STRUCTURE OF ASSESSMENT IN KENYA

Presented during

THE REGIONAL CAPACITY DEVELOPMENT WORKSHOP ON CLASSROOM-BASED ASSESSMENTS

at

JUPITER INTERNATIONAL HOTEL, ADDIS ABABA

2ND - 4TH JULY 2019
Organizations responsible for Assessment

Ministry of Education - *Policy*

Kenya Institute of Curriculum Development – *curriculum, instruction and classroom-based assessment*

Kenya National Examinations Council – *Summative Assessment at the end of a cycle (Primary Standard 8 and Form 4)*

Figure 1: Cycle of assessment
**Current Curriculum Vs Competence – Based Curriculum**

**Current Curriculum**
- Largely Written with traditional tests
- Reporting largely based on percentage marks
- Emphasis on summative assessment

**Competence – Based Curriculum**
- Flexible engaging different modes of assessment
- Reporting is expected to be more qualitative
- Emphasis on Formative Assessment
Vision

"An engaged, empowered and ethical citizen."

Sustainable visionary curriculum
World class standards
Resources
Excellent teaching
Excellent school environments

Curriculum Reform
At a glance
Mission

Identify the potential

Nurturing every learner's potential.

Nurture the potential

All learners are successful

Curriculum Reform

At a glance
<table>
<thead>
<tr>
<th>FROM (less)</th>
<th>TO (more)</th>
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<tbody>
<tr>
<td>Content Focus</td>
<td>Focus on Competencies</td>
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<tr>
<td>Rigid and Prescriptive curriculum with limited flexibility</td>
<td>Flexible with Opportunities for specialisation - pathways</td>
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<tr>
<td>Focus on summative assessment and competition</td>
<td>Balance between formative and summative assessment, and excellence</td>
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<tr>
<td>Emphasis on Schooling</td>
<td>Emphasis on Education</td>
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<tr>
<td>Teaching</td>
<td>Learning</td>
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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

- TOTs training
- Orientation of Head teachers
- Orientation of QASOs and CSOs
- Orientation of teachers
- Mentorship and support
Corrective Action

QASOs & CSOs fills in feedback tool,

QASOs & CSOs feedback to curriculum developers

Research team routinely collects and analyzes data

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 21ST CENTURY SKILLS? WHERE DO WE DRAW THE LINE?
THANK YOU

Kenya Institute of Curriculum Development