activity*
> a) *What is a skill?*
> b) *What is a competency?*
> c) *What is CBC?*

√ **You may have come up with the following**

Skill is the ability to do something well.

Competency is the ability to apply appropriate acquired knowledge and skills to successfully perform a function or a task.

The Competency Based Curriculum focuses on acquisition of competencies to enable the learner to cope with life challenges. It focuses on attainment of learning outcomes which consists of knowledge, skills, attitudes and values.

Basic Education Curriculum Framework (BECF)

> **?**
>
> *Activity*
>
> *What do you know about BECF?*
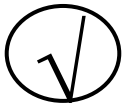
√ **You may have come up with the following**

Basic Education Curriculum Framework (BECF) outlines the curriculum reforms vision, the overarching mission, and the pillars of the reforms and, the organization of basic education in Kenya. In addition, it includes core competencies to be achieved in basic education, curriculum approaches adopted in the Framework, general learning outcomes, learning areas and necessary policies facilitating implementation of the curriculum reforms. Further, appropriate pedagogical practices, formative and summative assessment approaches, teaching and learning resources, and other critical issues that will contribute to the success of the reforms are addressed.

Teacher Education Curriculum Framework (TECF)

The framework is guided by national goals of education, national objectives of teacher education and the Basic education Curriculum Framework. It is a guide on learner centred pedagogical approaches. The framework targets DECTE, DPTE, DSTE and DTVET.

The vision of the basic education curriculum reforms is to enable every Kenyan learner to be engaged, empowered and become an ethical citizen. This will be achieved by providing every learner with world class standards in the knowledge, skills, values and attitude that they deserve, and need to thrive in the 21st century.

The mission of the basic education curriculum reforms is 'nurturing every learner's potential'.
The curriculum is designed to ensure that it provides opportunities to identify the potential that every learner brings to school. The learner's potential is nurtured through different learning pathways and tracks that are provided at Senior School. The mission will ensure that all learners are successful at the end of basic education.

National goals of education.

National goals of education are statements that describe the aspirations of a country and the needs of the society that are to be met through education. The Basic Education Curriculum Framework is anchored on eight (8) national goals of education.

Click on the link https://cbcresources.co.ke/national-goals-of-education-cbc-kenya/ and read on national goals

Pillars of BECF

The basic education curriculum framework's vision and mission are supported by three important pillars; Value Based Education, guiding principles and theoretical approaches.
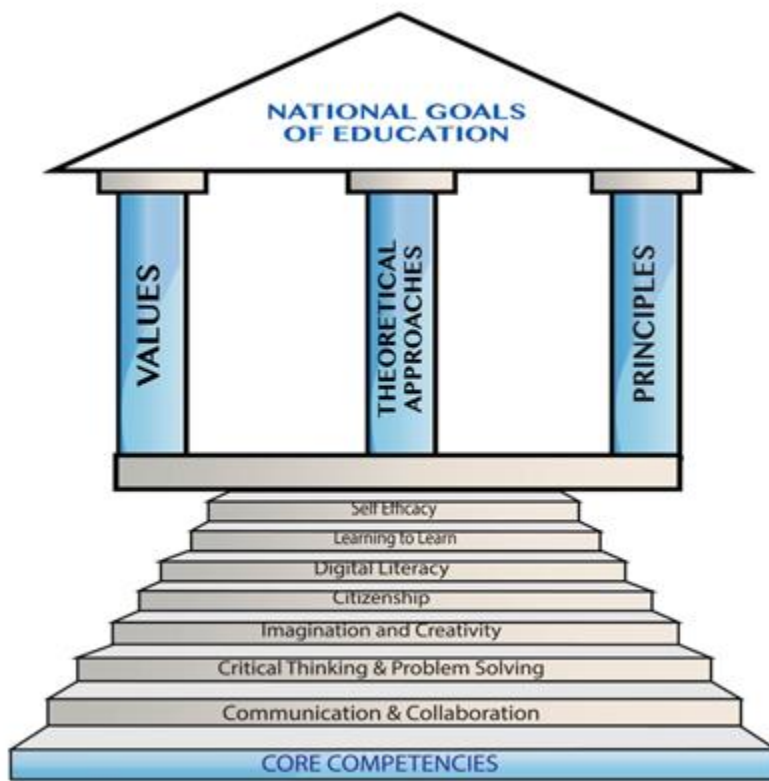
1) **Core Values**

	Activity
?	What are values?
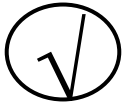
You may have come up with the following

These are standards that guide an individual on how to respond or behave in each circumstance. The teaching of values will facilitate the achievement of the curriculum reforms' vision, particularly with respect to molding ethical citizens.

The BECF puts emphasis on the following eight core values;
- Love
- Responsibility
- Respect
- Unity
- Peace
- Patriotism
- Social Justice
- Integrity

Core values are integrated in the curriculum through infusion and selection of appropriate learning experiences.

2) **Guiding Principles**

The BECF is based on six guiding Principles:

i. **Opportunity**

Competency based curriculum provides learners with a variety of opportunities to enable them to identify their needs, talents and potential. It emphasis on equal access to education for all enabling learners to enjoy learning and reduce dropout rate.

ii. **Excellence**

In CBC Learners are nurtured to excel in their areas of greatest interests and abilities. The framework focuses on nurturing learner's potential rather than competition for examination grades, thereby reducing the challenge of malpractices in examinations.

iii. **Diversity and Inclusion**

The guiding principle of diversity and inclusion focuses on appreciating Kenyan's diversity in terms of race, ethnicity, gender, language, culture, and religion. Learners are different in terms of their learning needs and abilities

Learning institutions should accommodate all learners regardless of their physical, emotional, intellectual, or any other need.

iv. **Differentiated Curriculum and Learning**

Differentiated curriculum and learning builds on the principle of diversity and inclusion. This ensures that the curriculum content and instructional approaches are adapted appropriately for each learner. Learners may not learn the same content in the same way, same number of hours and at the same time.

v.   Parental Empowerment and Engagement

Schools should empower parents to contribute to the learning outcomes at all levels of basic education. Parents have a shared responsibility to motivate children to achieve their full potential.

vi.   Community Service Learning

It is an experiential education that enables learners to apply their knowledge and skills in a different setting. Teachers should encourage learners to take part in the community service learning and apply what they have learned in their academic and personal development.

Community service learning emphasis on both learners' learning and solving community problems. The service experience is brought back to the classroom to enhance learning. Learners work on real problems that make academic learning relevant while enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

3)   Theoretical Approaches

A theory is an abstract general explanation of observations or a subject under study that can be relied upon to provide guidance for practice. The Basic Education Curriculum Framework is underpinned by several theories which include:

  i.   The Instructional Design Theory
 ii.   Visible Learning Theory
iii.   Constructivism Theories

Core Competencies for Basic Education

The introduction of CBC has provided an opportunity for the learners to engage in acquisition of competencies to assist them to solve real life problems. There are seven core competencies to be achieved by every learner. The teacher's competencies are also critical to ensure learner's holistic development. There are nine core competencies expected to be achieved by a teacher.

Activity

Pair and share on your understanding of one of the Core Competencies in CBC for the teacher and one for the learner.

You may have come up with the following

Learner's core competencies

S/No	Competencies	Description
1.	Communication and Collaboration	Communication allows learners to express themselves effectively while collaboration should be aimed at marking learners work together and learn from each other.
2.	Critical thinking and problems solving	Critical thinking refers to the ability of the learner to have initiative to get ideas for the solution in real life situations. Through critical thinking the learners are able to come up with new ideas on how to solve a problem
3.	Imagination and creativity	Imagination is the ability to form mental picture of something that one has not seen or experienced while creativity is the ability to bring the imaginations into reality
4.	Citizenship	Citizenship is the action of an individual with respect to others, locally and at global level. It encourages individuals to practice what is equitable and just, and what will minimize harm to our planet**.**
5.	Digital literacy	This can be described as having the knowledge, skills and behaviors which are necessary to effectively and safely use a wide range of digital content and devices.
6.	Learning to learn	Awareness of one's learning process and needs, identifying available opportunities and the ability to overcome the obstacles in order to learn successfully
7.	Self-efficacy	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.

Teacher core competencies

S/No	Competencies	Description
1.	Communication and collaboration	The transmission of knowledge from the teacher to the learner will entirely depend on the teacher's ability to communicate and collaborate effectively. The teacher is expected to form a network with colleagues within and without the school (communities of practice)

S/No	Competencies	Description
2.	Critical thinking and problem solving	During the teaching and learning process, the teacher encounters a number of challenges which might include delivery of content, large number of learners, communication. The teacher is expected to find ways to address these challenges
3.	Creativity and innovation	As opposed to the learners, the teachers are expected to go beyond imagination to the level of innovation. This will help them in coming up with the learning resources that fits their environment
4.	Citizenship and leadership	Other than being a good citizen, the teacher is also a leader. They give direction to the learning process. The teacher is expected to have good leadership skills.
5.	Digital literacy skills	The digital literacy skills will enable them to identify and select the most appropriate learning resources. The teacher should be ahead of the learners in terms of the skills and knowledge in all aspects.
6.	Learning to learn and reflective practice	The teacher is expected to continuously learn since the knowledge base keeps on changing. The nature of the learners also changes as time passes. It is expected that the teacher will reflect on the methodology applied during the learning process to assess their effectiveness
7.	Self-efficacy	The teacher's belief in their capabilities to bring about desired outcomes in a learner.
8.	Pedagogical content knowledge	It is expected that the teacher will have a wide base of knowledge and a variety of teaching methods for effective delivery of content
9.	Assessment competency	Ability of the teacher to prepare an assessment using various tools.

Paradigm shift in the curriculum reforms

FROM (less of)	TO (more of)
Content Focus	Focus on Competencies
Rigid and Prescriptive curriculum with Limited flexibility	Flexible with Opportunities for specialization - pathways
Focus on summative assessment and competition (High stakes exams)	Balance between formative and summative assessment, and excellence
Emphasis on Schooling	Emphasis on Education

FROM (less of)	TO (more of)
Teaching	Learning
Focus on teacher centred teaching	Focus on learner centred teaching pedagogies
No set standards for teacher training	Set standards articulated in the learning outcomes
Little focus on skills	Focuses on 21st Century skills
Academic and competitive teaching	Reflective teaching and mentorship

Organization of basic education

Basic Education is organized into three (3) levels: Early Years Education, Middle School Education and Senior School. Figure …. presents a summary of the structural model.
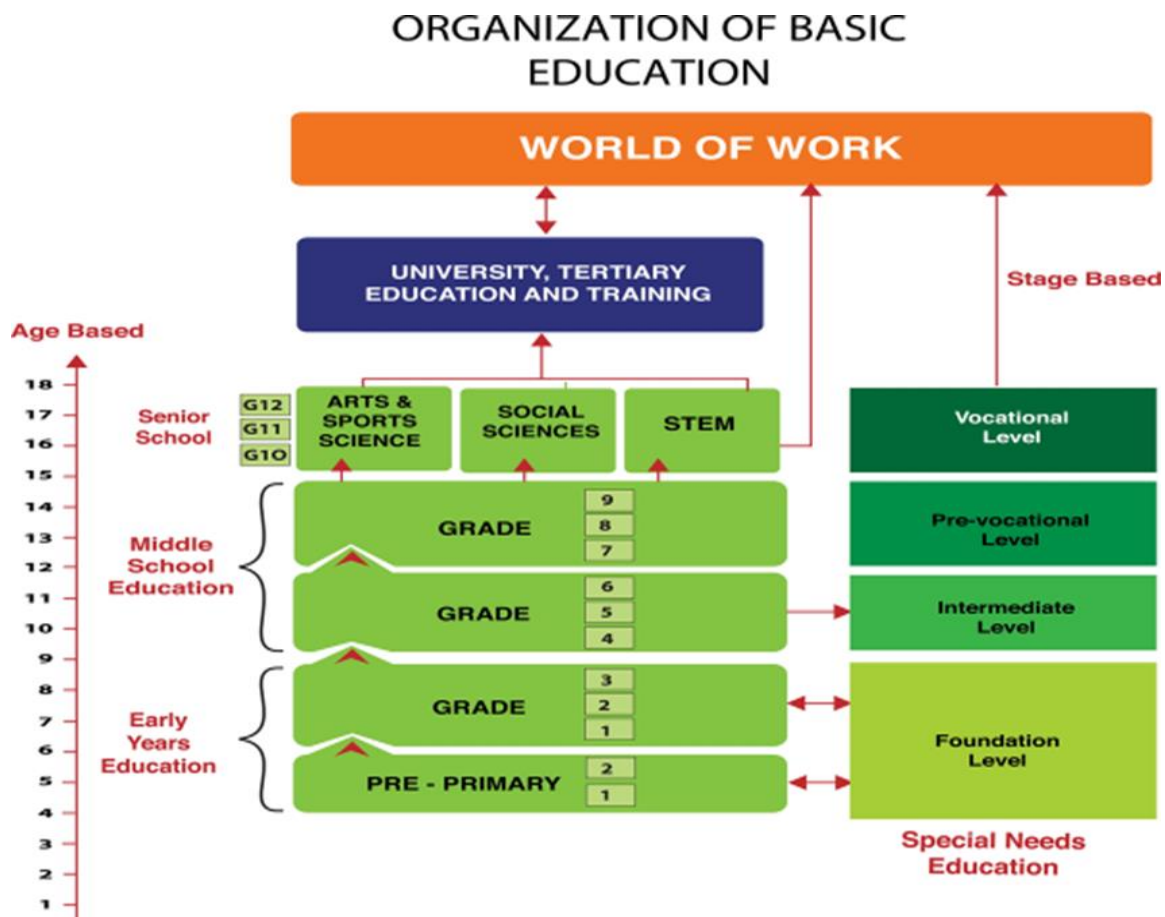
Sources: BECF

The following diagram explains the various pathways that learners will follow. Within the three pathways at senior school there are various tracks as shown in figure…
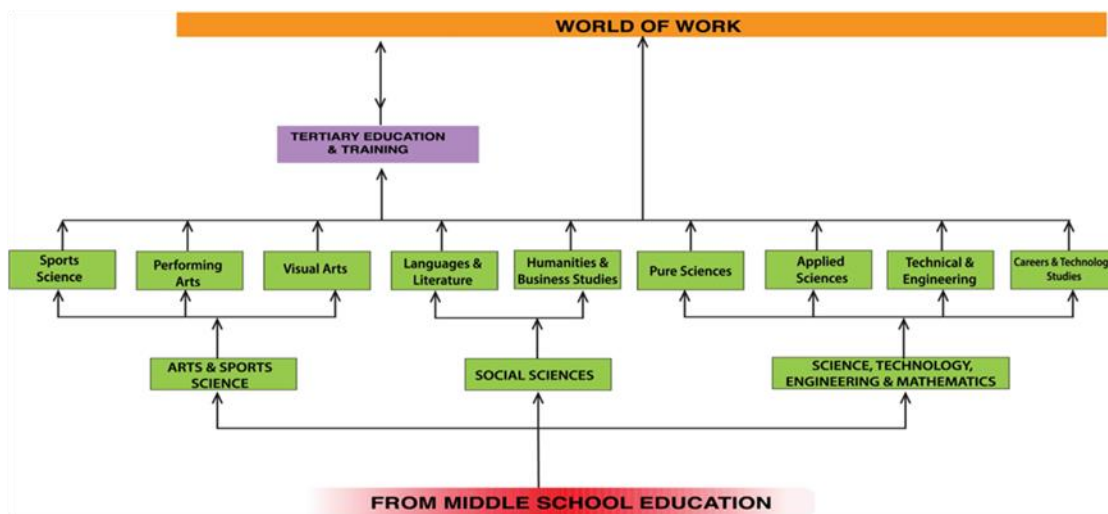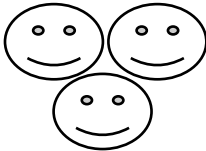
Sources: BECF

Education for Learners with Special Educational Needs
Learners with special educational needs, like any other learner, have potential that needs to be identified and nurtured. The special needs education curriculum model illustrated below indicates curriculum provision for learners with special needs. The structure of these learners is stage based as opposed to age based for the regular learners.

Pertinent and Contemporary Issues (PCIs)

Activity

Ms Kimo, a preschool teacher at Lwambo pre-primary guided learners in picking litter in the neighbourhood. After the activity, the teacher packed the litter in small packets for each learner and instructed them to dispose them in the nearby bushes on their way home. **Discuss.**

You may have come up with the following

Mrs Kimo organized a good community service learning activity, however

- It did not go well due to selection of the wrong method of disposing litter.
- There was no role modelling in environmental consciousness.

Some of the issues you have mentioned are PCIs in our modern society.

PCIs: These are issues the learner is faced with in modern life. They have existed in society for some time and there is a need to learn how to live with them.

Examples are summarized in the table....

S/No	PCI	Description
1.	1. Global Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child-care and protection, gender issues in education.
2.	2. Health Education	HIV and AIDS Education, alcohol and drug abuse prevention, lifestyle diseases, and personal hygiene, and preventive health, common communicable and chronic diseases.
3.	3. Life Skills and Values Education	Life skills, values, moral education and human sexuality, etiquette.
4.	4. Education for Sustainable Development (ESD)	Environmental education, disaster risk reduction, safety and security education (small arms, human trafficking), financial literacy, poverty eradication, countering terrorism, extreme violence and radicalization, gender issues and animal welfare.
5.	5. Learner support programs	Guidance services, career guidance, counseling services, peer education, mentorship, learning to live together, clubs and societies, sports and games.
6.	6. Community Service Learning and Parental Engagement	Service learning and community involvement, parental empowerment and engagement.

Learner Support Programmes

Basic Education Curriculum emphasizes the need to cushion learners through experiential learning. In order to achieve learners' aspiration, a number of programmes have been developed. These programmes include:

i. Non-Formal Programmes,
ii. Values-based Education,

iii. Parental Empowerment and Engagement
iv. Citizenship.

Non-Formal Programmes
Non- formal programmes are organized, structured and systematic learning activities that are also essential services. Some of these programmes are clubs and societies, sports and games. Learners are encouraged to take part in Non- formal programmes which support acquisition of the academic curriculum, values and promotion of psychosocial wellbeing.

Values Based Education (VbE)
In Kenya today, there is ample evidence of a values and behavioural crisis. Values influence how we feel, act and make choices in life. They shape one's feelings and the way decisions are made. Teaching values will facilitate the achievement of the curriculum reforms, vision, particularly with respect to molding ethical citizens.
Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together

Parental Empowerment and Engagement (PEE)
The parents are key stakeholders in the education of their children. Parents are expected to not only safeguard the welfare of their children, but also get involved in their learning at all levels. There is collaborative responsibility with schools to provide an enabling environment conducive for learning.

Community Service Learning (CSL)
CSL is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. CSL activities are embedded as learning experiences to help learners develop the specified competencies. Community Service can be performed at any time for any reason.

Citizenship
CBC has citizenship education programme designed to develop ideas, habits, behaviours and useful attitudes in an individual to enable him or her to be a responsible and useful member of the society. A learner who goes through this is expected to be competent, reflective and moral citizen. He or she is always ready to contribute to the development of the community and the country in the spirit of patriotism, peaceful co-existence and democracy. The programme addresses such issues as ethnic and racial relations, social cohesion, good governance, child and/or human rights and responsibilities as well as child care and protection
.
Individualized Education Programmes (IEP)

It is a written educational plan intended to meet the needs of the learner. It is a written plan describing the intervention measures (special needs) and related services designed to meet the unique educational needs of a learner with special needs or other academic challenges. The challenges can be in a particular learning area or even in a certain sub strand.

Conclusion

Competence-Based Curriculum focuses on development of competencies, acquisition of knowledge, skills, attitudes and values. It also addresses pertinent and contemporary issues. It is expected that you will utilize the knowledge and skills gained to implement the CBC at pre-primary level. It is also hoped that you will provide opportunities for parents to productively participate in nurturing learners potential through various engagement and empowerment activities.

UNIT 2: Interpretation of Curriculum designs

Introduction

Unit two of this module is on Interpretation of curriculum designs, which starts with preliminaries that include: rationale and unit learning outcomes. The unit also discusses how to use the curriculum designs to prepare schemes of work and how to link lesson planning to the schemes

Rationale

Teaching entails the translation of national goals of education into achievable outcomes through curriculum implementation. Effective interpretation and implementation of the curriculum is what determines the degree to which the intended curriculum is achieved.
The purpose of this unit is to enable you to interpret the curriculum designs for an effective learning process.

Unit learning outcomes

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

1. Describe the features of curriculum designs for effective planning in learning.
2. Develop Schemes of work for effective implementation of curriculum.
3. Appreciate the importance of effective interpretation and implementation of the curriculum.

Reflection | What is a curriculum design?
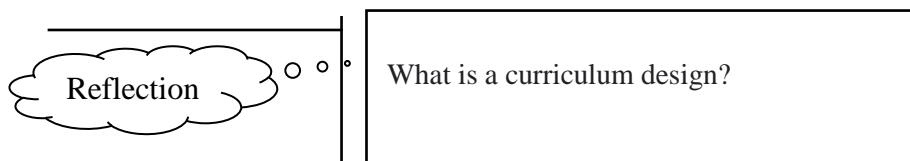
You may have come up with the following:

A Curriculum design is a document that outlines the components of a curriculum. It is a core document that guides teachers on how to organize learning. A Curriculum design provides details that show the relationship between the components. Designs ensure the curriculum can be implemented within the time allocated and infrastructure in the schools.

Reflection | Identify the components of pre-primary curriculum designs
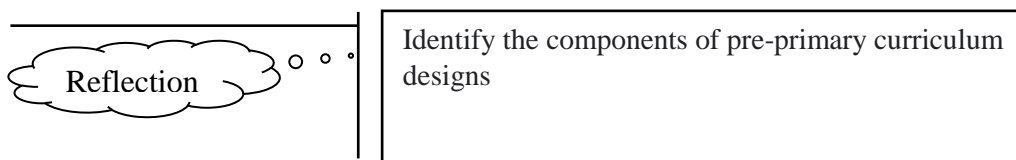
You may have come up with the following as the components of curriculum designs
1. National goals of education
2. Level learning outcomes
3. Subject general learning outcomes
4. Essence statement
5. Learning areas
6. Strand
7. Sub-strand
8. Specific learning outcomes
9. Suggested Learning Experiences
10. Key Inquiry Question
11. Core competencies to be developed
12. Link to values
13. Pertinent and contemporary issues (PCIs)
14. Link to other subjects
15. Assessment rubrics

The components of the curriculum design are summarized in figure

National Goals of Education

Level Learning Outcomes

Subject General Learning Outcomes

Essence Statement

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

Core competencies to be developed

PCIs	Values
Links to other subjects	Suggested Community Service Learning activities

Assessment Rubrics

Appendix:
Suggested assessment methods	Suggested learning resources	Suggested Non-formal activities

Summary of Curriculum Design Components *(Source: KICD, 2020)*

National Goals of Education

National goals of education are the general principles and statements which spell out the long term broad intentions and aspirations of a nation to be realized through education. National goals of education articulate what is considered to be educationally valuable and worthwhile for the society, nation and the people of Kenya. National goals of education give directions to a set of detailed intentions for the present and the future. They are derived from the national development agenda.

There are eight National Goals for Education in Kenya, namely:

1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equity and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitudes towards other nations
8. Promote positive attitudes towards good health and environmental protection.

LEARNING OUTCOMES

Learning outcomes are the end result or what the learner is able to demonstrate upon completion of a lesson, sub-strand, strand or level. Learning outcomes are expressed through the application of knowledge, skills and attitudes. They express what a learner is expected to do after going through learning experiences. They indicate the expected observable behavioral changes in the learner after a learning experience.

The Competency based curriculum is founded on learners showing or demonstrating that they have learnt. Learning outcomes are the evidence that learning experiences have made a change that learners manifest. The change or transformation in learners is manifested through new knowledge, skills and attitudes.

There are 3 types of learning outcomes in the Curriculum Design

   a. Level learning outcomes
   b. Subject General learning outcomes
   c. Specific learning outcomes

Interrelationship Between National Goals of Education & Learning Outcomes

National Goals of Education

Level Learning Outcome

Subject General Learning Outcome

Specific Learning Outcome

Level learning outcomes

The Level Learning Outcome is a formal statement of what students are expected to demonstrate upon completion of a given level of education. For instance, the Early Years of Education, Middle School or Senior School Education are stated in general terms. The level learning outcomes for the Early Years Education apply to pre-primary.

Level learning outcomes for Early Years Education

By end of Early Years Education, the learner should be able to:
1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts
2. Demonstrate basic literacy and numeracy skills for learning
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living for balanced living

Activity 1
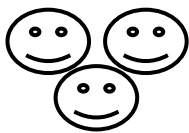
Pick on one of the national goals of education. Identify one level learning outcome for pre-primary school that will help realize the national goal of education in (1) above.

Subject General Learning outcomes

Pre-primary level has five learning areas as follows: Language activities, Mathematical activities, Environmental activities, Psycho-motor and Creative activities, Religious Education activities and Pastoral Programs of Instruction (PPI). Each of the learning areas in the pre-primary has its general learning outcomes. For example, Language activities subject general learning outcomes are stated as follows:

By the end of Early Years Education, the learner should be able to:
   a) Develop appropriate listening skills from varied experiences to enrich their ability to communicate.
   b) Express own opinions, ideas and feelings creatively freely and confidently in varied situations as they appreciate others.
   c) Participate in conversation using appropriate verbal and non-verbal language in their everyday experiences.
   d) Articulate letters sound correctly in preparation for reading.
   e) Develop appropriate reading readiness skills in varied learning experiences.
   f) Apply appropriate writing readiness skills in varied learning experiences.

Specific learning outcomes

The specific learning outcomes indicate the expected observable behavioral changes in the learner after a learning experience. Every strand/ sub-strand in the curriculum designs has specific learning outcomes which lead to achieving the general learning outcomes. Outcomes are usually expressed through the application of knowledge, skills and attitudes. Specific learning outcome should have:

   1) The action verb

   2) The object

   3) The context

Writing a Specific Learning Outcome

When writing a learning outcome, always begin with an action verb, followed by the object of the verb, and a phrase that gives the context. Preferably use only one verb per learning outcome. Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of, demonstrate understanding. The learning outcomes must be observable and capable of being assessed.

Every lesson should develop the following:

1.   KNOWLEDGE: Acquisition of facts, ideas, concepts; their application, synthesis to get new ideas and evaluation of the information

2.   SKILLS: Using the knowledge acquired, a learner is able to apply it to perform certain tasks against a given standard. The standard to which a learner should perform the task is referred to as a competence

3.   ATTITUDE: Desirable emotions, beliefs and personal attributes that a learner acquires towards a particular object, person, thing, happening or occurrence, through knowledge and skill that influence performance.

For example in Language activities for the strand **Listening** and sub strand *1.1Common greetings and farewell related to relationship* the specific learning outcomes are stated as follows

By the end of the lesson, the learner should be able to:

a) Respond appropriately to greetings with reference to relationships in and out of school.

b) Respond appropriately to farewell with reference to relationships in and out of school.

c) Enjoy responding to greetings and farewell with reference to relationship in and out of school

The outcome statement includes a verb that will clearly illustrate what action learners need to engage in to demonstrate their competencies. The action could demonstrate a change at the level of knowledge, a skill or an attitude.

Activity 2
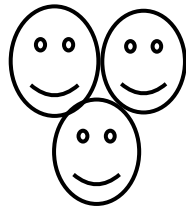
Refer to the PP2 curriculum design. Choose one specific learning outcome and identify related subject general learning outcome
 For the subject general learning outcome relate it to a particular level outcome
Giving reasons connect the level learning outcome in 1

You may have come up with a response like the one below:

National Goal of Education	Promote positive attitudes towards good health and environmental protection (goal No. 8)
General Level Learning Outcome (Early Years Education)	By end of Early Years Education, the learner should be able to: a) Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being b) Explore the immediate environment for learning and enjoyment

National Goal of Education	Promote positive attitudes towards good health and environmental protection (goal No. 8)
Subject general Learning Outcome (Environmental activities)	By the end of pre-primary education, the learner should be able to: 1. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being 2. Explore the immediate environment for learning and enjoyment
Strand	Social environment
Sub-strand:	Myself
Specific Learning Outcome	By the end of the lesson, the learner should be able to talk about body parts (head, ears, eyes and mouth) for self-awareness

Activity 3
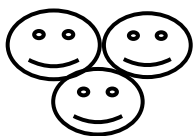
> Using the specific learning outcomes in the sub-strand '*myself*' in the strand *'Social environment'* in the PP2 designs, develop specific learning outcomes for the five lessons.

Learning Experiences

Learning experiences refer to activities the learner is exposed to so as to develop desired knowledge, skills, attitudes and values; acquire the intended core competences; learn from one another; self-regulate and evaluate; engage deeply in the learning; reflect on the learning process and interact with others during the learning process.
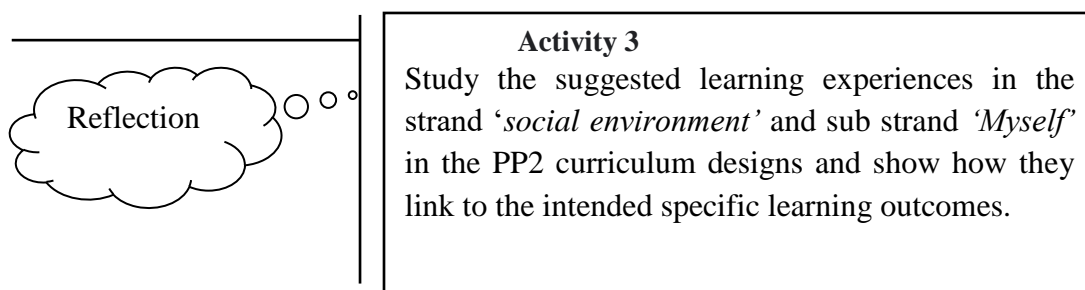
The learning experiences could be formal featuring the classroom conditions and teaching methods; non-formal during which the learner is engaged in clubs and societies, and informal which entails general school and home interactions. Learners should be subjected to appropriate learning experiences for acquisition of desired curriculum outcomes.

In the Competency Based Curriculum, the learner is expected to acquire knowledge, and develop desired skills, attitudes and values through appropriate learning experiences. The curriculum designs have *suggested* learning experiences, which are expected to enhance the learner's ability to develop desired competencies.

Learning experiences vary from one learning area to another depending on intended learning outcome to be achieved, learning environment, individual learning styles and availability of resources. Selection of learning experiences should be based on the following factors;

a) Intended learning outcomes
b) Age appropriateness
c) Developmental level
d) Learning resources
e) Safety
f) Time required for the experience

Besides the suggested learning experiences in the designs, the teacher is encouraged to creatively come up with other learning experiences that facilitate acquisition of desired learning outcomes.

Reflection

Activity 3
Study the suggested learning experiences in the strand '*social environment'* and sub strand *'Myself'* in the PP2 curriculum designs and show how they link to the intended specific learning outcomes.

The learning experiences are designed in such a way that they enable learners to attain the intended learning outcomes. For example, one of the learning outcomes in the sub-strand on 'Myself' is that by the end of the sub-strand the learner should be able to *talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness*. One of the suggested learning experiences is *Learners sing songs and say poems on body parts*. Note that you may be required to come up with more learning experiences that could be suitable in certain situations.

Key Inquiry Questions

Key inquiry questions are questions that help to focus learning. They help to probe for deeper meaning and set the stage for further questioning. Key Inquiry questions are useful in fostering the development of higher order capabilities such as critical thinking skills and problem solving.

Foundation for Key Inquiry Question
Inquiry Based Learning (IBL) involves experiences that enable learners to develop understanding about aspects of the world around them through the development and use of investigative skills. IBL incorporates a process of exploring the world, which leads to: Asking questions, making discoveries, conducting research and experiments.
Key inquiry questions aim at enhancing learners' curiosity and engagement with subject matter. It connects the concept to be learnt with the previous learner experiences and real life situations.

Creating Key Inquiry Questions

1. Consider the focus of your specific learning outcome as addressed in the curriculum design.
2. Examine the theme or concept in the curriculum that must be addressed and brainstorm on questions that would enable learners to think about the concept without dictating the direction or outcome of their thinking
3. Utilize the six typical question words: What? Where? When? How? Who? and Why?

Activity 4
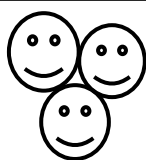
In reference to the specific learning outcomes developed in the activity 3, develop KIQs for the lessons.

A good key inquiry question:

Is open-ended, non-judgmental, meaningful and purposeful with an aim to allow learners to explore ideas.

Is thought-provoking, intellectually engaging and often sparking discussion and debate.

Encourages collaboration among learners, teachers, and the community.

Integrates technology to support the learning process particularly through search for more information. Call for higher-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.

Points toward important, transferable ideas within and even across subjects or learning areas.

Raises additional questions and sparks further inquiry.

Requires support and justification, not just an answer.

It is important to note that a key inquiry question is NOT:

1) A direct question that can be answered with a yes or no.
2) A question that can be answered without support.
3) A vague question.

Activity 5
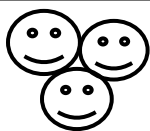
Analyze KIQs developed in activity 4 and suggest how they can be improved.

Schemes of work

Scheme of work (SOW) is a plan showing how learning shall be organized within the allocated time. It is developed from the curriculum designs. SOW allows the teacher to manage the time appropriately. All aspects of the learning process are thought through well in advance. Components of SOW include Administrative details, Week, Lesson, Strand, Sub strand, Specific Learning Outcomes, Learning Experiences, Key Inquiry Questions, Learning Resources, Assessment, and Reflection.

SOW Template

School, Grade, Learning Area, Term, Year									
Wk	Lesson	Strand	Sub-Strand	Specific Learning Outcome	Learning Experiences	KIQ	Learning Resources	Assessment	Reflection (Record your reflections after each lesson)

Activity 6
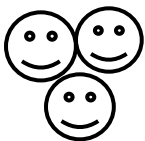
Using PP2 curriculum design in the strand '*social environment'* and sub-strand *'Myself'*, prepare a one-week scheme of work.

You may have noticed that the number of specific learning outcomes (SLO) were fewer than the number of lessons allocated for one week. In such a situation you may have to split an SLO to

cover more than one lesson, for example, *SLO on 'talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness',* may be split to be covered in two lessons.

For a case where the SLOs are more than the number of lessons allocated in a sub-strand, you may have to use more than one SLO in a lesson.

The Lesson Plan
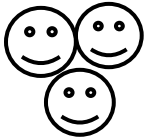
A lesson plan is a breakdown of the scheme of work into teachable units
   a) It shows what needs to be accomplished within the time allocated for the lesson.
   b) It enables the teacher to contextualize the lesson activities at a glance.
   c) The teacher is advised to adopt inquiry-based learning techniques when planning, since they are learner centered and key to success in implementing competency-based learning.

Consider the following when lesson planning:
   a) Establish the learning outcomes to be achieved: identify the outcomes to be achieved through the lesson you plan to teach
   b) Consider the learners' ability, background and learning approach to use among others
   c) Ensure the availability of relevant and appropriate materials for the lesson
   d) Determine appropriate assessment methods to use
   e) The Pedagogy is determined by Use the content of the strand and the sub-strand to determine the pedagogy

Activity 7

What are the components of a CBC lesson plan?

You may have mentioned some of the components
Lesson plan Template

Administrative Details

School	Term	Date	Learning Area	Level	Time	Roll

Strand: Sub Strand: Specific Learning Outcomes: Key Inquiry Questions: Learning Resources: Organisation of Learning: Introduction: Lesson Development: Step 1 Step 2 *{Mainstream Core Competencies, Values and PCIs}* Step 3 Conclusion: Extended Activities: Reflection on the lesson:

Conclusion

In this unit you learned about curriculum design and its components, learning outcomes and related them to national goals of education. You have also learnt about key inquiry questions, learning experiences and went further to prepare schemes of work based on the curriculum designs for PP2. You are encouraged to apply the knowledge and skills gained to plan all the lessons in pre-primary for effective learning for improved outcomes by learners.

Unit 3: Learner Centred Approaches

Introduction

Welcome to Unit Three of this module which comprises the rationale (importance) for Learner Centred Approaches, specific learning outcomes and content. The content comprises of specific learner centred approaches with a focus on Inquiry Based Learning and use of ICT in teaching and learning.

Rationale (importance) for Learner Centred Approaches

Learner-Centred Approaches are important in achieving the goals and specific learning outcomes of Competency Based Curriculum (CBC). These approaches make learners to actively participate in the lesson resulting in increased understanding, interest and achievement of learning outcomes.

Unit learning outcomes

By the end of this unit participant will be able to:

1. Describe Inquiry Based Learning (IBL) as a learner centred approach for effective learning
2. Develop an activity based on IBL for effective learning
3. Source and use ICT resources in teaching and learning process
4. Appreciate the use of learner centred approaches for effective learning.

Meaning of Learner Centred Approaches

Activity 1

Think, Pair and Share
What do you understand by Learner Centred Approaches?

Learner Centred Approaches are instructional methods that promote active learning. In learner-centred classrooms, learners work individually or in groups to acquire new learning. Learners may also be given opportunities to share what they have learnt with other learners. Some of the Learner centred approaches as envisioned in CBC: Inquiry-Based Learning (IBL), Problem-based learning, Project-based learning and Collaborative learning. There are activities that enhance learner centred approaches. Example of such activities are riddles, songs, reciting, dances, role play, story-telling, nature walk. The use of ICT cuts across all these approaches. In

Learner centred approaches the learner takes centre stage in the learning process. Role of the teacher is to facilitate learning by giving the learners opportunities to be active participants in their learning.

Examples

Examples of Learner Centred Approaches are shown in the table below:

sn	Learner Centred Approach	Learning Area	Suggested learning experience
1	Problem-based learning	**Mathematical activities PP2** Strand 3.0: MEASUREMENT Sub strand:3.6 Money (Kenyan currency) coins and notes	• Problem to be solved: Limited amount of money for use e.g. Ksh 20 • Learners to make the budget based on pricelist in the shop corner
2	Project-based learning	**Environmental activities PP2** Strand 3.0: Natural Environment Sub strand 3.5: Soil	Learners use soil to make models like dolls, simple house hold items, houses and huts
3	Collaborative learning	**Psychomotor and Creative activities PP2** Strand 2.0: Modelling Techniques Sub strand 2.1: Ball Technique	• Groups to make objects using ball technique • Learners collaborate as they work in groups
4	IBL	**Mathematical & Environmental activities**	Refer to examples after the table

Some examples of activities that enhance learner centred approaches are shown in the table below:

sn	Activity	Learning Area	Suggested learning experience
1	Riddles	**Language activities PP2** Strand 1.0: Listening	• My house has no door. Who am I?

sn	Activity	Learning Area	Suggested learning experience
		Sub strand 1.2: Listening for comprehension	• Expected answer: Egg
2	Dances	**Psychomotor and Creative activities PP 2** Strand 8.0: Performance Sub strand 8.1: Dance	https://www.youtube.com/watch?v=jJKQ0OmX-Ak
3	Role play	**Christian Religious Education PP1** Strand 3.0: Christian Religious festivals and rituals Sub strand 3.3: Christian rituals	Learners role play the Christian ritual of giving offering (Proverbs 3: 9-10)
4	Story-telling	**Language activities PP2** Strand 1.0: Listening Sub strand 1.2: Listening for Comprehension	• Invite a resource person for a storytelling session. • Learners answer questions after listening to the stories and they re-tell the story
5	Nature walk	**Environmental activities PP2** Strand: 3.0 sub strand 3.1: Plants	Learners go round the school compound and neighbourhood to observe different types of plants
6	Songs and Poems	**Islamic Religious Education PP1** Strand 2.0: Pillars of Iman Sub strand 2.1: Belief in Allah	Sing songs /*Anashid/qasida* and recite poems related to the strand Source from mp3 juice, spotify etc

Activity 2

Share more learning experience that you use for learner centred lessons e.g songs, dances, riddles and story-telling.

Inquiry Based Learning (IBL)

Activity 3

Inquiry is the process of seeking answers to questions. Inquiry-Based Learning is a way of learning by discovery. Learners carry out activities to answer questions or discover. IBL is usually guided by key inquiry questions. In the curriculum design, the key inquiry questions are given for each sub strand. Inquiry Based learning involves the following stages:

  i.   A task/question is posed
  ii. Learners are given opportunity to carry out an activity to complete the task or answer question
  iii. Through the activity learners discover and share the new knowledge
  iv. The teacher assesses whether the learners have accomplished the task or answered the question as per the **expectations.** The learners can also be given an opportunity to assess themselves

Examples in Mathematical activities

Refer to **PP2 Curriculum Design for Mathematical activities**

Strand 1.0 Classification

Sub strand 1.1 Sorting & grouping

Learning outcome c) By the end of the sub-strand, the learner should be able to group objects in the environment according to more than one attribute

The learning experiences for this outcome are:

  i.   Learners demonstrate sorting and grouping objects by more than one attribute (colour, size, shape, texture, use and type).
  ii. Learners to sort and group objects according to more than one attribute using ICT devices.

  a) **Mathematics IBL activity**

The following steps show how IBL can be used to guide learners to sort and group objects according to colour

Step 1

  i)   Learners in groups are presented with a group of objects of different colours as shown below.

ii) Learners are given time to ask questions about the objects provided.
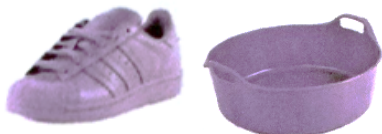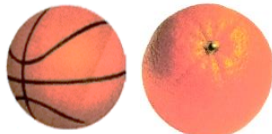
The teacher harmonizes on the learners' key inquiry questions to bring out the lesson's key inquiry question which is 'Which of these objects look alike?'
(Note: if the learners are unable to give a suitable response, the teacher can guide with further questions)

Step 2
  ii)   Learners are guided to sort and group the objects according to colour.
  iii)   Learners display their grouped objects. They also state the colours they have used to group the objects.

Objects grouped according to colour

Group objects	Colour name
	Purple
	Orange
	Blue
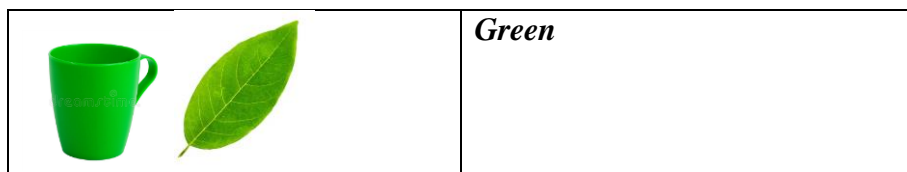
	Green

Step 3
The teacher assesses how the learners have grouped the objects according to the colours.
Step 4
Learners are guided to group objects at home according to colours with the help of the parents/guardian.

b) Mathematics IBL activity using ICT
The following steps show how ICT can be used to achieve the learning outcome
Step 1
 i) Learners in their groups access a group of objects with different colours in the digital devices through the link below.
 https://www.ixl.com/math/pre-k/classify-and-sort-by-color
ii) The teacher poses the key inquiry question: Which of these objects look alike?

Step 2
  i) Learners are guided to sort and group the objects according to colour using the digital device

  ii) Learners share their grouped objects in the digital devices.

Step 3
  i.   The teacher assesses how the learners have grouped the objects according to the colours in the digital device.
  ii.   Learners submit their response in the digital devices for self-assessment
  iii.   The teacher checks the learners' results after submission to confirm that learners have grouped the objects according to the colours in the digital device

Step 4
Teacher guides learners to use a digital device to group objects according to colour while at home with the help of the parents/guardian.

Example in Environmental Activities
Refer to PP2 **Curriculum Design for Environmental Activities**
Strand 1.0 Social Environment
Sub strand 1.1 Myself

Learning outcome

By the end of the sub-strand, the learner should be able to tell the uses of ears, nose, mouth and eyes for self-awareness.

The learning experiences for this outcome are:

      i) Learners tell the uses of different body parts

      ii) Learners sing songs on uses of different body parts

IBL activity

The following steps show how IBL can be used to guide learners to tell the uses of different body parts

Step 1

i) Learners in groups are presented with charts showing different parts of the body as shown below
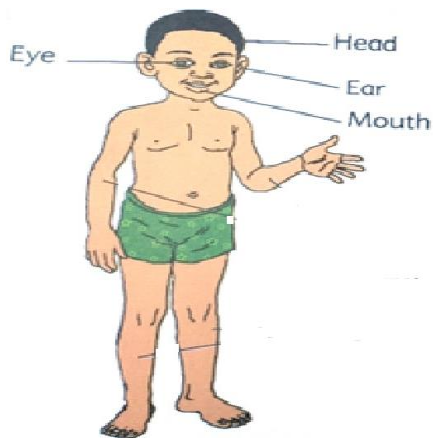
ii) The teacher poses the key inquiry question: How do we use these body parts?

Step 2

      i) The teacher guides learners to talk about the uses of body parts.

      ii) Learners share the uses of body parts with other members of the class.

Expected responses

Body part	Use
Head	Has eye, mouth and ear
Eye	to see
Mouth	to eat and to talk
Ear	To hear

Step 3

The teacher assesses how the learners describe the uses of body parts

Step 4

Learners are guided to tell their parents/guardian the uses of body parts while at home

Activity 4: Group activity
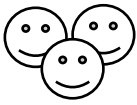
In your groups carry out activities 1 & 2 below:
1) Develop an activity based on IBL in any of the learning areas in PP1 or PP2
2) Source and use   ICT resources for teaching and learning in the learning area in a) above

Conclusion

In this unit, you were able to describe Inquiry Based Learning (IBL) as a learner centred approach. You were also able to develop IBL activities and use ICT resources in the learning process. It is hoped that the knowledge and skills gained have enabled you appreciate the use of Learner Centred Approaches in the learning process.

Introduction

Welcome to unit four on learning resources. This unit is designed to help you explore various learning resources that can be used in the classroom. Learning resources play a big role in developing the learner's cognitive, social, emotional, language and physical skills. The purpose, types, and factors to consider while choosing learning resources have been discussed. This will provide valuable insight and practical guidance to help you create an engaging and effective learning environment for your learners.

Rationale

Learning resources help learners to build knowledge for themselves, developing learning strategies which entails knowledge, skills, attitudes and values, laying the foundation of the life learning process. Learning resources at pre-primary level are available, however, teachers still have a challenge to effectively use the resources appropriately during the lesson delivery.

Unit Learning Outcomes

By the end of the unit the participant will be able to:
1) Describe learning resources for use in the different learning areas.

2) Discuss factors to consider when choosing learning materials.

3) Develop a variety of learning resources for achievement of learning outcomes

4) Appreciate the use of a variety of learning resources for enhanced acquisition of learning outcomes

Learning resources

Reflection

Activity
What is a learning resource?
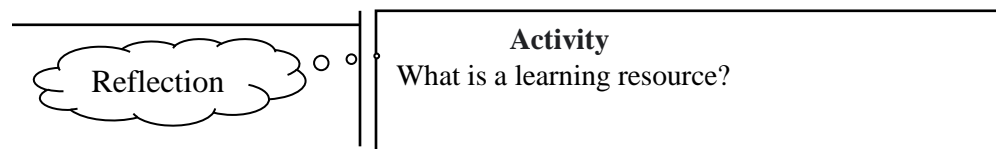
You may have come up with some of the following responses

a) Teaching aids
b) Print and non-print materials
c) Things that teachers can access to help them do their job better as they teach
d) Any spoken or written, or visual text used in schools for learning.

A learning resource is a tool that a teacher uses to facilitate learning during a lesson.

Reflection	**Activity** What is the purpose of learning resources?
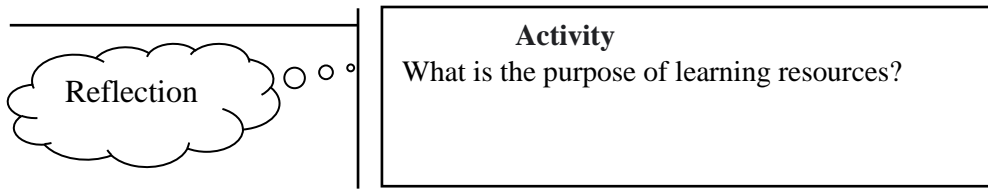
Purpose of a learning resource

Learning resources make learning more interesting, realistic and practical. Children learn better through play, manipulating, dramatizing, role playing and observing their environment. This enhances interactions among learners and their teachers during the learning process.

For learning to be real, practical and pleasurable for the learners:

- Teachers are encouraged to bring real items during lesson delivery (realia). These include potatoes, flowers, leaves, stones.
- Use of learning resources enables learners to enjoy and relax during lesson delivery
- Learning resources are used to demonstrate and reinforce a knowledge and skills
- Learning resources help the teacher demonstrate concepts/skills to the learners. (I do, we do, you do)
- Learning resources activate and arouse interest and curiosity in learners.
- The manipulation of a variety of resources enables the learners to play as they learn. This arouses their interest hence making them enjoy.
- They make learning more effective, interesting, meaningful and imaginative.
- They promote better understanding and development of different skills, values and attitudes
- They promote teacher-learner and learner-learner communication and interaction (communication and collaboration)

Factors to consider when choosing learning resources

	What factors should you consider when choosing learning resources for use in a lesson?
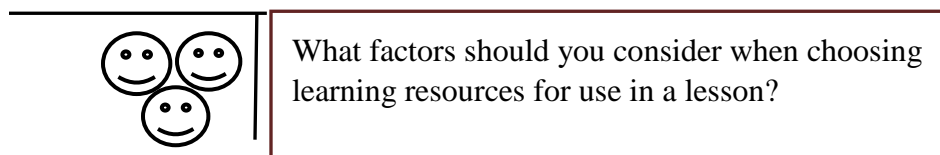
The following factors are to be considered when choosing learning resources

- Target audience (Age appropriateness, developmental level)
- Cost effectiveness (locally available resources)
- Durability (The material should be long lasting for re-use)

- Safety (The materials should clean and the size should not be too small for it to harm learners.
- Availability (The materials should be enough to avoid conflicts)
- Attractiveness (Children love colorful environment)
- Interesting (the material should arouse the interest of the learners)
- Challenging (The resource should be able to challenge the learner)
- Viability (The resource should work successfully)
- Versatility (It can be used to teach more than one activity)

Types of learning resources
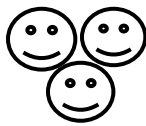
In groups, discuss the types of learning resources?

Learning resources can be classified according to the following;

Their characteristics, accessibility, learner perception and the senses utilized by learners in the process of receiving the information

a) Visual

Visual learning materials include, pictorials, graphic representation written texts for instance books and charts

b) Audio

Audio learning resources include various devices such as; human voices, telephone conversation, audio discs, tapes and radio broadcasts.

c) Audio-Visual
These are combinations of sound, image and text. They include the following; Projectors, television sets and computers
d) Digital resources
Any learning resource available on the internet is an online learning resource. Using the internet produces necessary information in a short time, communication and to check the latest news and events e.g. YouTube where a teacher may get a video of a story from the bible. The teacher can also create their own resources by recording audio, videos or capturing picture with their phones for use in lessons.
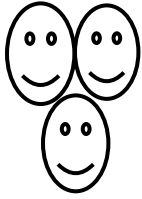
Improvisation is the ability to prepare and modify teaching methods and resources from the immediate environment to meet the needs of learners.

Importance of improvisation

Improvisation stimulates teachers' creativity and helps them to come up with new and innovative teaching approaches. It develops one's imagination, spontaneity and ability to present ideas. Improvisation is a valuable skill for teachers, helping them to create a more engaging, dynamic and effective learning environment. By regularly improvising, teachers can build their confidence and develop their ability to think on their feet. This can help them to feel more comfortable in their role as a teacher and more confident in their ability to handle any situation that arises.

CONCLUSION

Learning resources significantly increase learners' achievement by supporting learning. Effective educational resources convey important ideas about learning in ways that can be understood and implemented in the classroom.

In this unit, you have been equipped with information on learning resources; their importance, factors to consider when choosing learning resources and the different types. It is hoped that this will help you to choose, develop and use learning resources effectively to nurture every learner's potential.

Introduction

Welcome to unit 5. In this unit, you will discuss different assessment tools and how they are used. Assessment plays a key role in transition in any education system. It is therefore important that teachers at all levels understand that there is need to shift the focus of assessment from objective based to competency based. A paradigm shift on assessment requires a balance between formative and summative assessment with more emphasis on formative assessment. This is with a view to provide learners with opportunities to demonstrate what they know and can do.

Rationale

The assessment of core competencies, core values and pertinent and contemporary issues (PCIs) is critical in early years. The Pre-primary teachers need to be equipped with 21st Century skills to carry out assessment. To effectively assess learning, teachers need to select and construct an assessment tool that is appropriate to the situation. This unit will enhance your capacity to assess learning in pre-primary.

Session learning outcomes

By the end of the unit, participants should be able to:

1. Describe types of assessment tools for use in the learning process.
2. Develop assessment tools for use in the learning process.
3. Appreciate the use of assessment tools in the learning process.

Competency Based Assessment Framework (CBAF) in Early Years Education

Activity 1: (Think, pair share)

> What is your understanding of Competency Based Assessment?
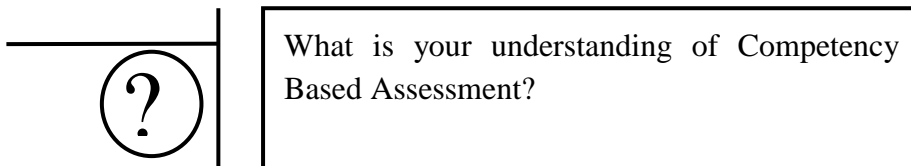
You may have come up with:

- assessment of core competencies
- assessment of learning
- finding out what learners know during the lesson

Competency Based Assessment is the process of determining the capability of a learner to apply knowledge, skills, and attitudes and values to successfully perform tasks in a particular setting.

Competency Based Assessment Framework (CBAF) was developed to effectively implement the Competency Based Assessment. Its overall aim is to provide a basis upon which assessment of educational outcomes is anchored. The 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 (Grade 1 to Grade 3) who are following the age based curriculum. There 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 of this category 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. The seven core competencies stipulated in the CBAF are 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.

The following five learning areas are assessed in Pre- Primary 1 and Pre-Primary 2;

1. Language activities
2. Mathematics activities
3. Environmental activities

4. Psychomotor and Creative activities
5. Religious activities

Structure of the Early Years Education Assessment

The structure of assessment in the early years is shown in the figure below
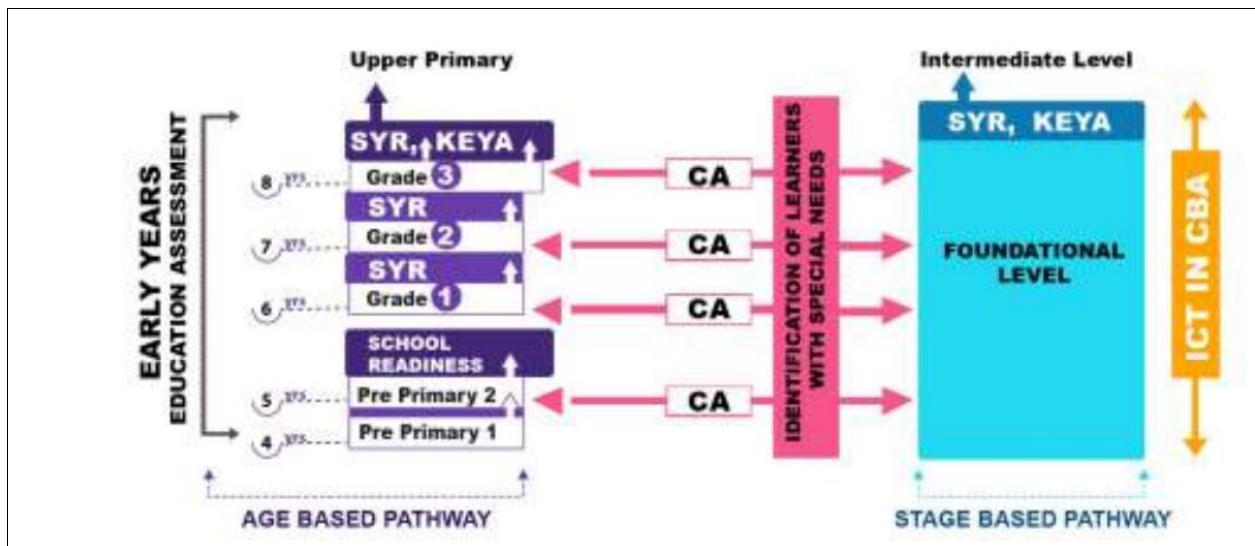
The figure shows that in PP1 and PP2, assessment is characterized by classroom assessments for the age-based pathway and the stage -based pathway. At the end of PP2, learners in the age-based pathway will be assessed for school readiness for Grade 1, using the Kenya School Readiness Assessment Tool (KSRAT), prepared by the Ministry of Education. The link to the tool is provided:
https://www.education.go.ke/sites/default/files/2022-12/Pre%20Primary%201.pdf

The learner is continuously assessed during learning in a natural setting. The information to be recorded in KSRAT is derived from the learner's progress records. This information is recorded in the tool at the end ofPP1 and PP2.
The purpose of the assessment is to identify competencies and establish the level of performance of the learner in the different learning activity areas in readiness for transition to Grade 1. It is neither used for ranking nor for exclusion from transitioning to Grade 1.
Learners in the stage based pathway are assessed in Communication, Social and Pre Literacy skills, Activities of Daily Living and Integrated Learning Assessment.
The table below further summarizes the structure of Competency based assessment in early years for the age-based pathway.

Level/Tier	Purpose	Mode of Assessment	Assessment Tools	Role of KNEC	Reporting
Early Years Education Assessment	Pre-Primary 1 & 2 a) To identify competencies for school readiness for transition to Grade 1 b) To inform the pre-primary education, teacher and material preparation	Classroom assessment to be carried out by teachers	School Readiness Assessment tools such as a)Portfolio b)projects c) Rubric d) observation schedule	a)To help standardize the already existing tools-Kenya School Readiness Assessment tools (KSRAT) b)Train EYE teachers	A school readiness report will be issued at the end of Pre-primary year 2. The aim of the Report is to: a)Inform the learners and educators on learner progress and learning gaps; b)Provide suggestions towards improving learning c)initiate dialogue to in-service teachers at Pre-primary level

Types of assessment
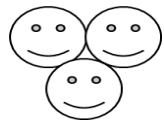
Brainstorm on types of assessment that you use in your classroom

There are several types of assessment:

1) Formative assessments

Formative assessment is an integral part of an effective teaching and learning process .Formative assessments help teachers identify concepts that learners are struggling to understand, skills they are having difficulty acquiring or learning standards they have not yet achieved so that adjustments can be made to lessons. Formative assessment is at the heart of improving learning outcomes. It provides feedback to enable teachers and learners to monitor progress towards achieving learning outcomes and to answer the questions; What needs to be learnt? Is learning on track? What needs to change? What competencies have learners acquired? (It can be immediate - a specific question, thumbs up-thumbs down or planned).

There are two types of formative assessments:

(a) Assessment for learning (AFL)

Assessment for learning (AFL) is an approach ,integrated into teaching and learning process in order to improve learning and guide their next steps .Assessment for learning focuses on both the teacher and the learner understanding three key things ;

1. Where the learner is now? This is done by gaining evidence of what the learner already knows
2. Where is the learner going? This is done by sharing learning intentions and success criteria
3. How can the learner get there by providing feedback helping learners to take the next step

(b) Assessment as learning

Assessment that actively involves learning and encourages learners to think about the way they learn. It occurs when learners reflect on and regulate and monitor their learning progress .It comprises learner reflection and peer and self-assessment.

2) Summative Assessments

These are also known as Assessment of learning (AoL). They are undertaken at the end of a learning period to provide information and feedback that sum up the competencies acquired by the learner. Summative assessment is usually conducted at the end of a term, end of year or at the end of a course.

3) Classroom assessments

These are assessments designed and carried out by the teacher during the learning process to diagnose and monitor the learning process. The aim of classroom assessments is to establish the learner's strength and identify areas that require improvement for immediate intervention. Classroom assessments are the primary mode of assessment in Pre Primary education.

4) National Assessments

This is a large-scale assessment for monitoring learner's progress on the acquisition of specified competencies. It is typically not done in Pre-primary Education.

Assessment tools

Activity 3.
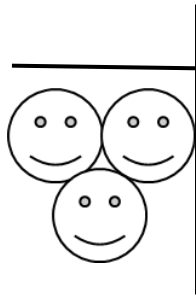
What in your opinion is an assessment tool?
Which tools do you use in class to assess your learners?

Meaning of assessment tool
An assessment tool is an instrument used by the teacher to determine the extent to which the learner has achieved specified learning outcomes.

Competency Based Assessment Tools
In CBC, the teacher uses a variety of tools to determine what the learner knows and what he/she can do based on that knowledge. The tools are used by teachers, parents and learners themselves to track the progress of the learner through a timely feedback mechanism. These tools are:
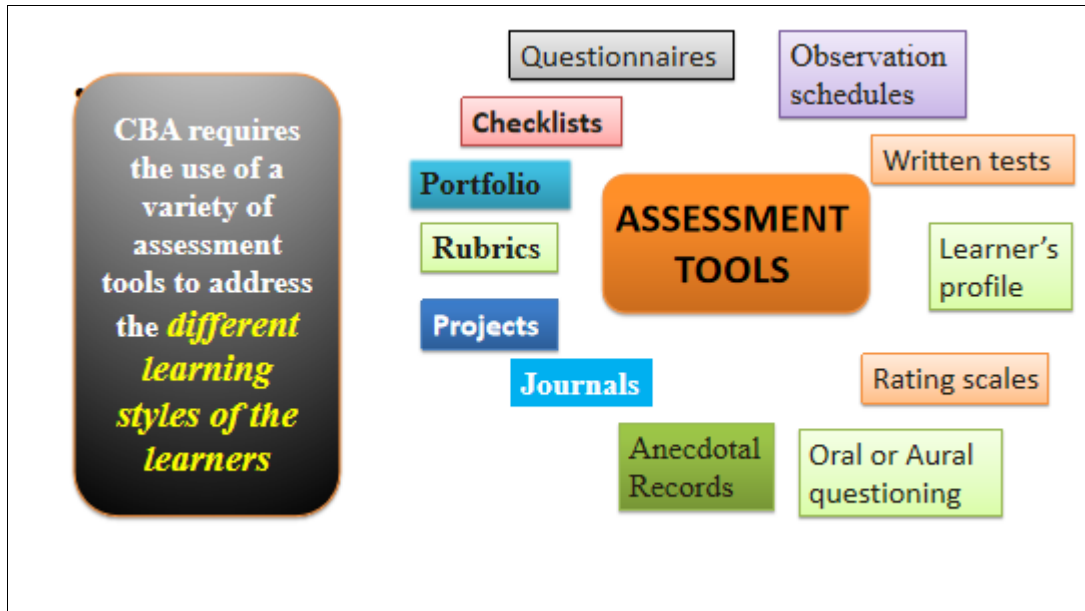
Considerations to make when choosing an assessment tool
Teachers choose assessment tools based on several considerations:
- Determine whether the tool can be used to assess individual or group tasks
- Determine whether the tool is assessing what you want to assess. Some tools assess certain competencies better than others.
- Determine the usefulness of the tool in producing results that can be used in making decisions to improve learning.
- Determine how easy or difficult it is to score and analyze the data
- Determine the cost of designing the tool and carrying out the assessment in terms of effort, time and money. If it's too expensive, you may consider using a different tool.
- Determine if the tool can provide evidence of assessment being on-going, not once and done.
- Determine if the tool gives reasonably accurate and truthful results

Development of assessment tools

1. **Observation schedule**
   This is a schedule outlining characteristics and behavior that learners show during the performance of specific tasks individually or as a group.
   Observation is a powerful assessment tool that offers teachers insight into the processes that learners employ when engaging in learning experiences. The use of observation data allows teachers and learners to impact learning and intervene, or celebrate in timely and targeted ways.

   Components of an observation schedule include:
   - preliminary information
   - learning activity/task derived from the suggested learning experiences

- competence, skill, characteristic or behavior to be assessed, derived from the specific learning outcome
- teacher's comment/ feedback

ASSESSMENT TOOL: OBSERVATION SCHEDULE	
School	Shangwe Primary School
Learner's Name	Mwanafunzi Mwema
Level	PP1
Learning area	Mathematics Activities
Strand	1.0 Classification
Sub Strand	1.1 Sorting and grouping
Date or period of assessment	3rd March 2023
Learning activity/Task	Learner to sort and group objects according to more than one attribute, colour, shape, size and texture.

Competence(Knowledge, skill, attitude or value) to be assessed: Tick appropriately

Skill	Observations	Teacher's Comment
1. Identifies similar objects		
2. Differentiate between two objects using colour and shape but struggles to differentiate objects of different textures		
3. Sorts and groups objects according to colour to create sets of similar colours		
4. Sorts and groups objects according to shape to create sets of similar shapes		
5. Sorts and groups objects according to size and creates sets of similar sizes		

Feedback to the Learner ⭐⭐⭐	
Teacher's Name	**Date**
Teacher's signature	**Date**

2. Observation Checklist

This is an assessment tool that sets out specific criteria which teachers and learners use to gauge skill development or progress. A teacher uses a checklist to systematically record observations by ticking against the competencies portrayed, while learners can use them for self-evaluation. It is used to assess performance or products, both formally and informally.

Components of a Checklist
- Preliminary information
- Descriptors and indicators that are clear, specific and easy to observe
- A set of statements that correspond to specific criteria. The answer to each statement is either a 'yes' or a 'no'.

Example of a Checklist

ASSESSMENT TOOL: OBSERVATION CHECKLIST			
School	Shangwe Primary School		
Learner's Name	Mwanafunzi Mwema		
Level	PP1		
Learning area	Mathematics Activities		
Strand	1.0 Classification		
Sub Strand	1.1 Sorting and Grouping		
Date or period of assessment	3rd March 2023		
Learning activity/Task	Learner to sort and group objects according to more than one attribute, colour, shape, size and texture.		
Competence (knowledge, skill, attitude, values) to be assessed: Sorting and grouping objects according to colour, shape, size and texture	**Yes**	**No**	**Teacher;s comment**
Identifies similar objects			
Differentiates between two objects			
Sorts and groups objects according to colour			
Sorts and groups objects according to shape			
Sorts and groups objects according to size			
Feedback to the Learner			
Teacher's Name	**Date**		

Teacher's signature	Date

3. Rating Scale

A rating scale is a tool used for assessing the performance of tasks, skill levels, procedures and processes, or end products, such as, drawings. Rating scales allow teachers to indicate the degree or frequency of the behaviors, skills and strategies displayed by the learner. They state the criteria and provide three, four or five response selections to describe the quality or frequency of a learner's work.

Descriptive words such as **always, usually, sometimes** and **never**, on a 4- scale rating, help teachers to pinpoint specific strengths and needs of learners. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool is.

For example, while observing learners, the teacher can observe behavior and record it on a 5- scale rating as;

Consistently appropriate behavior, usually appropriate behavior, inconsistently appropriate behavior, rarely appropriate behavior and **Not appropriate behavior.**

Sample Rating Scale

Assessment Tool: RATING SCALE				
School	Shangwe Primary School			
Learner's Name	Mwanafunzi Mwema			
Level	PP1			
Learning area	Mathematics Activities			
Strand	1.0 Classification			
Sub Strand	1.1 Sorting and Grouping			
Date or period of assessment	3rd March 2023			
Learning activity/Task	Learner to sort and group objects according to more than one attribute, colour, shape, size and texture.			
Competence (knowledge, skill, attitude, values) to be assessed: Sorting and grouping objects according to colour, shape, size and texture	Always	Usually	Sometimes	Never

Identifies similar objects				
Differentiates between two objects				
Sorts and groups objects according to colour				
Sorts and groups objects according to shape				
Sorts and groups objects according to size				
Feedback to the Learner				
Teacher's Name	**Date**			
Teacher's signature	**Date**			

4. Questionnaire

It is a specific set of written questions aimed at extracting specific information from the chosen respondents. The questions are either closed or open-ended. The answers to the questions are designed to gather information about attitudes, skills, knowledge, preferences and factual information about learners.

The questionnaire can be developed by the teacher and be administered before, during or after the learning process.

Sample Questionnaire

Assessment Tool: Questionnaire	
Learner's Name	
School	
Level	PP2
Learning area	Language Activities
Strand	
Sub Strand	
Assessment Date/ Period	
Activity	With the help of your teacher, complete the sentences below.
I write my name like this _____ I am _____ years old	

I live with _____	
My teacher's name is _____	
My best friends are _____	
My favourite colour is _____	
My favourite toy is _____	
After school I like to _____	
When I grow up I want to be _____	
This year I want to learn _____	

5. Project work

A project is a set of activities implemented within a given time frame. It gives an opportunity to learners to apply acquired knowledge and skills to real life situations. The project should have clearly stated purpose and learning outcomes.

Sample Project

ASSESSMENT TOOL: PROJECT	
Learner's Name	
School	
Level	PP2
Learning area	Creative Activities
Strand	
Sub Strand	
Assessment Date/ Period	
Purpose/Learning outcome	
Learning Activity	Carry out leaf printing every day from Monday to Wednesday. Use leaves of different types and paint of different colours. Use the same large white sheet of paper provided.

Teacher's Name	
Teacher's signature	

6. Journal

A journal is a record of past events or happenings in a learner's life. It entails the learner keeping a record of their personal feelings, thoughts, experiences and activities on a daily basis. Based on the learner's performance, thoughts or feelings, a teacher can provide either support, a challenge, or both.

Sample Assessment Journal

Assessment Tool: Journal	
School	Shangwe ECDE Center
Learner's Name	Mwanafunzi Mwema
Grade	PP2
Date of entry	03/05/2022
Targeted competency	Speaking skills
Happening/activity	Public speaking
Learner's feelings	Today I felt embarrassed because I did not speak well and I cried.
Teacher's comment to the learner	You are very talented. You should practice more public speaking
Teacher's recommendation	Mwanafunzi should be given more opportunity to speak publicly. This will develop his confidence to speak before a group of people.

7. Oral and Aural Assessment

In Oral assessments, learners speak to provide evidence of their learning. The teacher asks questions verbally and the learner responds verbally. Sometimes, the teacher needs to give verbal and non-verbal cues as he/she asks oral questions. For learners with hearing impairment, the teacher signs while the learner responds by signing or using other forms of communication. Aural assessments aim at assessing the learner's listening skills for regular learners, and observation skills for learners with hearing impairment. Aural assessments are usually pre-recorded (with captions) and played back to the learner.

Sample oral and aural assessment

Assessment Tool: Oral and Aural Assessment			
Learner's Name	Mwanafunzi Mwema	Grade	PP2
School	Shangwe ECD Centre		
Learning Area	Language activities		
Strand	Listening and speaking	Strand	
	Learners watch a video clip about greetings. They observe how two people greet each other when they meet. The teacher then asks the learners the following questions. The learners are expected to respond orally.		

	Criteria	Observation
1.	What are the names of the people in the video?	
2.	How did they greet each other?	
3.	Did they meet in the morning, afternoon or evening? How do you know?	
4.	How did they show respect to each other?	
5.	How can you show respect when you meet other people?	
	Teacher's comment on learner performance	
	Teacher's Name	
	Teacher's Signature	

8. Learner Profile

This is a summary of the teacher's opinion on a learner's mastery of competencies. It helps the teacher to understand the competencies developed and the challenges a learner is facing. A learner's competencies can be assessed by a teacher, peers, parents and the community members. The teacher constructs a learner's profile using information obtained from observation schedules, checklists, portfolio, learner's journal and involvement in projects.

Sample Learner Profile

Learner's Name: Mwanafunzi Mwema
Grade: PP2
Teacher' Name:
Learning Area:
Strand:
Sub Strand:
Learning Outcome:

Criteria	Learner's strengths	Learner's areas of improvement	Learner's preferences or interests

Teacher's Comments:

9. Anecdotal Records

These provide teachers with a collection of narratives that can be used to showcase a learner's progress over time. It captures details of a learner's behavior such as actions or comments through reports, photos, drawings, etc. It describes the learner's behavior, NOT what the teacher thinks of that behavior. If it is a conversation, the teacher should capture the exact words used in the conversation.

Structure of an Anecdotal Record

School: Shangwe ECD Centre	Learner's Name: Mwanafunzi Mwema
Grade: PP2	Location: Playground
Observation Date: 14/11/2022	Observation Time: 11.45 am - 11.50 am

Description of the event/ incident
Mwanafunzi walked over to the sand pit and picked up a toy truck. Carrying the toy with both of his hands, he walked over to his two friends who were also in the sand pit. Mwnafunzi said, 'I got a Garbage truck, there are more over there, get one too. Mwanafunzi sat in the sand pit and filled his truck with sand using his hands. He then knelt in the sand pit and pushed his truck. 'Too heavy, too hard' he said. He stopped pushing, and removed some of the sand from the truck. He then tried to push his truck across the sand pit again.'Look, I can push it faster now', he said.

Description of location setting:
Playing in the sand pit with his friends.

Teacher's Comment:
Mwanafunzi is able to explorer his environment, manipulate objects and experiment. He explores his feelings and ideas openly with his friends. He can initiate and join into play. He persists when faced with challenges and looks for alternatives when first attempt is not successful. He works well alone as well as with others.

Teacher's Name:	Teacher's Signature:

10. Written Tests

This is an assessment task that requires writing from the learner. Tasks are designed according to predetermined criteria to measure competencies. Written tests elicit evidence on the acquisition of learning outcomes and competencies. They are accompanied by a scoring guide.

Sample Written Test

Learner's Name	Grade PP2
Colour the picture	

11. Assessment Rubrics

Rubrics are specific guidelines with criteria to evaluate the quality of a learner's work, usually on a point scale. It sets out standards for different levels of performance and describes what performance would look like at each level. A rubric consists of criteria, descriptions and levels of performance.

Types of Rubrics

There are two types of rubrics

1. Analytic rubrics are used when a number of rubrics are developed, each for an aspect of performance. When you want to assign points based on achievement level for several criteria, you use an analytic rubric.
2. Holistic rubric is a single rubric developed for overall performance. When you want to assign a score based on overall judgment of a learner's work, you use a holistic rubric.

Sample analytic rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Identifying similar objects using different attributes such as colour, shape, size or texture	Consistently and efficiently identifies similar objects using different attributes such as colour, shape, size and texture	Correctly identifies similar objects using different attributes such as colour, shape, size and texture	Sometimes identifies similar objects using different attributes such as colour, shape, size and texture	Rarely identifies similar objects using different attributes such as colour, shape, size and texture
Sorting and grouping objects according to colour	Consistently and efficiently sorts and groups objects according to colour	Correctly sorts and groups objects according to colour	Sorts and groups objects according to colour with a few errors	Sorts and groups objects according to colour with major errors
Sorting and grouping objects according to shape	Consistently and efficiently sorts and groups objects according to shape	Correctly sorts and groups objects according to shape	Sorts and groups objects according to shape with a few errors	Sorts and groups objects according to shape with major errors

| Sorting and grouping objects according to size	Consistently and efficiently sorts and groups objects according to size	Correctly sorts and groups objects according to size	Sorts and groups objects according to size with a few errors	Sorts and groups objects according to size with major errors
Sorting and grouping objects according to texture	Consistently and efficiently sorts and groups objects according to texture	Correctly sorts and groups objects according to texture	Sorts and groups objects according to texture with a few errors	Sorts and groups objects according to texture with major errors

Sample holistic rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Identifying similar objects using different attributes and sorting the objects according to the different attributes	Correctly and efficiently identifies similar objects using different attributes and sorts the objects according to the different attributes	Correctly identifies similar objects using different attributes and sorts the objects according to the different attributes	Identifies similar objects using different attributes and sorts the objects according to the different attributes with a few errors.	Identifies similar objects using different attributes and sorts the objects according to the different attributes with major errors

Why Use Rubrics?
Teachers use rubrics to support learning, when the rubrics are shared with learners before assessment. They make assessing learner's work efficient, consistent, objective and quick. Teachers will know implicitly what makes an assignment excellent, mediocre or in need of improvement. Rubrics provide learners with a clear understanding of what is expected of them. They provide learners with concrete feedback on areas of strength and areas that need improvement. Rubrics can be prepared as a stand-alone assessment tool, or as a scoring guide for other assessment tools. These tools should be prepared by teachers, rather than waiting for KNEC to provide them.

Activity 4.
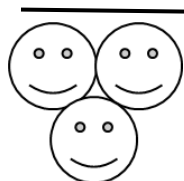
Choose a sub strand from a learning area of your choice from PP1 or PP2. Prepare an analytic assessment rubric for the area chosen.

12. Portfolio
Portfolio is a file or binder which holds samples of individual learner's work. It provides evidence of achievement or mastery over a period of time.
As a learner masters specific standards, choose a sample that represents the learner's progress and place it in the portfolio. At different points during the year, this portfolio can be used to discuss with the learner's parent regarding their progress as well as administrators or other stakeholders providing services for learner.

Components of a good portfolio
A good portfolio has the following components;
   a) A cover page
   b) A table of contents
   c) Dated entries in the form of drafts or completed work

Types of Portfolios
There are 3 types of portfolios in CBC
   1. Learning or progress portfolio: A work in progress
This is a portfolio that captures the learning process. Entries and artifacts are added during the learning process. A process portfolio is not always a collection of a student's best work; it can include a variety of learning attempts or unpolished documentation along with reflections on struggles and challenges. These types of portfolios demonstrate a work in progress and allow for self-assessment and reflection.
   2. Showcase portfolio: A collection of best work
The content that's added to showcase portfolios is written after the learning takes place, often with reflection from the learner. It involves sharing a learner's work with others (probably beyond the teacher) and actively seeking an audience and feedback. The showcase portfolio is often used to share a learner's best achievements or evidence of learning. Learners are generally given the choice to decide what is showcased
   3. Assessment Portfolio
The assessment portfolio is used to document what a learner has learned, or demonstrate that they have mastered elements of the curriculum. Here, reflective comments will focus on how artifacts align with curriculum objectives. They are very useful within the school environment to provide evidence of learning to teachers and administrators.

Activity 5
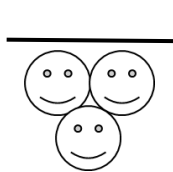
Prepare a portfolio for your PP1 or PP2 class.

Progress Records

After a learner has gone through the assessment process, the learner, parent and other stakeholders need to be provided with feedback on learner achievement. Feedback is a report or information presented about a learner's performance on a task, or learner's behavior. The purpose of feedback is to improve the quality of education, the learning process or learner performance.

Qualities of effective feedback
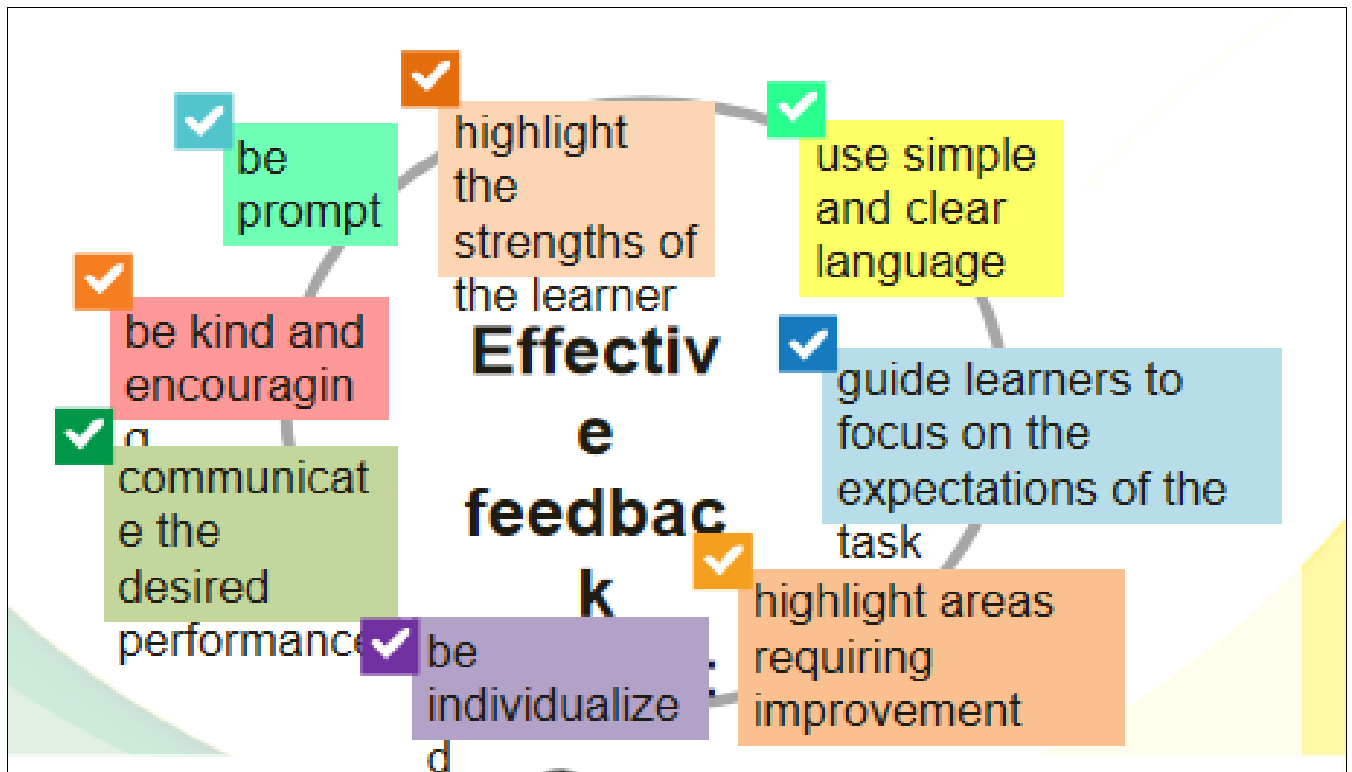
Tools for Reporting Learner Performance in Pre-primary School
These include:
  (a) classroom assessment tools
  (b) School readiness report
  (c) Assessment sheet

Classroom assessment tools
These are all the tools for assessment that are used in assessing learners during the learning process. These include observation schedules, checklists, rating scales, portfolios, rubrics, etc. They are tools that have been administered and completed.

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 pre-primary level. It is generated by filling in the KSRAT tool.

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

Sample Assessment Sheet

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

Assessment of Core Competencies

Core Competencies are sets of intellectual, personal, social and emotional proficiencies that students should develop in order to engage in deep, lifelong learning. CBA therefore, focuses on the assessment of learner's ability to apply knowledge, skills, attitudes and values in real life situations. The following are the core competencies in CBC.

Core Competencies in the BECF
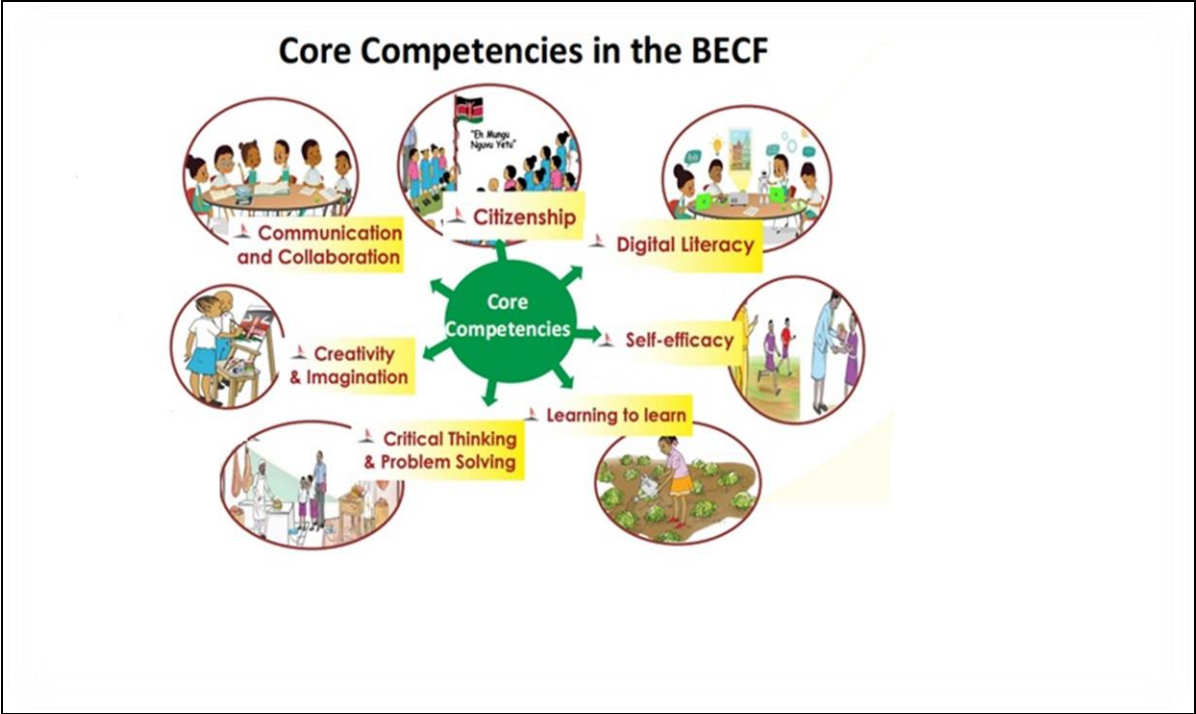
In order to assess a core competence, the teacher should:

i.   Identify the indicators for the core competence.
ii. Use the curriculum design to identify a learning outcome that addresses the core competence to be assessed.
iii. Develop a task that addresses the core competence
iv. Develop the assessment tool for collecting information about learner performance.
v.   Engage the learner in the task and collect information about the learner's performance.

Example
Assessing Communication and Collaboration
PP2 Curriculum Design for Language Activities

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences
1.0 Listening	1.2 Listening for Comprehension	By the end of the sub strand, the learner should be able to: a) Answer questions correctly after a listening experience in class. b) Solve simple riddles in and out of school. c) Sing songs with actions in and	Learners could respond to simple verbal instructions. Learners could be engaged in listening to a story and be encouraged to answer questions. Learners could answer simple questions after listening to a

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences
		out of school. d) Recite poems and rhymes with actions in and out of school. e) Take pleasure in activities that involve listening for comprehension.	recorded story. Learners could be guided to solve simple riddles. Learners could be guided to solve oral language puzzles. Learners could be guided to recite poems and rhymes with actions. Learners could practise singing songs with actions. Learners could listen to audio-visual digital comics and answer simple questions. In pairs, learners could practise solving simple riddles.

To assess the listening skill in communication and collaboration, identify the indicators of listening.
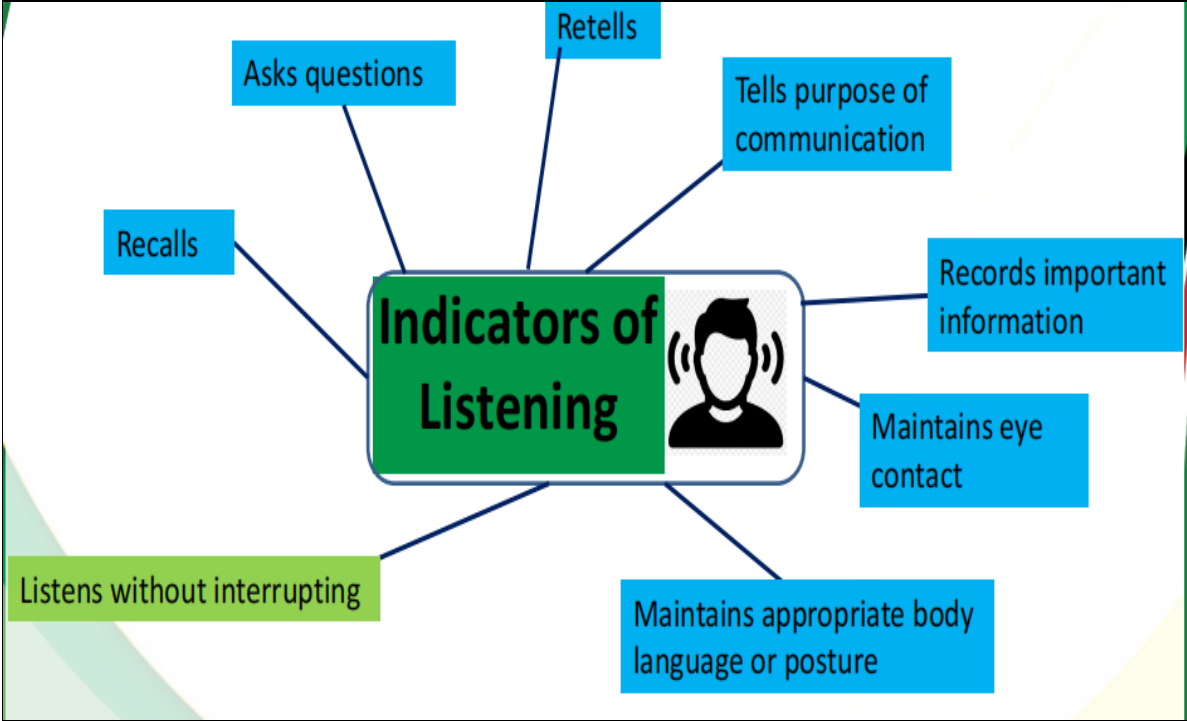
Assessment tool for communication and collaboration

| OBSERVATION SCHEDULE			
Preliminary Information			
School	Shangwe Primary School		
Learner's Name	Mwanafunzi Mwema		
Grade	PP1		
Learning area	Language Activities		
Strand	1.0 Listening		
Sub Strand	1.2 Listening for comprehension		
Date or period of assessment	3rd March 2023		
Learning activity/Task	Learners a watch video clip on a digital story and answer simple questions.		
Targeted core competence: Communication and Collaboration)			
Skill	Observation	Teacher's Comments	
Listens/observes without interrupting	Gets distracted while listening to the video		
Asks questions about the video	Asks questions about aspects of the video		
Listens to others talking about the video	Listens to others but keeps interrupting them		

Keeps eye contact with the video	Occasionally looks away from the video	
Maintains appropriate body posture	Slumps in his seat even when reminded to sit upright	
Feedback to the Learner ⭐⭐⭐		
Teacher's Name	**Date**	
Teacher's signature	**Date**	

The same core competence can be assessed using a Checklist as shown.

OBSERVATION CHECKLIST	
Preliminary Information	
School	Shangwe Primary School
Learner's Name	Mwanafunzi Mwema
Grade	PP1
Learning area	Language Activities
Strand	1.0 Listening
Sub Strand	1.2 Listening for comprehension
Date or period of assessment	3rd March 2023
Learning activity/Task	Learners a watch video clip on a digital story and answer simple questions.
Targeted core competence: Communication and Collaboration	

	Yes	No	Teacher's comment
Listens/observes without interrupting			
Asks questions about the video			
Listens to others talking about the video			
Keeps eye contact with the video			
Maintains appropriate body posture			
Feedback to the Learner			
Teacher's Name	**Date**		
Teacher's signature	**Date**		

Activity 6.
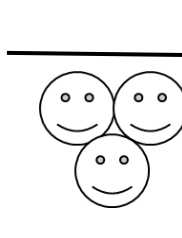
Select a sub-strand for assessment from a learning area of your choice in PP1 or PP2. Develop an assessment tool for the sub strand chosen

Individualized Education Program (IEP)

An Individualized Educational Programme (IEP) is a written plan that is developed by teachers with input from parents, to help a child with learning disorders and other disabilities to succeed in school. An IEP focuses on individual learners needs and allows each learner to acquire knowledge, skills, attitude and values at his/her own pace. For learners with special needs, the IEP is prepared in collaboration with the parents, teacher, a specialist who has evaluated the child, and a representative of the school, such as the centre manager. It is the responsibility of the teacher to fill the IEP.

Apart from learners with special needs, an IEP is used for learners who may need extra attention to catch up with others e.g. learners who may be away from school due to illness and hence missed an important lesson.

Individualized Educational Plan (IEP)

    Personal details about the learner

    Name   _____

    Date of birth   _____

    Parent/guardian Name   _____

    Occupation   _____

    Address   _____

    Telephone/Mobile number   _____

    Occupation   _____

    Address   _____

    Telephone/ Mobile number _____

    Date of initiation of IEP   _____

    Date of termination of IEP _____

    Summary of strengths weaknesses and initial recommendations

Learning area/ /skill assessed	Present level of performance		
	Strengths	**weaknesses**	**Initial recommendation**
Observation	---- can observe e the sky ---- can grasp	- -- is not able to draw the sky (sun, moon, clouds and stars).	---should be able to observe and draw sun, moon, clouds and stars.

After establishing the present level of performance of ---- for example, the teacher should develop long term and short-term learning outcome.
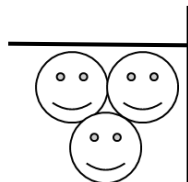
Long term learning outcome

These describe what the learner is expected to achieve and learn by the end of the term. The objectives written for each area the learner is experiencing difficulties, should be in line with the learner's present level of performance/functioning.

Short term learning outcome

These describe what the learner is expected to achieve/learn by the end of the lesson.

Long term and short learning outcome			
Learning area	**Learning outcomes**		
	Long term	**Short term**	**Evaluation**
Observing the Sky	By the end of the three lessons, ---should be able to: ● Observe ● Name parts of the sky ● Draw ● Colour	By the end of lesson **one**, -- should be able to observe the sky (sun, moon, clouds and stars) By the end of lesson **two**, --- should be able to draw sun, moon, clouds and stars By the end of lesson **three**, -- should be able to colour the sun, moon, clouds and stars	Drawing and naming a flower.

This process of breaking long-term learning outcome goes on up to lesson three and the teacher to evaluate after every lesson.

Progress record

The record shows the learner's progress as is made after every two weeks

Date evaluated	Skills area	comment
xx/xx/xx	Observing the sky	John could observe and identify parts of the sky

Conclusion and final recommendation

This comes at the end of three lessons which marks the end of implementation of the program for ---

Activity 7.

Think about your learners. Do you have a learner who may require an IEP? Develop an IEP for that learner

Conclusion

In this unit, we have discussed assessment and assessment tools to support learning in CBC.

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