



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 of 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;

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

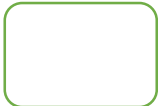
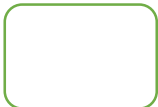
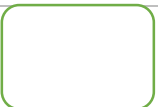
9. Incorporates cross cutting issues

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

iv) Mathematical computation and ICT proficiency	☐ Interprets and interrogate mathematical data.	
	☐ Uses mathematics to justify and support decisions.	
	☐ Uses technology to create, manipulate and process information.	
	☐ 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.

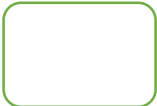
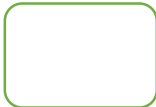
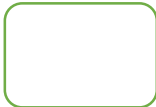
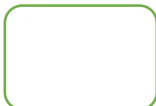
4.Creates a product/service

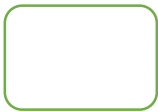
The earner creates a product or service that;

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

iv) Mathematical computation and ICT proficiency	☐ Interprets and interrogate mathematical data.	
	☐ Uses mathematics to justify and support decisions.	
	☐ Uses technology to create, manipulate and process information.	
	☐ Uses technology to collaborate, communicate and refine their work.	

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;

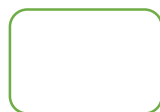
- ☐ Title
- ☐ Introduction
- ☐ Body
- ☐ Conclusion



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

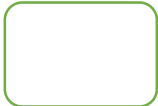
The learner publishes the project report /findings in through;

- ☐ 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;

i) Critical thinking and problem solving.	☐ Plans and carries out investigations.	
	☐ sort and analyze information.	
	☐ Identifies problems and ways forward.	
	☐ Predicts outcomes and make reasoned decisions.	
	☐ Evaluates different solutions.	
ii) Communication.	☐ Listens attentively and with comprehension.	
	☐ Talks confidently and explain ideas/opinions clearly.	
	☐ Reads accurately and fluently.	
	☐ Writes and presents coherently.	
	☐ Uses a range of media to communicate ideas.	
iii) Creativity and innovation	☐ Uses imaginations to explore possibilities.	
	☐ Works with others to generate ideas.	
	☐ Suggests and develops new solutions	
	☐ Tries out innovative alternatives.	
	☐ Looks for patterns and makes generalizations.	
	☐ Work effectively in diverse teams.	
	☐ Interact effectively with others.	

v) Cooperation and self- directed learning.	☐ Take responsibility for your own learning.	
	☐ Work independently with persistence	
	☐ Manage goals and time	
iv) Mathematical computation and ICT proficiency	☐ Uses numbers and measurements accurately.	
	☐ Interprets and interrogate mathematical data.	
	☐ Uses mathematics to justify and support decisions.	
	☐ Uses technology to create, manipulate and process information.	
	☐ Uses technology to collaborate, communicate and refine their work.	