

Continuous Assessment Item (CAI)training

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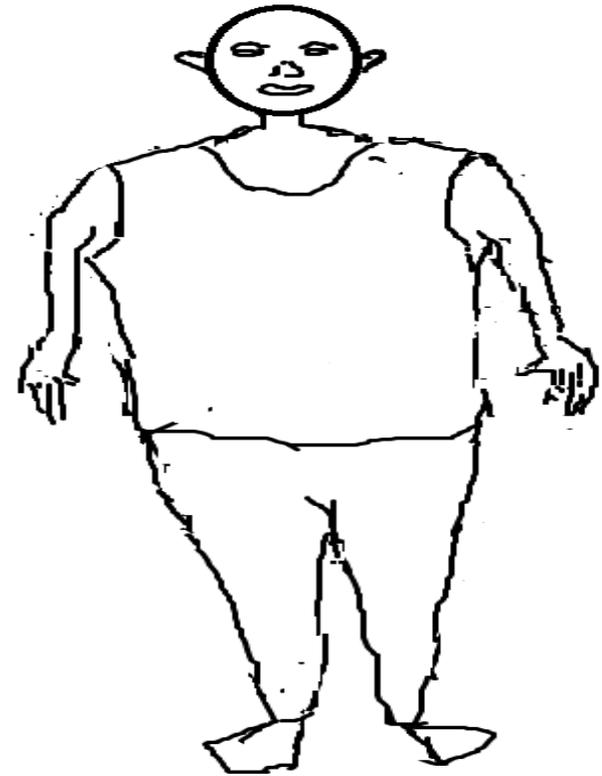
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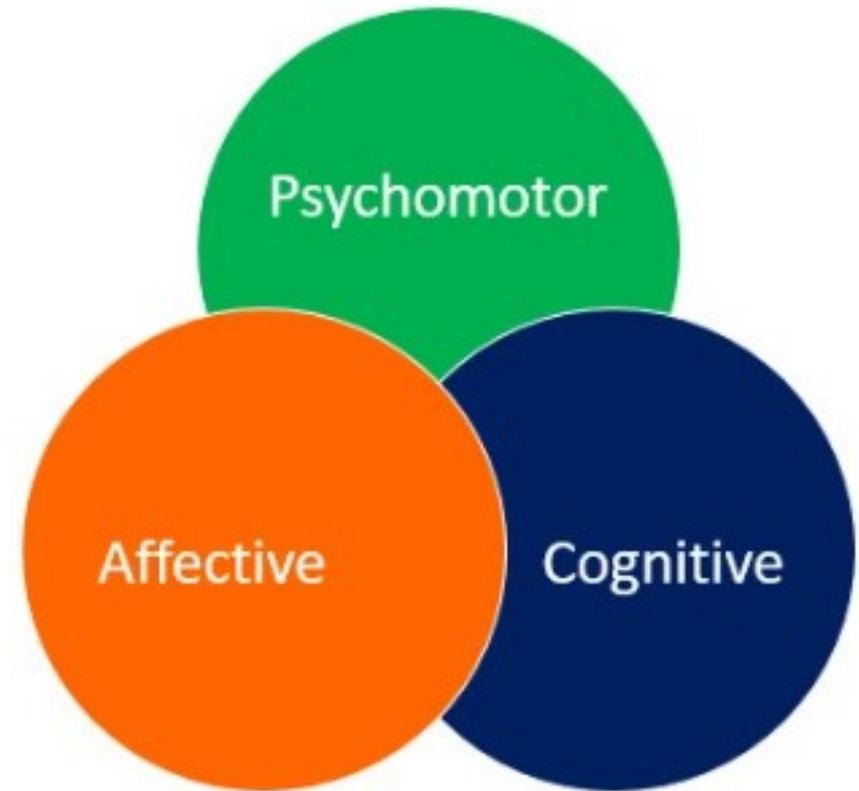
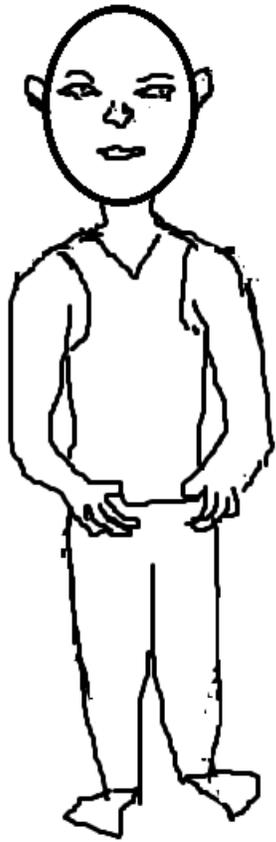
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Session Outcomes

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

- Define what CAI is.
- Explain the purpose of CAI
- Know the features of CAI.





Continuous Assessment Item (CAI)

It is a stimulus which prompts the learner to demonstrate the acquired competency /skills in solving a real life situation.

CAIs assess how well a learner can analyze, evaluate, and respond to practical challenges.

A metaphor for competency

Canopy (Competency Statement)

Each competency statement should encompass:
What learners will do
How they will do it
Why it matters



Ribs (Discrete Learning Standards)

Handle (Application and Transfer)

Spreader (Performance Indicators)

*Hess

What components make up the phone





A



B

Components of CAI

1. Scenario/Context/Situation

- This provides the necessary background information for the learner.
- It presents a real-life situation that requires the learner to apply their **knowledge**, **skills**, and **values** to solve a problem or complete a task.



COMPOSITION OF THE SCENARIO.

When developing the scenario, we employ the “**MINI SKIRT PRINCIPLE**” **long enough to cover the subject matter and short enough to arouse interest.**

- Introduction- it sets the contexts.
- Description of the problem or challenge.
- Relevant information:(stimulus) Data, Images, Illustrations that the learner can use.
- Tasks: instruction to the test-taker.
- Other Requirements.

Components of CAI

2. **Task**

- A structured set of **instructions** or **action points** that guide the learner in demonstrating their competency.
- It specifies what the learner is expected to do, analyse, create, or evaluate based on the scenario provided.

Purpose of CAI

1. Assessing Practical Application of Knowledge

- CAIs evaluate a learner's ability to apply their knowledge and skills to real-world situations, moving beyond mere memorization or recall of information.

2. Developing Analytical and Critical Thinking Skills

- They **stimulate learners** to **analyze and evaluate** complex information, make informed decisions, and adapt their knowledge and skills to new and unfamiliar contexts.

3. Enhancing Active Learning and Engagement

- CAIs actively engage learners, encouraging them to explore, experiment, and apply their knowledge in meaningful and practical ways.

Activity



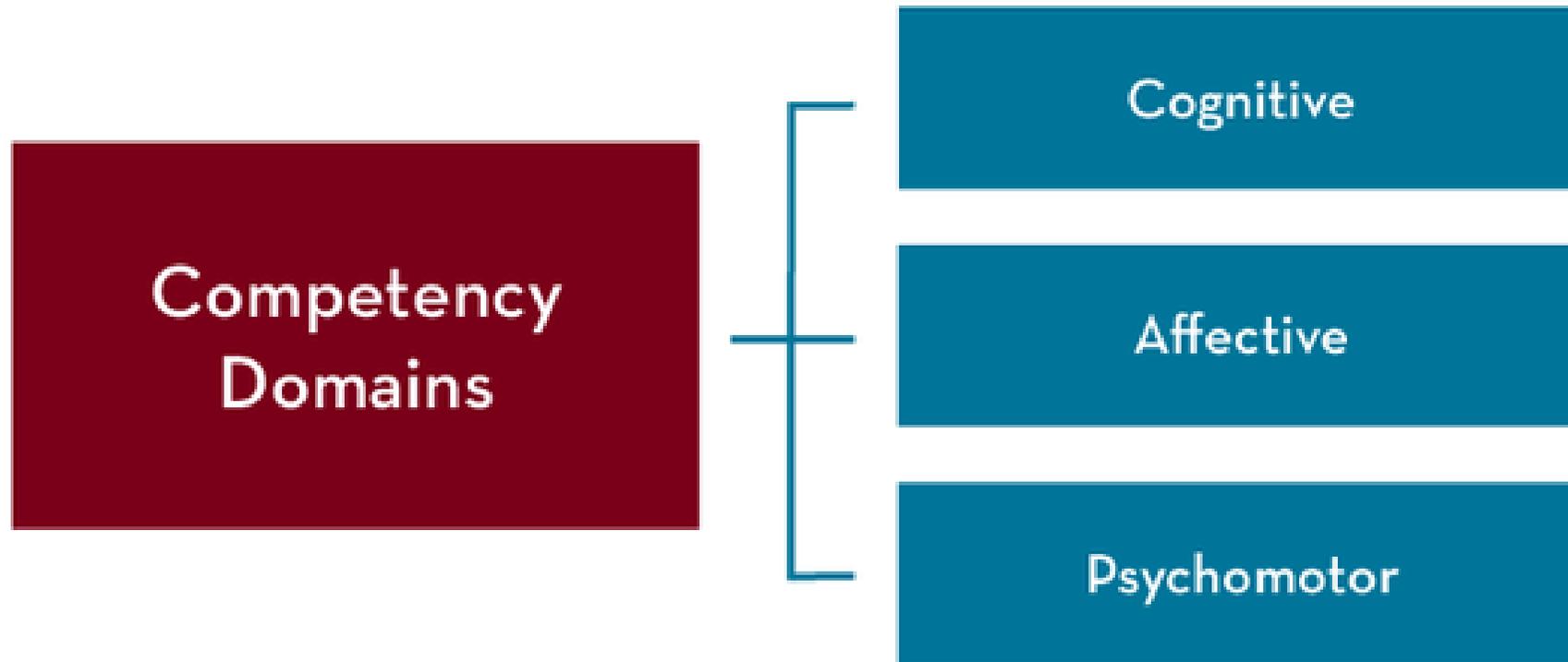
What did you consider in order to buy the phone that you have?

Qualities of CAI

A good CAI is:

- Aligned with competencies.
- Authentic.
- Accessible.
- Relevant.
- Clear.

Competency



Three Domains of Learning



COGNITIVE

+



AFFECTIVE

+



PSYCHOMOTOR

Affective Domain



Introduction

- In this section, we shall focus on the affective domain. For a well-rounded education, we should not only emphasize the development of the mind (cognitive) and hands (psychomotor skills) but also nurture the heart (affective).
- As the Bible reminds us, "*What does it profit a man if he gains the whole world but loses his soul?*" Indeed, what benefit is there if one accumulates wealth through intellectual (cognitive) and practical (psychomotor) skills but lacks happiness, fulfillment, and emotional well-being (affective)?

Soft skills in Affective Domain

These are non-technical skills that influence how an individual

- Interacts with others
- Approaches challenges
- Solves problems in the workplace.

They include qualities such as communication, teamwork, emotional intelligence, adaptability, and problem-solving, all of which contribute to a productive and positive work environment.

Cont

- The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally such as feelings, values, appreciation, enthusiasms, motivations, and attitudes
- Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study

ACTIVITY

- Arrange the cards in the correct emotional sequence

Agnes received an early morning call about the death of her classmate.

Agnes responded by calling other friends to find out whether what she was told was indeed correct.

Agnes started remembering the good times she had with the friend she lost.

Agnes started organizing her stuff, got into a car, and went to the ground where her friend was staying.

Agnes started participating in the work and got in touch with the family.

- Awareness of the news – *Card 1*
- Seeking verification – *Card 2*
- Emotional attachment and memories – *Card 3*
- Taking steps to act – *Card 4*
- Actively engaging and showing empathy – *Card 5*

Affective Domain- Taxonomy



RECEIVING

It is the process of becoming **aware** of or **sensitive** to certain ideas, materials, or phenomena. It involves being open to experiencing and accepting new information, emotions, or situations.



RESPONDING

- It involves **active engagement** or **commitment** to ideas, materials, or phenomena. At this stage, individuals don't just acknowledge or tolerate the information; they **actively respond** to it in some way.

Key elements of Responding include:

- **Complying:** Agreeing to or following through with an idea or suggestion.
- **Following:** Taking action based on what has been received or accepted.
- **Commending:** Expressing approval or praise for something you have accepted.
- **Volunteering:** Choosing to get involved or help with a situation.
- **Spending leisure time in:** Actively engaging in an activity related to the concept or idea in question.
- **Acclaiming:** Publicly supporting or celebrating the idea, action, or material.



VALUING

At this stage, individuals **assign value** to something and are willing to express or demonstrate that value, often in front of others. It's about **recognizing** and **showing appreciation** for the importance of certain concepts and expressing this recognition in some way.

Key elements of Valuing include:

- **Increased measured proficiency:** Demonstrating growth or competency in understanding and applying the idea, material, or phenomenon.
- **Relinquishing:** Giving up something to prioritize or make room for the valued idea or belief.
- **Subsidizing:** Offering support or contributing to a cause or concept because you value it.
- **Supporting:** Actively endorsing or defending something because of its importance to you.
- **Debating:** Engaging in discussions or debates to express and defend the value you place on an idea.



ORGANIZATION

- Is relating the value to those already held and bring it into a harmonious and internally consistent philosophy. (To discuss, To theorize, To formulate, To balance, To examine)



CHARACTERIZATION

At this stage, an individual **fully integrates their values** into their life and behavior, and these values become a **dominant part of their character**. They are no longer just ideas that someone endorses or supports in theory, but values that consistently influence their **actions, decisions, and interactions** with the world around them.

Key Characteristics of Characterization:

- **Consistency:** The individual consistently demonstrates their values through their actions and behavior.
- **Stability:** The values are firmly established and are not easily changed.
- **Internalization:** The values are fully integrated into the person's core beliefs and identity. The person may not even have to think about them consciously, as they naturally guide behavior.
- **Integrity:** The individual is recognized by others for their consistent application of these values.
- **Leadership:** At this level, a person may become a role model, leading by example and influencing others with their value-driven behavior.

Behavioral Verbs Appropriate for the Affective Domain

RECEIVING	RESPONDING	VALUING	ORGANIZATION	CHARACTERIZATION
<ul style="list-style-type: none"> • Accept • Attend • Develop • Recognize 	<ul style="list-style-type: none"> • Complete • Comply • Cooperate • Obey • Respond • Answer • Assists • Perform • Help • Report 	<ul style="list-style-type: none"> • Accept • Defend • Devote • Pursue • Seek • Appreciates • Demonstrate • Follows • Initiates • Explains 	<ul style="list-style-type: none"> • Codify • Display • Order • Organize • Systematize • Accept • Arrange • Build • Organize • Prepare • Defend 	<ul style="list-style-type: none"> • Internalize • Verify • Act • Believe • Display • Influence

Competency: The Learner understands the value of a just society and the value of fairness in society.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the concept of justice in order to promote human integrity and fairness in society	<p>Guide learners to:</p> <ul style="list-style-type: none"> • Discuss and construct the meaning of justice • Use examples from daily life to discuss the need for justice • Identify and record examples of injustices in society • Investigate the dangers of injustices in society and the need for laws to attain justice. • Discuss the need to respect others to promote justice • Discuss acceptable ways of achieving justice. • Investigate the role of government in upholding justice in society. • Research and identify three objectives of the inter-religion council in Uganda(ICRC) • Suggest ways of solving land conflict in Uganda • Discuss the way power struggle and influence has caused social instability and injustices. • Explain the available social support systems in achieving justice 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during groupwork. • Examine learner's written work for accuracy and correctness of expressions and Bible referencing about justice in society • Listen to learners' opinions about a just society • Analyse the written products in line with conflict resolution in Uganda for values development • Listen to learners contributions towards the solutions to overcome injustices • Listen to the learners read the Biblical verses for fluency
a) Appreciate the value of a just society in order to attain joy, gratitude and friendship	<p>In groups learners:</p> <ul style="list-style-type: none"> • Discuss ways in which people should treat each other fairly 	

CONTINUOUS ASSESSMENT OBSERVATION CHECKLIST

223 CHRISTIAN RELIGIOUS EDUCATION

Senior 4, Term 2

Centre/CA No: Year:

Learner's Name: Learner's ID:

Instructions to the facilitator.

- 1) This observation checklist contains **one** competence which **must** be assessed by the end of this term.
- 2) Please **Tick** against the indicator(s) the learner has exhibited at every level assessed.
- 3) Record the **Number of Indicators Observed** in the boxes provided at the end of each level for **Subject Competence (SC) and Generic Skill (GS)**.
- 4) Indicate **N/A** if learner has not been assessed for **(SC) & (GS)**.

Theme: Man's Harmonious co-existence

Topic(s): Justice

Learning Outcome(s): Appreciate the value of a just society in order to attain joy, gratitude and friendship

Subject Competency (SC): Appreciates Justice in society

Generic skill (GS): Critical thinking and problem solving

Learning Domain: Affective

TOPIC 4: ELECTRIC ENERGY DISTRIBUTION AND CONSUMPTION

24 PERIODS

Competency: The learner should be able to describe how electric energy is distributed and consumed in order to ensure electric power saving and safety.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a. understand the distribution of electricity from the source to consumer units (u) b. understand the energy transformations in common domestic electrical devices and how energy can be saved (u) c. understand how to use mains electricity safely and know the insulation colour codes used in domestic wiring (u, k, s) d. know the dangers of mains electricity and understand how these may be minimised by safety devices, and by sensible precautions (k, u, v/a) e. know how to read a domestic electricity meter and its significance (k, u, s) f. appreciate the importance of the use of energy saving appliances (u, s, v/a) 	<ul style="list-style-type: none"> • In pairs, learners research how electricity is transmitted from the power station to the consumer and explain using a presentation/poster: <ul style="list-style-type: none"> • the advantages of using a.c. in commercial electricity supplies • the dangers associated with high voltage power lines • In pairs, learners identify domestic appliances that convert electrical energy into each of the following: <ul style="list-style-type: none"> • heat energy • heat and light energy • sound energy • sound and mechanical energy • heat, sound and mechanical energy • In groups, learners plan, carry out and report on an investigation, using a transformer and wires of different thickness, to find out how the heating effect on the wire is affected by current and the thickness of the wire. • In pairs, learners research and report on: <ul style="list-style-type: none"> • the power ratings of domestic electrical 	<ul style="list-style-type: none"> • Listen to group and pair discussions and ask probing questions to deepen learning. • Observe practical activities, and intervene to ensure that practice is safe, investigations are well planned and conducted, and all are fully engaged. • Gauge progress towards the learning outcomes by assessing the quality of products: presentation/poster, reports, and wiring a plug.

535 PHYSICS

Senior 4, Term 2

Centre/CA No: Year:

Learner's Name: Learner ID:

Instructions to the facilitator:

1. This observation checklist contains **one** competency, which **must** be assessed by the end of this term.
2. Please **tick** against the indicator(s) the learner has exhibited at every level assessed.
3. Record the **number of indicators observed** in the boxes provided at the end of each level for **Subject Competency (SC)** and **Generic Skill (GS)**.
4. Indicate **N/A** if the learner has not been assessed for a particular level(s).

Theme:

Electricity

Topic:

Electric energy distribution and consumption.

Learning Outcome(s):

1. Understand the distribution of electricity from the source to consumer units.
2. Understand the energy transformations in common domestic

Subject Competency (SC):

Appreciates electric energy distribution and consumption.

Generic Skill (GS):

Cooperation & Self-directed learning.

Learning Domain:

Affective.

Psychomotor Domain

- The Dave's taxonomy of psychomotor domain includes utilizing motor skills and the ability to coordinate them. This psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of **speed, strength, endurance, coordination, precision, distance, procedures, or techniques in execution.**

Imitation

Level

Imitation involves the ability to learn and pattern your behavior after someone else.

- The learner observes a skill and attempts to repeat it, or sees a finished product and attempts to replicate it while attending to an exemplar.

- At this level, the performance may be of low quality.

Key Words (Verbs)

- Attempt
- Copy
- Imitate
- Mimic
- Follow
- Repeat
- Duplicate
- Replicate
- Reproduce.



Manipulation

Level

- Manipulation involves the ability to perform certain tasks by memory or following instructions.
- The learner performs the skill or produces the product in a recognizable fashion by following general instructions rather than observation.

Key Words (Verbs)

- Act
- Build
- Execute
- Perform
- Complete
- Accomplish
- Follow
- Play
- Produce.



Precision

Level

- Precision involves the ability to perform certain tasks with some level of expertise and without help or intervention from others.
- The learner independently performs the skill or produces the product, with accuracy, proportion, and exactness; at an expert level.
- At this level, the performance becomes more exact and refined.

Key Words (Verbs)

- Achieve automatically
- Excel expertly
- Perform masterfully
- Demonstrate skillfully
- Calibrate perfectly.



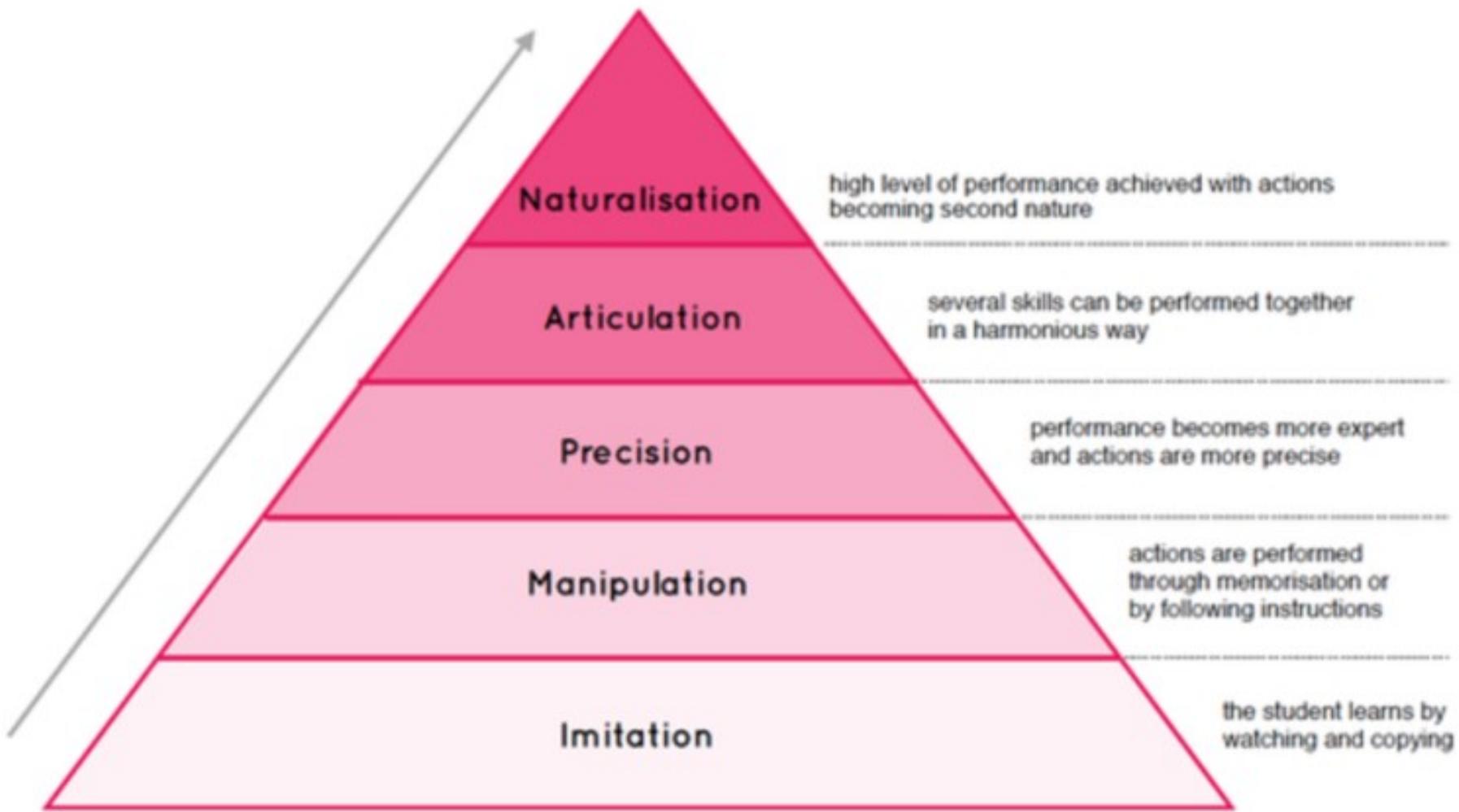
Articulation

Level	Key Words (Verbs)
<ul style="list-style-type: none">- Articulation involves the ability to adapt and integrate multiple actions to develop methods to meet varying and novel requirements.- The learner modifies the skill or the product to fit new situations; combines more than one skills in sequence with harmony and consistency.	<ul style="list-style-type: none">▪ Adapt▪ Construct▪ Combine▪ Create▪ Customize▪ Modify▪ Formulate▪ Alter▪ Originate.

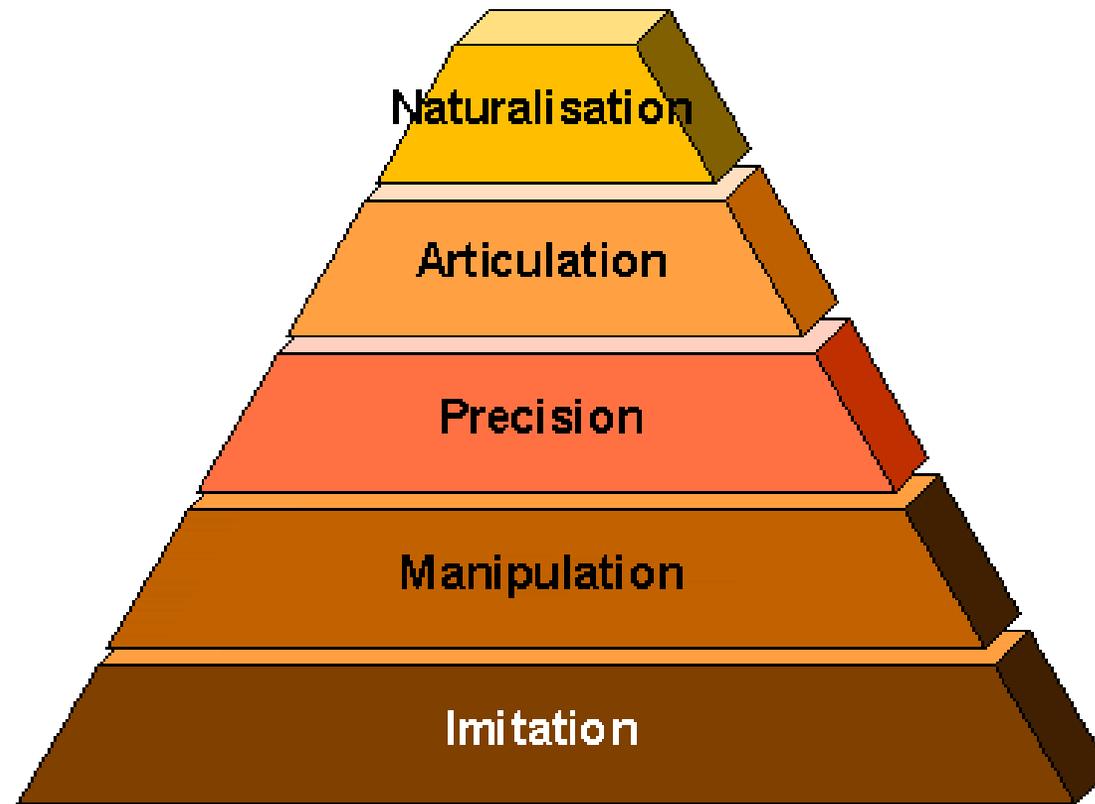
Naturalization

Level	Key Words (Verbs)
<ul style="list-style-type: none">- Naturalization is the ability to perform actions in an automatic, intuitive or unconscious way.- The learner accomplishes one or more skills with ease and makes the skill automatic with limited physical or mental exertion.- At this level, the performance has become second-nature or natural, without needing to think much about it.	<ul style="list-style-type: none">▪ Create▪ Design▪ Develop▪ Invent▪ Manage naturally or perfectly.





Psychomotor Domain



S.4 TERM TWO 2025

SUBJECT	TOPIC
English	Applying for a Job
Literature	Poetry/Drama/Prose
CRE/IRE	Justice
History	Neo-colonialism in East Africa
Geography	Population and urbanization in Africa
Mathematics	Lines and planes in three dimensions.
Agriculture	Cooperatives and Self-Help Groups in Agriculture
Physics	Electric energy distribution and consumption.
Chemistry	Energy changes during chemical reactions.
Biology	Concept of Ecology
Physical Education	Variations in Aerobics sessions or b) Lifesaving technique in swimming
French	Social Responsibilities, Global Issues

S.4 TERM TWO 2025

SUBJECT	TOPIC
Art and design	Figurative painting
ICT	Electronic Waste management
Entrepreneurship	International Trade
Technology and design	Construction Practice
Nutrition and Food technology	Processing meat, fish and poultry products.