

NEGTA 2023

**Refresher workshop on the
new Lower Secondary
Curriculum held on
25/02/2023 at naalya sss
Namugongo**

Objective:

**To refresh teachers on the
implementation of the new
curriculum**

SESSION OUTCOMES

By the end of this session, participants should be able to:

1. Understand what parts of the curriculum documents can be **adapted**.

What are the key curriculum documents?

- ❖ Syllabus book
- ❖ Learners books
- ❖ Teachers guides
- ❖ Assessment frame work etc

Activity 1: Adapting and Adopting curriculum documents

Which parts of the curriculum documents do you think the teacher may **adapt**?

- Suggested learning activities (SB)
- Sample assessment strategy (SB)
- Programme planner (SB)
- Activity of integration (LB)
- Learning activities (LB)

Preparation for the new term / New year

- **What are you using to draw a scheme of work?**

Syllabus book is key because:

- ❖ Topics
- ❖ Competency
- ❖ Learning out comes
- ❖ Guide teaching resources
- ❖ Guide on developing teachings approaches, techniques and tools
- ❖ Methods

ASSESSING PROJECTS

	Phase	Indicators	Max Score
1	Identification, planning, design	Title, alignment to theme, justification of the project, methodology, identification of materials	x/.....
2	Project Implementation	Organisation, Use of resources, focus on generic skills and values	x/.....
3	Product	Originality, creativity and innovation, accuracy	x/.....
4	Project report	Relevancy, Accuracy, coherence	x/.....
	Total		x/.....

PHASE 1:

Identification,
planning, design

INDICATORS:

Title,
alignment to
theme,
justification of
the project,
methodology,
identification
of materials



PHASE 1 CONT'D:

Identification,
planning, design

WHAT IS MY ROLE AS A TEACHER?

Align the learners projects
to the key indicators

- ❖ Title
- ❖ Theme
- ❖ Justification
- ❖ Materials
- ❖ User orientation /
benefits
- ❖ Time
- ❖ Achievability



HOW DO I ACHIEVE MY ROLE AS A TEACHER

- ❖ Listening to the learners ideas
- ❖ Ask probing questions
- ❖ Critique them to invoke critical thinking
- ❖ Motivate learners to do something (Positive reinforcement)
- ❖ Do formative assessment
- ❖ Offer guidance to keep learners on track
- ❖ Progressively Report learner achievements in the reporting system and learners report cards.
- ❖ **Review the previous assignments and Agree on a way forward for example:**

Group members – Presenting the project idea / plan

1. *Atukei Mary Grace*
2. *Acuwo Esther Margaret*
3. *Amongi Marriam Epwo*
4. *Nabukenya Moureen*
5. *Bako Lillian*
6. *Mubiru Hamza*

*Stephen Donald Mbasani – Our teacher of
Geography and project supervisor*

Way forward:

- ✓ *Make a write up upholding the good things in
the proposed idea and fill in the gaps
identified*
- ✓ *Assemble the requisite / necessary materials
for the project*



Project Reporting System

	Names	Critical Thinking	Creativity and innovation	Communication	Co - operation	Leadership
1.	Atukei Mary Grace	Quick at identifying underlying problems/challenges and reasoning out the solutions		Good at explaining and aligning the project idea to the theme	Grace works with others to generate ideas	
2.	Acuwo Esther Margaret	Good and identifying problems and giving way forward	Good at suggesting and trying innovative alternatives	She needs to be encouraged to speak out her mind		Very good at mobilizing team members
3.	Amongi Mariam Epwo	Very good at making reasoned decisions		She is very eloquent during presentation and organized information flow		
4	Mbasani Stephen D					

NOTE: CBC is premised on the thinking that subjects being taught are carriers of skills learners have.

When this skills are nurtured, then the learners are able to maneuver / survive through the VUCA world.

Caution: Some teachers say there are no projects in their subjects

What may fail me as a teacher to achieve my roles?

- Not being available
- Accepting / Receiving finished products
- Lack of a reporting system / records of past activities
- Lack of project time / space on the timetable
- Trying to generate projects for learners (in this case the learners will be ones asking you the teacher / facilitator probing questions)

- Failing to break the “mental barriers” created in us by the old curriculum
- ❖ The class / school MUST be quite.....How will the learners collaborate?
- ❖ The teacher MUST initiate..... How will the learners innovate? / critically think?

- ❖ Learners MUST compete with each other.....How will the learners collaborate?
- ❖ Teachers accepting that they are equally learnersHow will learners construct own knowledge

Background / Justification

- ❖ We have learnt that weather information / reports are really important to each and everyone
- ❖ Unfortunately our school does not have a weather station.
- ❖ We are a group of six senior two students at Kololo Secondary School. We have realized that we can make a simple rain guage using things we find around our school and homes.
- ❖ Good idea.....!!!!!! What materials are you going to use?

Materials

1. Plastic bottle
2. A cutter / Razor blade
3. A ruler
4. A piece of paper

Why these materials?

- What alternative materials would suggest
- How long can the product serve
- What improvement can you make
- What is the short / long term financial benefit of your project

We have chosen to use these materials because:

- They are readily available
- The core material (Mineral water bottle) is cost free because they are disposed off as waste materials in our school and in the communities where our homes are found like in Kamwokya, Naguru, Nakawa etc
- The other materials are very cheap if at all we have to buy them but for this particular project we shall get them freely because they are already found in our homes

- Plastics are environmentally harmful / hazardous.
- They pollute soil and Water resources
- They block water channels

This project will therefore promote **Re-using such materials.**

Re-using them is one way of conserving our environment (cross – cutting issues)

**Make a Brief write up
to explain how you are
going to make a rain
gauge**

During the course of implementing our project, we shall do the following:

- ✓ Collect materials
- ✓ Assemble them
- ✓ Call our teacher for inspection
- ✓ Assign tasks
- ✓ Collaboratively do the tasks at hand
- ✓ Take photographs and shoot videos

What challenges / health risks will you guard against during collection, assembling etc

PHASE 2

Project
Implementation

INDICATORS

Organization,
Use of
resources,
focus on
generic skills
and values



What Generic skills / attitudes are observable?



What Generic skills / attitudes are observable?



Assessment points

- ✓ Cooperation / Collaboration
- ✓ Innovativeness
- ✓ Leadership / Mobilisation
- ✓ Appreciation
- ✓ Communication

Skills

- ✓ Ability to:
- ❖ **Know**
- ❖ **Explain**
(Understanding)
- ❖ **Do** (Skills)
- ❖ **Appreciate products and roles**
(Values and attitude)



As a
facilitator,
Comment about
the two learners
on the extreme
left !!

What assessment
would you accord
each of them?

How can they be
helped?

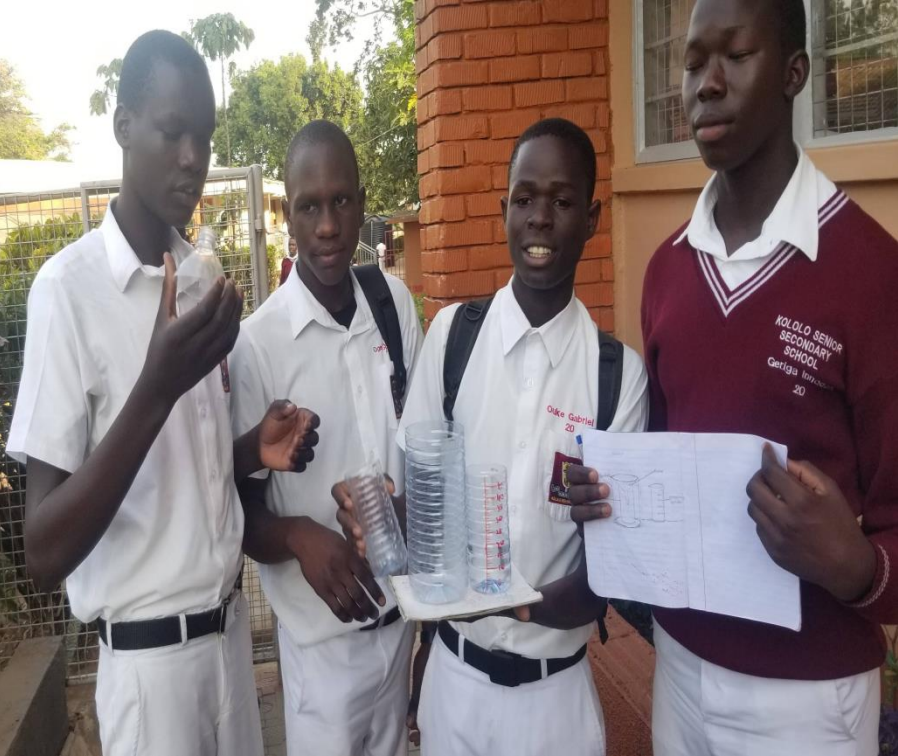


PHASE 3: Product

INDICATORS

Originality,
creativity
and
innovation,
accuracy













Project report

Sentence starters:

- Our project was about (Title)
- We wanted to solve the problem
- We started by..... (Process)
- We selected the following materials
 -
 -
- The reason for this was.....
- The project would benefit.....
- I noticed that.....
- This happened because

The way you set out to approach a problem determines whether:

❖ It is a routine class activity or a project

✓ routine gardening to grow vegetables vs production of vegetables for the school from soils packed in sacks

❖ Routine practical exercise or a project

✓ procedure laid down to produce oxygen vs an initiative to store oxygen

DEVELOPING AND SCORING TEST ITEMS

New Lower Secondary Curriculum

December 2022

Session Outcomes

Participants should be able to:

- Understand the types of test items to be used for End of year Summative assessment.
- Develop short response and situational test items and their respective assessment criteria and grids

Understanding Assessment items

- Discuss what is meant by:
 - i. Short response test items
 - ii. Situational Test items
- Explain the salient features of each type of test items.

Key Points

Short response Test Items:

- Are test items which assess individual elements of a competency. E.g. Comprehension, Skills, Values.
- In the New Lower Secondary Curriculum, these items assess individual learning outcomes; the **building bricks** for developing a competency.
- Also called **resource-based items since** they assess achievement of individual capacities(learnings) a learner can use in real life.

Cont'd

- Allow the teacher to assess a large and potentially representative sample of the syllabus.
- Are not good for measuring learner's organization and synthesis of learnt material.
- Focus on assessing skills higher than recall of learned

Example 1

SR Item 1

The use of internet and mobile phones has improved people's lives. However, according to the recent police crime report of 2021 the use of internet and mobile phones has resulted in loss of 15 billion shillings.

Explain **two** ways in which the use of internet and mobile phones has **affected** people in your community.

(4 scores)

Scoring Rubrics for SR Test Items

Short response items are scored using rubrics which specify the levels of response and **judgement criteria**.

Levels of response

- **Marginal Performance:** Response which just merits in the level and should be awarded a **score at or near** the bottom of the range.
- **Moderate Performance:** Response which clearly merits inclusion in the level and should be awarded a score in or near the middle of the range.
- **Outstanding Performance:** Response which fully satisfies the level description and should be awarded a score at the top of the range.

Scoring SR Item 1

Ways in which the use of internet and mobile phones has affected people in the community.

- **Possible response**

- Promoted E-learning.
- Facilitates Internet banking.
- Enables mobile money transfers.
- E-commerce(business) e.g. on line marketing and buying
- Improvement in transport eservices e.g. Uber, Safe Boda, etc.

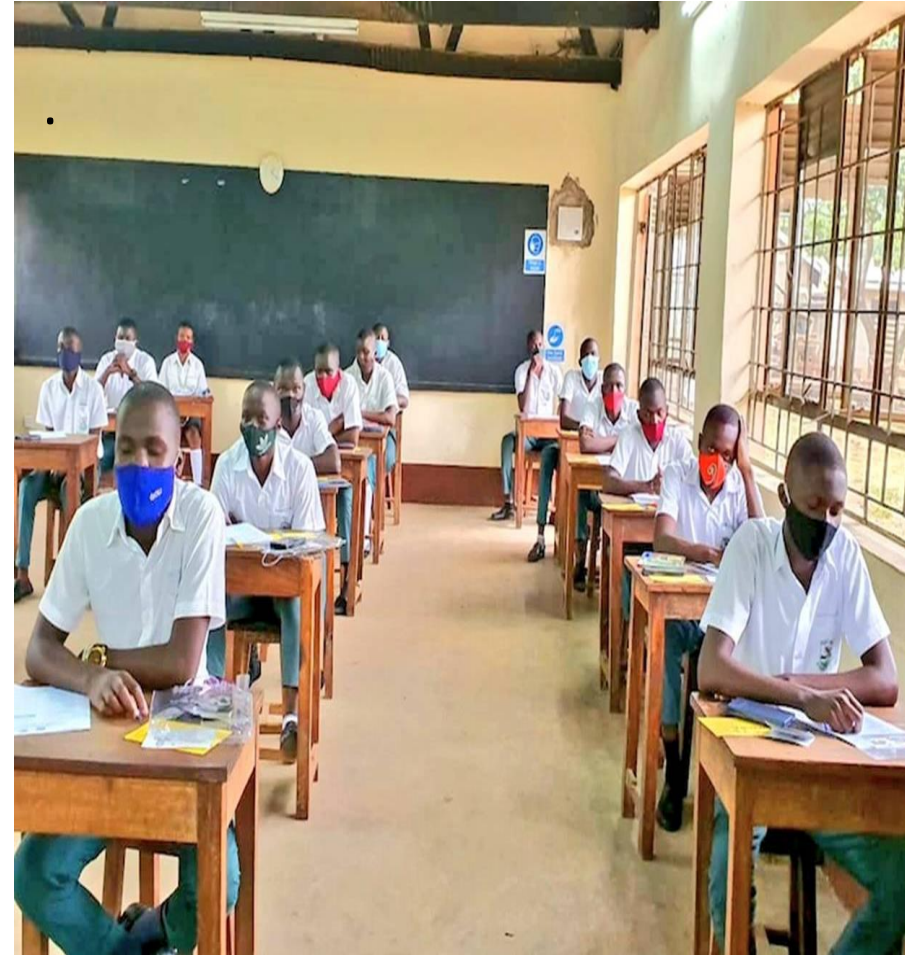
- **Scoring criteria**

- Learner scores 0 if s/he does not attempt the item.
- Learner scores (1) if the response merely identifies 1 or 2 relevant effects.
- Scores (2) if the response presents 1 relevant idea, well explained.
- Scores (3) if the response presents 1 relevant idea, well explained and mere mention/outline of the other.
- Scores (4) if the response presents 2 relevant ideas, well explained and illustrated.

(Max scores=4)

Cont'd

- Improved access to information e.g. news and other current affairs, health alerts, weather forecasts etc.
 - Increased crime (cyber crime) through identity theft, money laundering, kidnaps, and hacking
 - Psychological torture e.g. use of abusive language on social media platforms
 - Exposure to inappropriate information and life styles e.g. pornography, violence
 - Increased time wasting/idleness and redundancy.
- **NB: Responses will vary with communities**



Marginal learner

- It is true that mobile phones have improved the lives of people in my community

Moderate learner

- It has improved peoples lives in my community through enabling mobile money transfers.

Outstanding learner

- It has improved peoples lives in my community through enabling mobile money transfers. This has reduced the risks associated with moving with large sums of money.

Activity 2: Developing short response test items

In Subject groups, choose a topic from the syllabus and;

- i. Develop one short response test item.
- ii. What aspects have you taken into consideration while developing the item?
- iii. Agree on the assessment criteria and develop a rubric for assessing the item you have developed.
- iv. Share your responses to the plenary

Key Points

Short response test items;

- Are most effective if based on prompts/scenarios such as a small collection of data, a description of a situation, a graph(s), quotes, a paragraph, or any cluster of some raw information about an aspect (**“The stem”**).
- Can be constructed to require learners to apply knowledge/concepts, or synthesize (create) and analyze (investigate) data and text.
- Should consist of tasks/questions which require the learner to process and think through the material provided and question significantly before answering (**Minimize recall**)

Cont'd

- Cannot be subjected to universal assessment criteria (RACE).
- The assessor (the teacher / facilitators) can fix specific **success criteria** and levels of performance for each item. This is termed as **level marking**.

Note to the teacher / Examiner:

- *The scoring guide is intended that the test / examination is marked consistently and fairly*
- *Take note of the **criteria** which you want to follow while allocating scores to the learners responses*
- *Look out for the **quality of responses** reflecting the level of maturity expected of the learner (a senior two learner is about 15 years of age)*
- ***Flexibility:** The scoring guide is not perspective / standpoint. It may not cover all the responses the learners may produce. **In the event of unexpected responses use you professional judgment to assess the validity of such responses and award respectively.***
- *Be positive while judging learners work. Give appropriate credit for what learners know, understand, can do and opinions they hold about situations*

What are situational test items?

Situational Test Items:

- Present a learner with problem situations to be solved.
- Task the learner to search his/her cognitive domain in order to come up with relevant learnings (KUSVA) which are necessary for solving the problem presented.
- Are designed to assess achievement of a competency.
- Focuses on assessing higher order thinking skills (HOT) only.
- Are very similar to **the Activities of integration** used in end of topic assessment.
- Are scored using assessment/scoring grids.

Developing an AOI

1. An AOI should assess a single competency (most if not all Learning Outcomes)
2. Relate your scenario to the local environment
3. Include Readable Graphics where necessary
4. Use Clear and Precise Language (Fairness)
5. Let your task be clear. No space for misinterpretations (Validity and reliability tenets of assessment items)
6. The task should require an extended response.
7. Do Not Use Difficult or Uncommon Names
8. Use as Little Punctuation as Possible
9. Employ the Third Person

ER Item

Africa, the world's second most populated continent now has more than 1 billion people. By 2050, its population is expected to reach 2.4 billion and it will be the home to one quarter of the world's population; and almost 40% of it will be children under 18 years. Africa's rapidly growing population presents an opportunity and several problems. The opportunity lies in the benefits the continent can get from a very large and young population. However, if Africa's population is not well planned, it could turn into a burden.

You are the minister for Planning and Economic Development for your country and you have been invited for the African Annual Conference on Population and development.

Prepare a written policy paper of about 250 words, on how Africa can turn its rapidly growing population into opportunities for development, which you will present at the conference.

Support



SCORING GRID FOR SITUATIONAL ITEM 2

Output	Basis of Assessment	Crit. 1 Relevance	Criterion 2 Accuracy	Criterion 3 Coherence	Criterion 4 Excellence
<p>Written policy paper on how to make a large population resourceful</p>	<p>Opportunities for development associated with population increase:</p> <ul style="list-style-type: none"> ▪ More income through taxes, ▪ Larger market, ▪ Larger labour force, ▪ Increased creativity and innovativeness, ▪ Making use of idle resources 	<ul style="list-style-type: none"> ▪ Scores 3 if the response presents 4 or more ideas relating to benefits of a large population. ▪ Scores if 2 the response presents 3 ideas relating to benefits of a large population. ▪ Scores if 1 the response presents 2 or less ideas relating to benefits of a large population. <p>X/3</p>	<ul style="list-style-type: none"> ▪ Scores 3 if response presents 4 or more correct ideas relating to benefits of a large population. ▪ Scores 2 if the response presents 3 correct ideas relating to benefits of a large population. ▪ Scores 1 if response presents 2 or less correct ideas relating to benefits of a large population. X/3 	<ul style="list-style-type: none"> ▪ Scores 3 if 4 or more ideas relating to benefits of a large population flow logically without any distortions. ▪ Scores 2 if 3 or more ideas relating to benefits of a large population do not flow logically; with some distortions. ▪ Scores 1 if only 1 idea relating to benefits of a large population flows logically. <p>X/3</p>	<ul style="list-style-type: none"> ▪ Scores 1 if the response presents an idea(s) unsolicited in the task, but improves the value of the response or the effectiveness of the policies suggested. <p>X/1</p>
<p>Max = 19 scores</p>	<p>Policies for realization of benefits of a large population:</p> <ul style="list-style-type: none"> ▪ Provision of skill-based education, ▪ Primary health care and medical care, 	<ul style="list-style-type: none"> ▪ Scores 3 if the response presents 3 policy ideas relating to realizing the benefits of rapid population growth. ▪ Scores 2 if the response presents 2 policy ideas relating to realizing the benefits of rapid population growth. 	<ul style="list-style-type: none"> ▪ Scores 3 if the response presents 3 correct policy ideas relating to realizing the benefits of rapid population growth. ▪ Scores 2 if the response presents 2 correct policy ideas relating to realizing the benefits of rapid population growth. ▪ Scores 1 if the response presents 1 correct policy idea relating to realizing the benefits of rapid population growth. 	<ul style="list-style-type: none"> ▪ Scores 3 if the response presents 3 policy ideas relating to realizing the benefits of rapid population growth explained logically without any distortions. ▪ Scores 2 if the response presents 2 policy ideas relating to realizing the benefits of rapid population growth with some distortions. 	

R	A	C	E
What (is suitable)	For what (truth known to solve a situational problem)	Logical flow of sentence (Organized flow of information)	Extra ordinary but important
More income from taxes	Construction of hospitals for the good health of the population		
Large market	For goods and services which increases family incomes / improves standard of living		

Activity

In subject groups, chose a topic from the syllabus, and using your knowledge of the AOI;

- i. Develop one situational Test Item and its Evaluation grid.
- ii. Share your responses to the plenary.

Key Points

In situational Test Items;

- **Assess a single competency**, Every situational item should focus on one competency.
- **Include relevant supports**, Essential visual materials should be provided as part of the problem situation to help the test taker visualise the problem at hand.
- **Provide clear directions**, Explicitly state what the test taker is expected to do to successfully attempt the task; including conditions for resolution.

Cont'd

- **Tasks should not be interdependent**, If the solution is to be given in more than one output, the first task(s) should not provide clues or answers to other tasks in the item.
- **Scoring is guided** by universal assessment criteria(RACE).
- **Scores do not depend on the number of points** raised but on the overall quality of the output. Not scored on a point-for-point basis.
- **Assessment** focuses on higher order thinking skills (HOT) only.

