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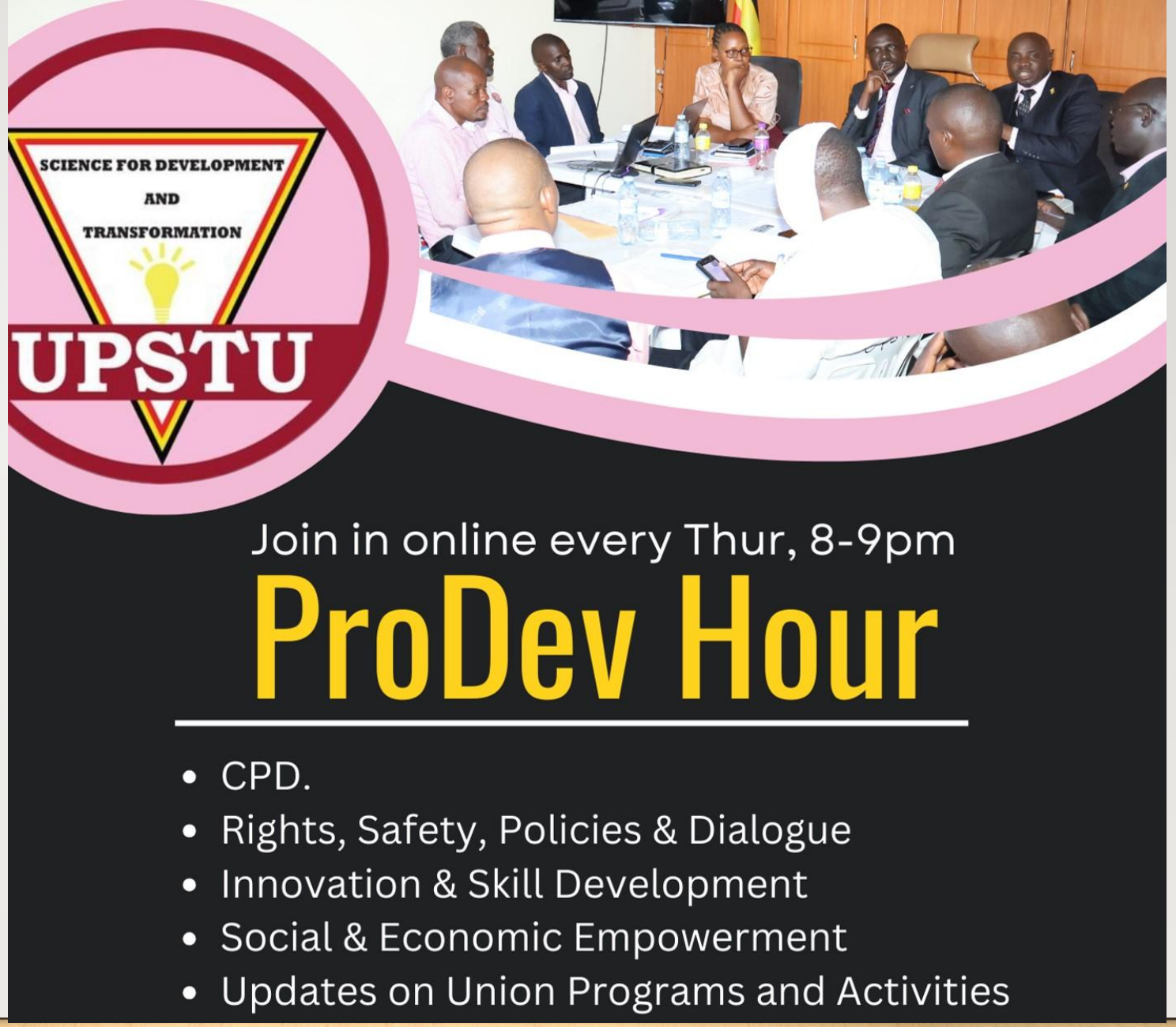

SCIENCE FOR DEVELOPMENT AND TRANSFORMATION

UPSTU

ProDev Hour

Join in online every Thur, 8-9pm for:

✓CPD ✓ Empowerment ✓Union Updates

SPEAKER: ***Diana Mbuga Gwokyalya***

CBC NATIONAL TRAINER

Today's Topic:

"Assessing and Scoring Project Work in the CBC"

15th May 2025

"Science for Development and Transformation."

Uganda Professional Science Teachers Union

Website: www.upstu.org

Introduction

- As you know, project-based learning is now an integral part of our teaching and learners' assessment in the new competence based curriculum at lower and upper secondary
- **This session aims to:**
  - Provide clear guidelines for assessing student projects under the CBC
  - Explain how to evaluate each phase of the project: planning, implementation, reporting, and dissemination - assessing competencies, not just the final product
  - And finally, to align our project work with initiatives like the UPSTU Science Innovation Projects Competition 2025—without necessarily being competition-driven, but excellence-focused.

Teacher's role

In project based learning and assessment, the teacher is expected to:

- Hold conversations
- Make observations

Formative Assessment

- Provide guidance and support to the learner
- Receive a product and report
- Assessing / Scoring, Keeping records

This is continuous throughout the project lifetime.

Competencies Assessed in Project Work

1. **Project Planning** – where learners conceptualize and organize their project.
2. **Project Implementation** – where they engage with resources and stakeholders, execute the project and come up with a product
3. **Project Reporting** – where they compile findings into a structured report with records.
4. **Project Dissemination** – where they present their work to peers, teachers, or the wider community.

Additionally, look out for ***cross cutting*** issues like environmental awareness, health awareness, mixed abilities and involvement, socio-economic issues, citizenship and Patriotism
and ***generic skills***—like ICT proficiency, critical thinking, and communication.

Assessing Competence 1 – Project Planning

*TIP: As a teacher, your role is to **facilitate—not to dictate**. Guide learners to pick a topic that connects to the theme and solves a real issue. Facilitate brainstorming, approve project scopes, guide in writing objectives Tick off competencies using your checklist. That way, learners know you're assessing their process, not just perfection.*

Learners should:	Assessment Evidence:
⚜ **Identify a project** • Through literature review • Consulting peers and community ⚜ **Develop a project Title** (7–25 words, related to theme) ◎ Establish a project purpose (goal aligned with title & theme) ◎ Develop SMART objectives (◎ Specific, ◎ Measurable, ◎ Achievable, ◎ Realistic and ◎ Time bound) ⚜ **Justify the project** (relevant to theme, title, purpose) ⚜ **Identify and justify resources** ⚜ **Develop a project activity plan:** • Relevant activities • Logical sequence • Timelines, costs, responsible persons ◎ Integrate subject knowledge (multiple disciplines) ⚜ **Incorporate cross-cutting issues** • Environment, Health, Inclusion, Socio-economics, Citizenship ⚜ **Demonstrate generic skills:** • Critical thinking, communication, innovation, ICT, teamwork	Project identification (brainstorming notes, literature review, consultations) Title (7–25 words, theme-aligned) Purpose statement linked to title/theme SMART objectives sheet Justification notes Resource list with rationale Activity schedule/table with cost & responsibilities Subject integration map Notes on cross-cutting issues considered Checklist of demonstrated generic skills

Assessing Competence 2 – Project Implementation

TIP: Your role during implementation is to supervise, encourage, and ensure learners are making progress. Help learners overcome challenges, stay on track, and engage with stakeholders. Use observation and evidence to assess—not assumptions. Focus on what they actually do, not just what they claim.

Learners should:	Assessment Evidence:
⚜ **Gather project resources** through: • Borrowing • Buying • Fundraising • Improvising • Exchange of materials ⚜ **Use gathered resources effectively:** • For the planned purpose • Or multiple relevant purposes ⚜ **Engage stakeholders:** • Seek approval • Request support • Share progress ⚜ **Produce a product/service** that is: • In line with stated objectives • Authentic (own work) • Unique or innovative ⚜ **Demonstrate generic skills:** • Critical thinking and problem-solving • Communication • Creativity and innovation • Mathematical computation and ICT use • Teamwork and self-directed learning	Resource mobilization records (purchase receipts, photos, logs) Resource utilization evidence (photos of use, observation notes) Stakeholder engagement documentation: • Letters, minutes, invitations, reports • Photos or recordings of meetings/interactions Photographic or physical evidence of the product/service Student activity logbook or diary Checklist of generic skills in action (filled by teacher) Feedback from stakeholders or peers (if available)

Assessing Competence 3 – Project Reporting

TIP: Reporting helps learners reflect on what they did and learned. Guide students to structure their reports well, use correct subject terms, and communicate clearly. Assess the report as a full document—but also check that it represents the entire project process.

Learners should:	Assessment Evidence:
⚜ **Use correct report format** with: • Title • Introduction • Body • Conclusion ⚜ **Develop detailed introduction** with: • Project name/title • Objectives • Purpose • Justification ⚜ **Develop a clear body** describing: • Activities undertaken • Achievements • Resources mobilized • Challenges and how they were addressed • Lessons or skills acquired ⚜ **Write a thoughtful conclusion** with: • Overall evaluation of project • Recommendations ⚜ **Use appropriate language:** • At least 5 project-related terms • < 5 spelling errors • < 5 punctuation errors • < 5 tense errors ⚜ **Keep key project records:** • Plan, budget, activity schedule • Stakeholder evidence • Facilitator interaction logs • Final report itself	Structured final project report (print/digital) Drafts and planning notes Introduction page with clear objectives, purpose, justification Body sections with activity details and photos if needed Conclusion page with evaluation and recommendations Terminology checklist (≥5 relevant terms used) Language checklist (spelling, punctuation, tense) Attachments: • Budget • Schedule • Stakeholder engagement docs • Facilitator–student interaction records

Assessing Competence 4 – Project Dissemination

TIP: Dissemination is not just about public speaking—it's about communicating what was done, learned, and why it matters. Encourage learners to practice and reflect. Assess their delivery, confidence, clarity, and how well they connect with the audience.

Learners should:	Assessment Evidence:
⚜ **Present the project** through speaking or signing with: • Logical flow of ideas • Correct use of tense/timelines • Use of project-specific terms • Appropriate body language • Proper voice projection or signing • Clear pronunciation or articulation • Relevant intonation or emphasis ⚜ **Publish or exhibit** their project findings through: • School library • School notice boards • Posters/billboards • Newspapers/magazines • Project exhibitions or science fairs ⚜ **Demonstrate generic skills** during dissemination: • Critical thinking • Communication • Innovation and creativity • ICT proficiency • Teamwork and self-directed learning	Video or audio recordings of presentation Slide deck, posters, or physical exhibits used Presentation script or speaker notes Feedback from peers, judges, or audience Photo evidence of project exhibition or public display Checklist for verbal/non-verbal cues: flow, tone, gestures Evidence of project published or displayed (screenshot, copy, venue photo) Supervisor observation checklist showing application of generic skills

Scoring Rubrics

- A good rubric breaks down each competence into indicators. For example, under Generic Skills, communication can have indicator like talking confidently, reading, listing, etc.
- Each indicator is worth a score. If all indicators are met—full marks. If some are unmet—partial. This standardizes assessment and reduces bias.
- Study the continuous assessment observation checklist **available on the UNEB school portal** for details of indicators at each stage.
- Teachers are encouraged to share rubric expectations with students.

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.	

Exhibiting Projects in Science Fairs and Competitions

4.2 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

- *TIP: Beyond classroom / UNEB assessment, learners need opportunities to share their work with wider audiences. Science fairs and competitions offer this opportunity while motivating innovation, boosting confidence, and encouraging real-world impact.*

🟩 **PREPARE FOR THE UPSTU SCIENCE INNOVATION PROJECTS COMPETITION 2025** 🟩

📌 Open to O and A level Projects in AGR, BIO, CHE, PHY, MTC, or ICT

📌 Shortlisted schools will present at **regional & national exhibitions** during second term 2025.

📌 **All participants receive certificates**, and **top projects win awards**

📌 Transport facilitation supported by UPSTU for shortlisted project exhibitors (students and teachers)

Summary & Key Takeaways

- Project work must be assessed across 4 stages (Planning, Implementation, Reporting, Dissemination) plus generic skills and cross cutting issues
- Share rubric expectations with your students.
- Teachers act as mentors, monitors, and assessors.
- Learners must demonstrate both product and process skills.
- Use rubrics / indicators consistently during assessment.
- Document everything—it's your proof and their portfolio.
- Look out or opportunities for science fairs and exhibitions to share your work with wider audiences.
- Remember—our job is not just to deliver curriculum, but to shape creators, problem-solvers, and innovators.
- Let's commit to structured, fair, and inspiring project assessment.

Q&A session

WHAT'S WORKING IN YOUR SCHOOL WHEN IT COMES TO ASSESSING PROJECT WORK?

Let's learn from one another.
Questions / Inquires /Supplements are welcome

Please raise your hand or unmute to share.

Thank you for your attention and dedication.

Visit upstu.org website for session recording, presentation and resources.

Let's continue promoting Science for Development and Transformation.

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