



UGANDA NATIONAL EXAMINATIONS BOARD

CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST FOR THE PROJECT

Centre/CA No: Year:

Learner's Name: Learner's ID:

Instructions to the facilitator.

- 1) This observation checklist contains **four** competencies which **must** be assessed from S.3 to S.4.
- 2) The period of assessment for each competency is as follows;
 - i. Project planning; S.3 Term 1 to Term 2.
 - ii. Project implementation; S.3 Term 3 to S.4 Term 1.
 - iii. Project reporting; S.4 Term 1.
 - iv. Project dissemination; S.4 Term 1.
- 3) Please **Tick** against the indicator(s) the learner has exhibited at every competence assessed.
- 4) Record the **Number of Indicators Observed** in the box provided at the end each competence
- 5) Indicate **NA** if the learner has not been assessed for a particular competence(s)

Theme:

COMPETENCY 1: PROJECT PLANNING

1. Identifies a project

The learner identifies the project that reflects the problem the project intends to solve through;

- Reviewing literature
- Consulting peers/teachers/ other internal school community members
- Consulting external community members with knowledge, experience or interest in the project to be undertaken.

2. Develops a project Title

The learner develops a project title that;

- is related to the theme.
- has the acceptable number of words 7-25.

3. Establishes the purpose of the project

The learner establishes the purpose of the project which reflects;

- the goal or aim the project intends to achieve.
- a purpose which reflects the title and the theme.

4. Develops project objectives

The learner develops project objectives that are;

- Specific
- Measurable
- Achievable
- Realistic and
- Time bound
- objectives that are linked to the purpose/title/theme

5. Justifies the project

The learner explains the reason for carrying out the project / the benefits/positive impact the project, which is relevant to;

- the theme.
- the title.
- the purpose

6. Identifies resources for the project

The learner identifies resources needed to carry out the project, He/she;

- Lists/identifies the resources required
- Provides justification for the resources identified

7. Develops a project activity/plan

The learner develops a project activity/plan for carrying out the project. It should include;

- Relevant Project activities.
- Logically sequenced activities.
- Clear timelines.
- Costs for the activities.
- Responsible persons for carrying out the activities

8. Integrates knowledge and skills of different subject disciplines

The learner integrates knowledge and skills from different subject disciplines;

- | | |
|----------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> English Language | <input type="checkbox"/> Chemistry |
| <input type="checkbox"/> Literature in English | <input type="checkbox"/> Biology |
| <input type="checkbox"/> CRE | <input type="checkbox"/> General Science |
| <input type="checkbox"/> IRE | <input type="checkbox"/> Performing Arts |
| <input type="checkbox"/> History and Political Education | <input type="checkbox"/> Entrepreneurship |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Technology and Design |
| <input type="checkbox"/> Ugandan Sign Language | <input type="checkbox"/> Nutrition and Food Technology |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Latin | <input type="checkbox"/> Agriculture |
| <input type="checkbox"/> Local Languages | <input type="checkbox"/> Art and Design |
| <input type="checkbox"/> Foreign Languages | |
| <input type="checkbox"/> Mathematics | |
| <input type="checkbox"/> Physics | |

9. Incorporates cross cutting issues

The learner incorporates different cross cutting issues in the project planning process;

- Environmental awareness
- Health awareness
- Mixed abilities and involvement
- Socio-economic issues
- Citizenship and Patriotism

10. Demonstrates generic skills in the project planning process

The learner demonstrates generic skills in the project planning process and;

i) Critical thinking and problem solving.	<input type="checkbox"/> Plans and carries out investigations. <input type="checkbox"/> sort and analyze information. <input type="checkbox"/> Identifies problems and ways forward. <input type="checkbox"/> Predicts outcomes and make reasoned decisions. <input type="checkbox"/> Evaluates different solutions.	<input type="checkbox"/>
ii) Communication.	<input type="checkbox"/> Listens attentively and with comprehension. <input type="checkbox"/> Talks confidently and explain ideas/opinions clearly. <input type="checkbox"/> Reads accurately and fluently. <input type="checkbox"/> Writes and presents coherently. <input type="checkbox"/> Uses a range of media to communicate ideas.	<input type="checkbox"/>
iii) Creativity and innovation	<input type="checkbox"/> Uses imaginations to explore possibilities. <input type="checkbox"/> Works with others to generate ideas. <input type="checkbox"/> Suggests and develops new solutions <input type="checkbox"/> Tries out innovative alternatives. <input type="checkbox"/> Looks for patterns and makes generalizations.	<input type="checkbox"/>
v) Cooperation and self-directed learning.	<input type="checkbox"/> Work effectively in diverse teams. <input type="checkbox"/> Interact effectively with others. <input type="checkbox"/> Takes responsibility for your own learning. <input type="checkbox"/> Works independently with persistence <input type="checkbox"/> Manages goals and time	<input type="checkbox"/>
	<input type="checkbox"/> Uses numbers and measurements accurately.	<input type="checkbox"/>

iv) Mathematical computation and ICT proficiency	<input type="checkbox"/> Interprets and interrogate mathematical data.	
	<input type="checkbox"/> Uses mathematics to justify and support decisions.	
	<input type="checkbox"/> Uses technology to create, manipulate and process information.	
	<input type="checkbox"/> Uses technology to collaborate, communicate and refine their work.	

COMPETENCY 2: PROJECT IMPLEMENTATION

1. Gathers resources for the project

The learner Gathers resources for the project through;

- Borrowing
- Exchange of materials
- Buying resources
- Improvising
- Fundraising for materials

2. Uses the gathered resources

The learner uses the gathered resources for;

- The planned purpose
- Multiple purposes

3. Engages stakeholders

The Learner engages the stakeholders to play their role. He/she provides evidence of stakeholder engagement in any of the following forms;

- Letters on the engagement (letters of invitation, request contracts, acceptance, approval etc.
- Reports
- Minutes
- Pictures
- Posters
- Audio and audio-visual recordings etc.

4. Creates a product/service

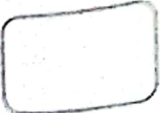
The learner creates a product or service that;

- is in line with the stated objectives.
- is authentic (learners own original work).
- Unique (exceptional, extra ordinary).

5. Demonstrates generic skills in the project planning process

The learner demonstrates generic skills in the project planning process;

i) Critical thinking and problem solving.	<input type="checkbox"/> Plans and carries out investigations.	<input type="checkbox"/>
	<input type="checkbox"/> sort and analyze information.	
	<input type="checkbox"/> Identifies problems and ways forward.	
	<input type="checkbox"/> Predicts outcomes and make reasoned decisions.	
	<input type="checkbox"/> Evaluates different solutions.	
ii) Communication.	<input type="checkbox"/> Listens attentively and with comprehension.	<input type="checkbox"/>
	<input type="checkbox"/> Talks confidently and explain ideas/opinions clearly.	
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	<input type="checkbox"/> Looks for patterns and makes generalizations.	
v) Cooperation and self- directed learning.	<input type="checkbox"/> Work effectively in diverse teams.	<input type="checkbox"/>
	<input type="checkbox"/> Interact effectively with others.	
	<input type="checkbox"/> Take responsibility for your own learning.	
	<input type="checkbox"/> Work independently with persistence	
	<input type="checkbox"/> Manage goals and time	
	<input type="checkbox"/> Uses numbers and measurements accurately.	

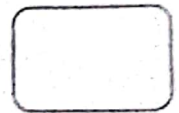
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COMPETENCY 3: PROJECT REPORTING

1. Uses an appropriate report format

The learner uses an appropriate format to generate a project report with the following aspects;

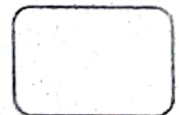
- Title
- Introduction
- Body
- Conclusion



2.1 Develops content of the project report for the introduction

The learner develops content for the introduction as follows;

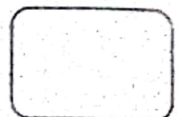
- Name of the project
- Objectives
- Purpose of the project.
- Justification of the project



2.2 Develops content of the project report for the body;

The learner develops content for the body as follows;

- Activities undertaken to carry out the project
- Achievements.
- Resources mobilized.
- Problems/challenges faced while carrying out the project
- How the problems/challenges faced were handled.
- Lessons or skills learnt while carrying out the project



2.3 Develops content of the project report for the conclusion

The Learner presents content for the conclusion as follows;

- An overall evaluation/assessment of the project.
- Recommendations related to the project.

3. Uses appropriate language in the project report

The learner's uses appropriate language in the project report as follows;

- At least 5 terminologies related to the project
- Has less than 5 spelling errors
- Has less than 5 punctuation errors
- Has less than 5 tense errors

4. Keeps project records

The learner keeps the following project records;

- project plan
- budget
- activity schedule
- stakeholder engagement documents (letters, attendance lists, reports, pictures, recordings, minutes etc.)
- Facilitator/learner interaction records
- project report

COMPETENCY 4: PROJECT DISSEMINATION

1. Disseminates the project through speaking or signing

The learner orally / through signing disseminates the project report;

- with logical flow of ideas
- using appropriate tense / timelines
- using terminologies related to the project
- using the aspects of voice / nonverbal cues / signs
- using appropriate voice projection / signs (speed and thickness).
- pronouncing words correctly/ using appropriate signs.
- using appropriate body language.
- using appropriate voice/sign intonation.

2. Publishes the project report

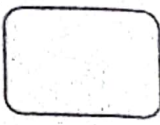
The learner publishes the project report /findings in through;

- School library
- News Papers
- Magazines
- Posters/Bill boards/Notice boards
- Project exhibition

3. Demonstrates generic skills in the project planning process

The learner demonstrates generic skills in the project planning process;

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