

# STRUCTURE OF ASSESSMENT IN KENYA

*Presented during*

THE REGIONAL CAPACITY DEVELOPMENT WORKSHOP ON  
CLASSROOM-BASED ASSESSMENTS

*at*

JUPITER INTERNATIONAL HOTEL, ADDIS ABABA

2<sup>ND</sup> - 4<sup>TH</sup> JULY 2019

# Organizations responsible for Assessment

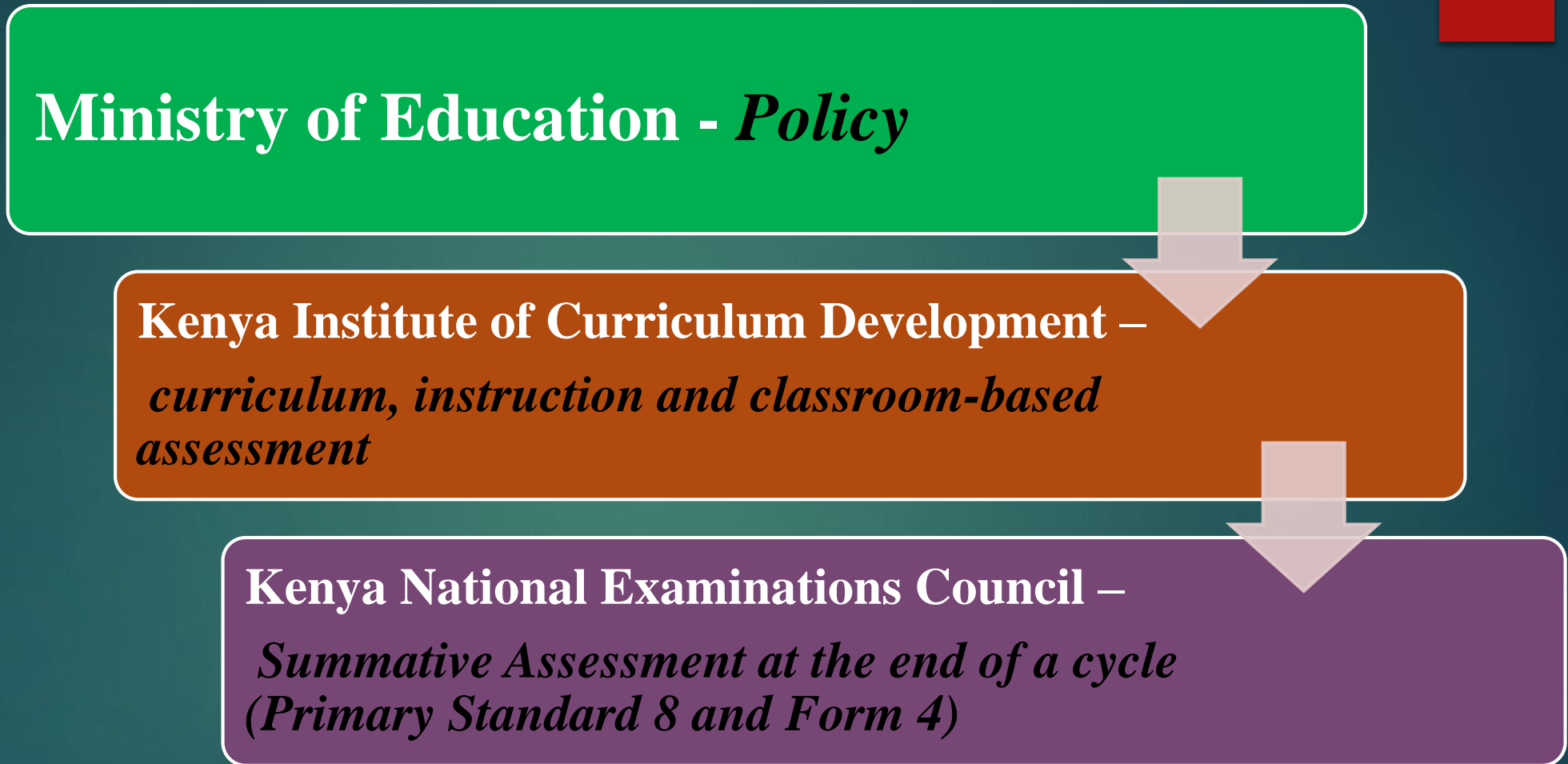
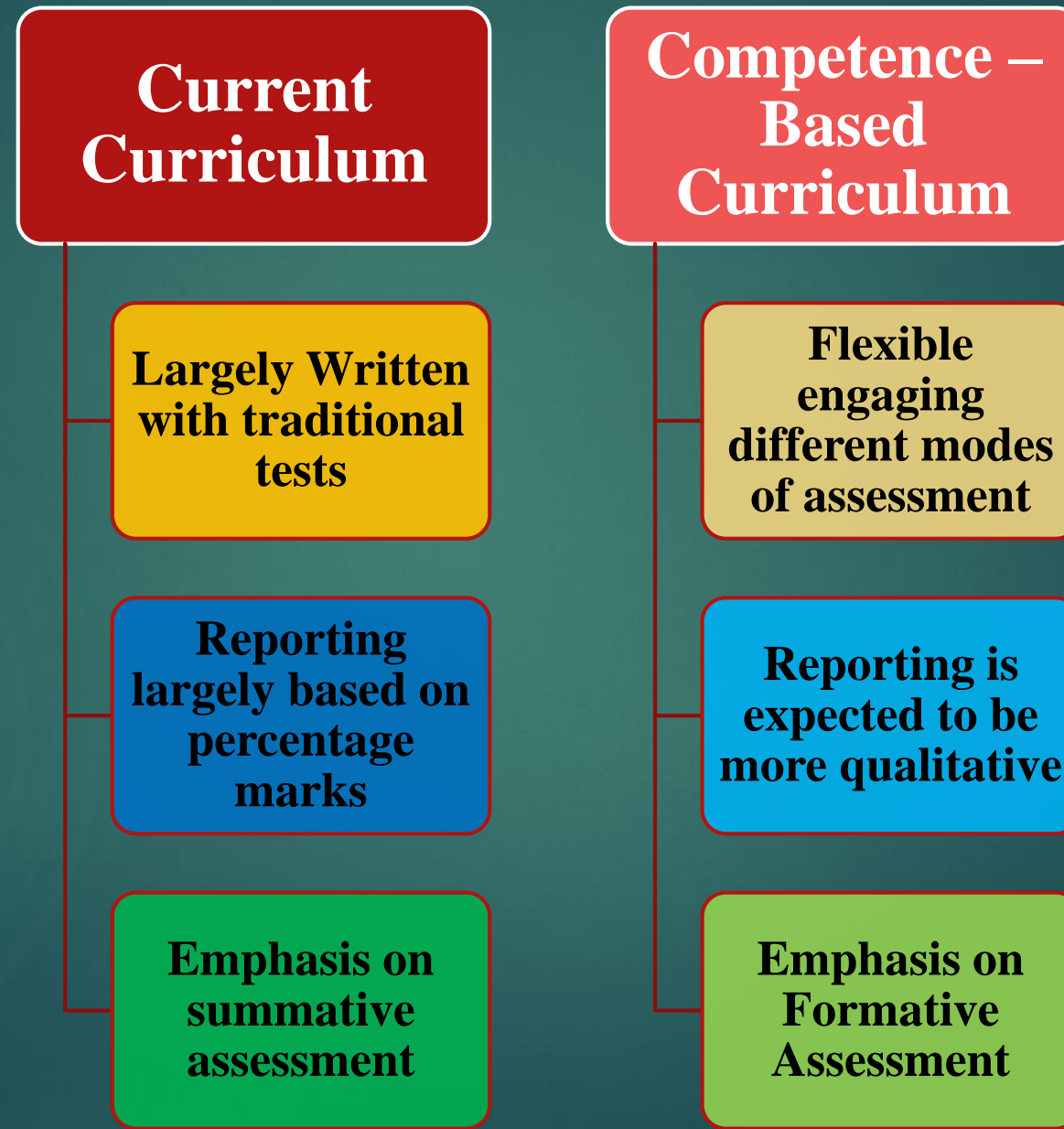


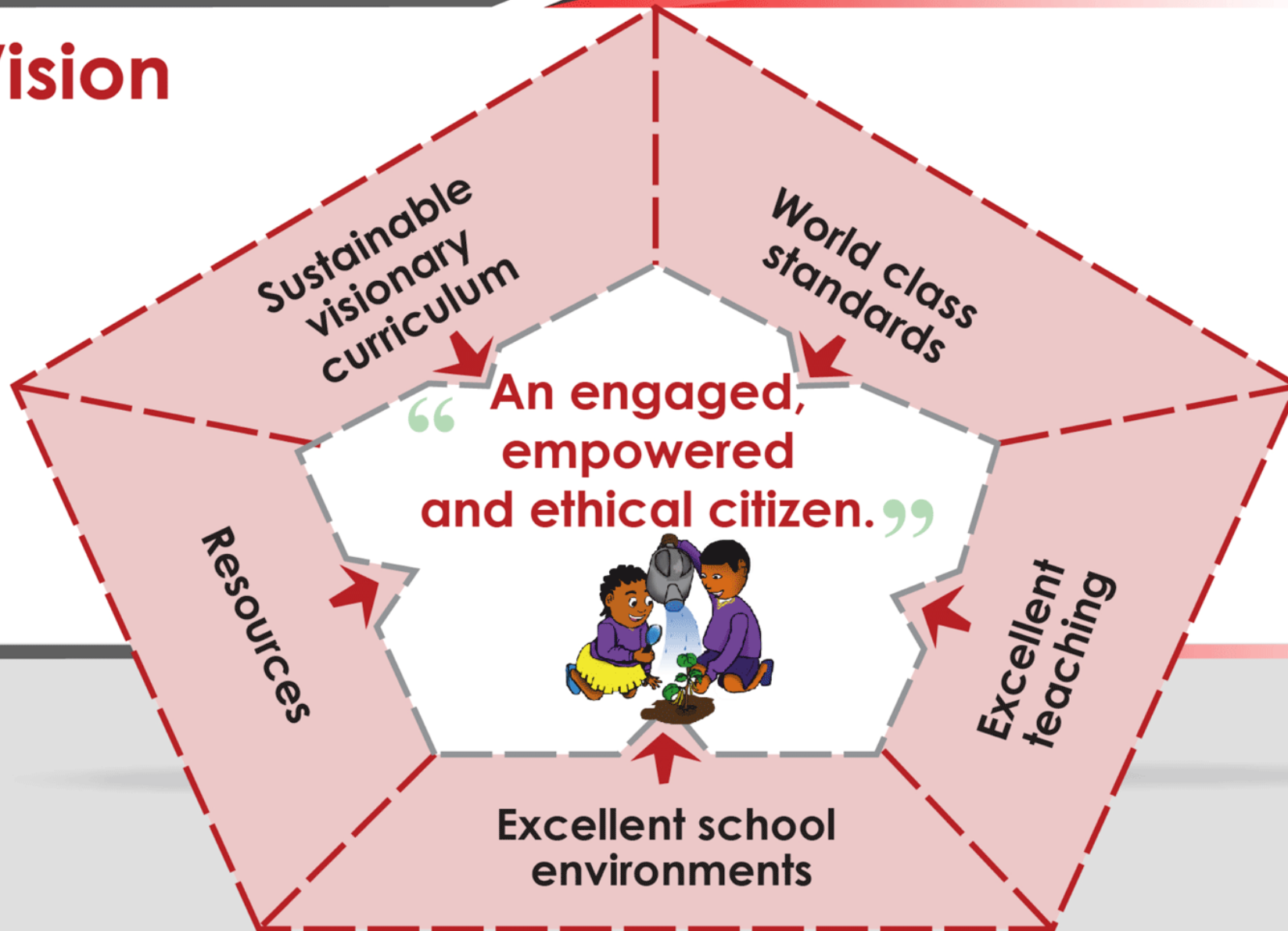
Figure 1: Cycle of assessment

# Current Curriculum Vs Competence – Based Curriculum



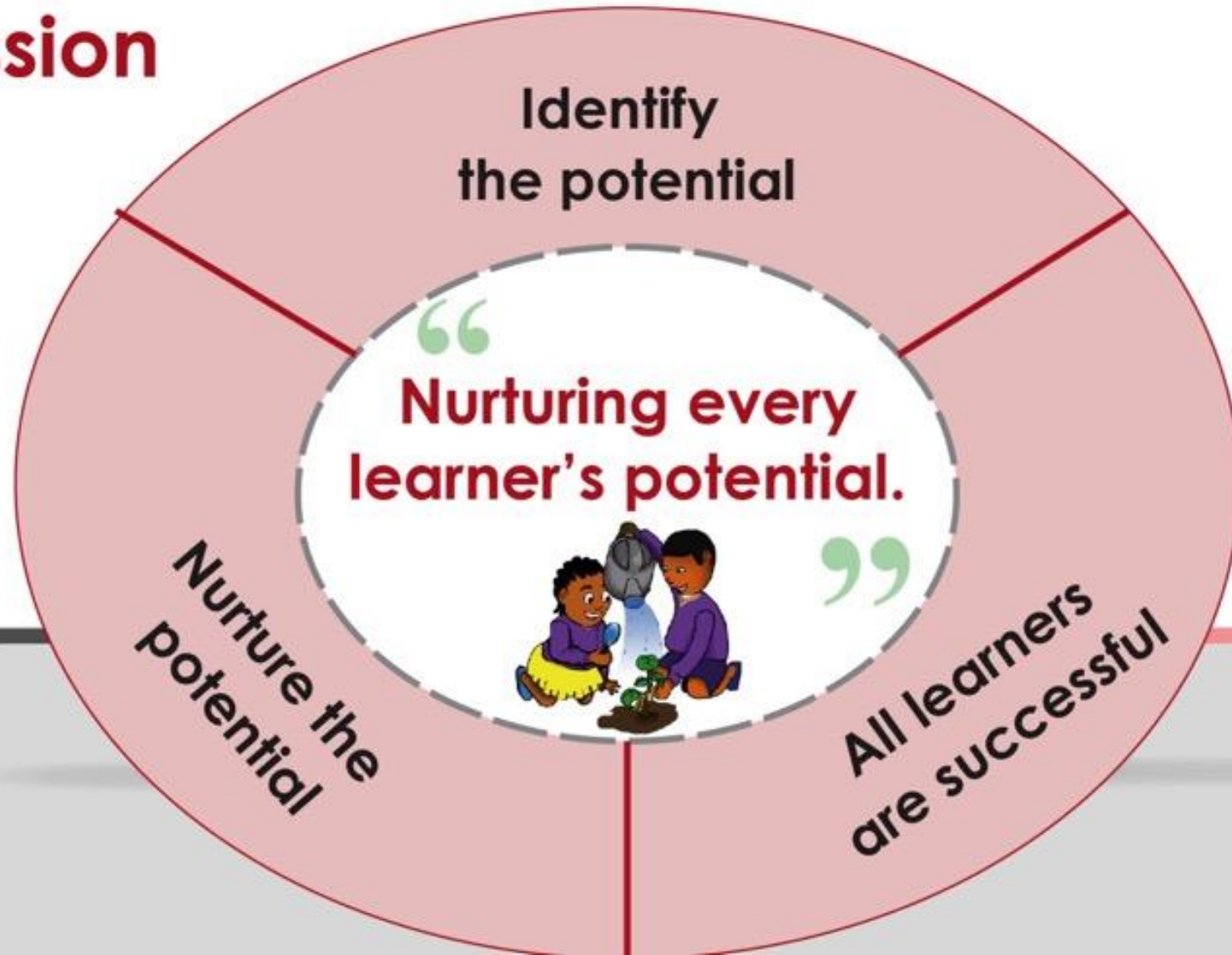


# Vision





## Mission



# Envisaged changes in the reformed curriculum

FROM (less)	TO (more)
<b>Content Focus</b>	<b>Focus on Competencies</b>
<b>Rigid and Prescriptive curriculum with limited flexibility</b>	<b>Flexible with Opportunities for specialisation - pathways</b>
<b>Focus on summative assessment and competition</b>	<b>Balance between formative and summative assessment, and excellence</b>
<b>Emphasis on Schooling</b>	<b>Emphasis on Education</b>
<b>Teaching</b>	<b>Learning</b>

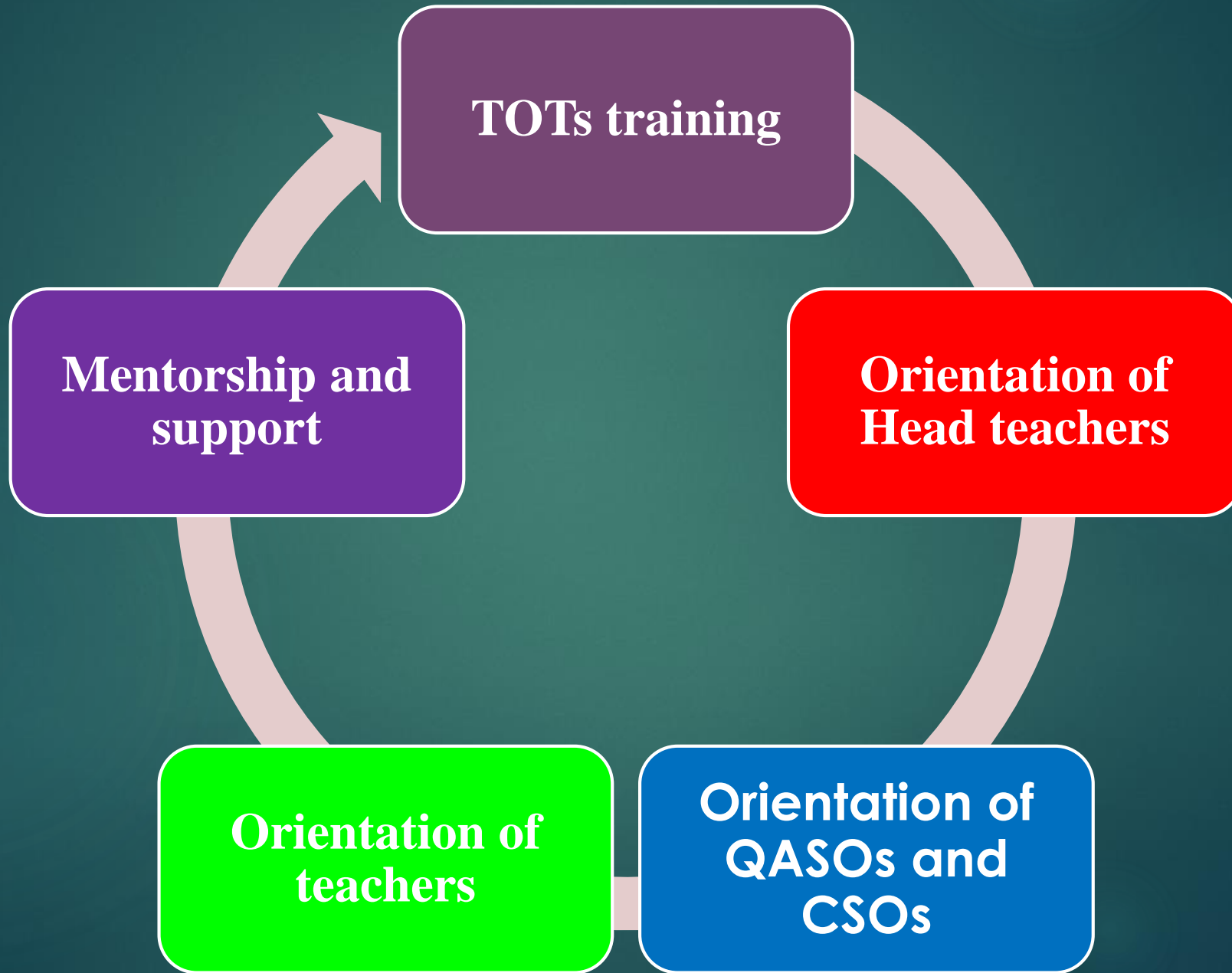


# Core Competencies for Basic Education

1. Communication and Collaboration
2. Critical Thinking and Problem Solving
3. Imagination and Creativity
4. Citizenship
5. Digital Literacy
6. Learning to Learn
7. Self -Efficacy

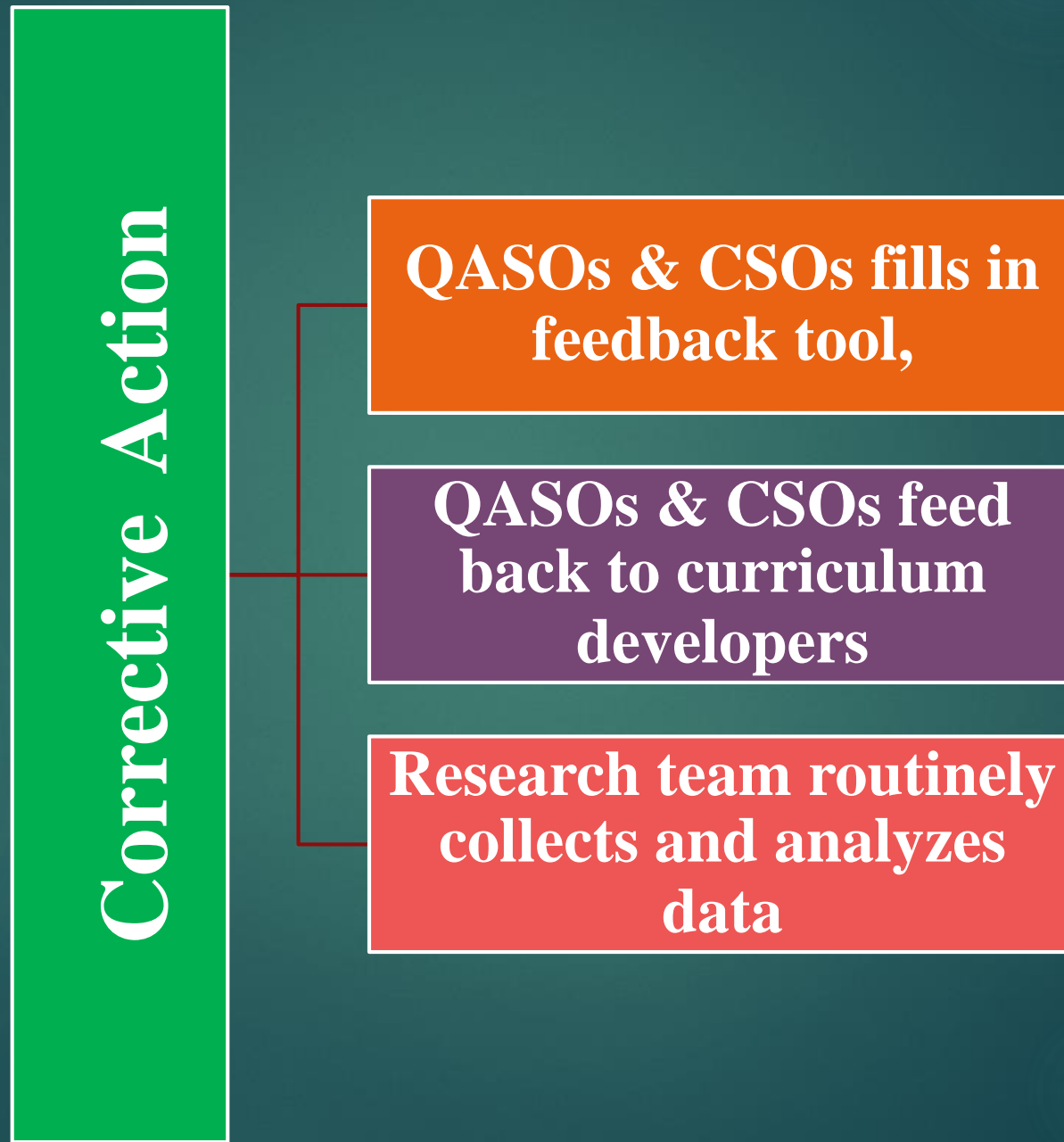


# Implementation strategy





# Monitoring and Learning from Implementation



# CHALLENGES

- ▶ **TOOLS FOR ASSESSMENT NOT ADEQUATE**
- ▶ **TOOLS FOR MONITORING AND EVALUATION ARE NOT COMPREHENSIVE**
- ▶ **LACK OF CLARITY IN ASSESSMENT OF SUBJECT COMPETENCES VS CORE COMPETENCES**
- ▶ **REFERENCE TO CORE COMPETENCES AS 21<sup>ST</sup> CENTURY SKILLS? WHERE DO WE DRAW THE LINE?**



*THANK you*



**Kenya Institute of Curriculum Development**