

**ASSESSMENT UNDER THE COMPETENCY- BASED CURRICULUM A CASE
STUDY AT RUBONGI ARMY SECONDARY SCHOOL IN TORORO
DISTRICT IN UGANDA**

BY

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STATEMENT OF DECLARATION

I Abbo Sherry Mercy declare that this research report on **Assessment under the new curriculum a case of Rubongi Army Secondary School in Tororo District in Uganda**.is my original work and its contents have not partially or wholly been presented for an academic award by any person in any university or institution of higher learning.

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This research report has been prepared under my supervision/mentorship upon appointed by Busitema University

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SUMMARY

The rapid and intricate changes in society previously have brought significant changes and new challenges to address on responsibility of educators to the field of curriculum development and education. The past traditional thinking of acquiring as much knowledge as possible has hence been overtaken by the new task of modern society which is exposed to immense amount of information. The new challenge in education is therefore to embark on a curriculum that enables its citizens acquire desirable, skills, values, and attitudes, must seek to overcome the narrow minded past of traditional syllabi or written plans and to focus on providing learners with the ability to acquire, develop and apply knowledge, values and attitudes which should lead to utilization of skills. This is what the Competency-Based Curriculum addresses. This study therefore focusses on assessing the implementation of a competence-based curriculum. This study delves into challenges, successes, and overall impact of transitioning to a Competency-based approach in education. By examining the specific context of Rubongi army school, the study aims to provide insights into how assessment practices align with the principles of a competence-based curriculum. The findings on this research will contribute to the broader understanding of effective assessment strategies within the framework of Competency-based education.

ACRONYMS

CBC- Competency- Based Curriculum

CBE- Competency-Based Education

CBA- Competency-Based Assessment

CAF- Continuous Assessment Framework

CA -Continuous Assessment

AOI -Activities of Integration

UNEB-Uganda National Examinations Board

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO STUDY

1.0 Introduction

Competency based education is a system that focuses on the development of practical skills and knowledge that are required for students to succeed in a workplace (UNESCO,2022). The Education system should enhance skills, knowledge, and ability provision for an individual to have the potential and values to work in and provide the necessary service needed in the field of work (Nakabugo et al.,2011).

Curriculum is often considered as a set of experiences that learners have during their learning process logically, allowing them to understand concepts easily and without much stress. The advancement of educational programs is a continuous process driven by the need to respond to change, Stabback (2016) points out.

Under the Competency Based Curriculum, assessment plays a crucial role in evaluating student's mastery of competencies rather than just memorization of facts. Competency –based education focuses on ensuring that students acquire specific skills and knowledge that are essential for success in their future career. Assessment in this context is designed to measure how well students can apply these competencies in real world situations.

In recent years there has been a shift towards Competency-based education in Uganda and other parts of the world. This shift is driven by the need to better students for the demands of the 21st-century workforce, where critical thinking, problem solving, and practical skills are highly valued.

The new curriculum (Competency-Based curriculum) uses the Competency Based Assessment which focusses on assessing learner's skills and competencies. As stated by Tabaro (2018), in Competence-Based Assessment, the focus is on learning outcomes and how much emphasis is put on formative assessment. This means the focal person in teaching is the student and it is for who the content is developed, the methods applied for and assessment carried upon.

In addition, Osaki (2004, cited in Ambei et al., 2020) also emphasized that in Competence-Based Assessment students should be assessed based on their ability to apply knowledge in real life situation not recalling has been memorized. They added that theory and practice must go hand in

hand and teaching must reflect real context in terms of provided examples by teachers and set activities to be accomplished by students. Furthermore, in CBA, the authentic assessment should be used whereby students are exposed to real-world tasks that require them to apply meaningful and essential acquired knowledge and skills (Mueller,2018)

1.1 Background to the study

Education Assessment is the process of gathering information about student learning to make judgements about their knowledge, skills, and abilities. It involves using a variety of methods and tools to evaluate and measure a student's progress in their educational journey. According to the American Educational Research Association (AERA), assessment in education serves to understand and improve the learning process.

The Ministry of Education and Sports(MoE&S) through the National Curriculum Development Center (NCDC) rolled out A Competency-based Curriculum (CBC) at the lower secondary level in 2020.The New Lower Secondary Curriculum (NLSC) has got a range of 36 subjects

categorized into four subjects; sciences (5 subjects), Languages (19 subjects), Vocational (8 subjects) and Humanities. CBC focuses on what learners can do as a result of their learning experiences. The NLSC aims at producing a graduate with the relevant knowledge, skills and values required in the 21st century.

CBC requires holistic learning that engages all the learning domains; cognitive, psychomotor and affective.

The cognitive domain aims to develop the mental skills and the acquisition of knowledge of the learner. It has six levels of ability namely, knowledge, understanding, applying, analyzing, evaluating and creating.

The psychomotor domain aims to develop the use and coordination of muscles to perform tasks or activities. It works in conjunction with the cognitive domain that is mental processes. It has levels of ability namely, imitation, manipulation, precision, articulation and naturalization.

The affective domain deals with feelings, attitudes, values and behavior. The behavior exhibited by someone is a reflection of one's values, feelings, emotions, which are a function of the affective domain.

The competency- Based Assessment in the Competency-Based Curriculum is guided by the five generic skills in every subject that is; Critical thinking and problem solving, creativity and innovation, communication, cooperation and self-directed learning, mathematical computation and ICT proficiency. The CBC, set out Key learning outcomes that sum up the expectations of the curriculum as a whole and set out qualities that young people will become. These include; self-assured individuals, responsible and patriotic citizens, lifelong learners and positive contributors to society.

The CBC, is also set on values derived from The Uganda National Ethics and Values Policy of 2013 and these are; respect for humanity and environment, honesty, justice and fairness in dealing with others, hard work for self-reliance, integrity, creativity and innovativeness, social responsibility, social harmony, national unity and national consciousness and patriotism. All these take a role in the enhancement of the Competency Based Assessment(CBA).

According to UNEB,2024, it was resolved that on the project assessment as a requirement for Competency Based Assessment (CBA) the New Lower Secondary Curriculum requires learners to acquire project skills during the four years of the lower secondary cycle. The learners are required to undertake projects from senior one to senior four. On the projects from senior one to two, the learner shall be required to do one project in every subject offered for the first two years that is S.1 to S.2classes. If the learner is carrying out 12 subjects, they will carry out 12 projects by the end of S2class and simple routine projects. The projects for S1 and S2 class may be carried out in a group setting or individually. the projects from senior one to two class shall be guided by learning outcomes and topics under a particular theme(s) of a given term in which the project is being carried out.

1.2 Statement of the problem

The implementation of the Competency Based Curriculum(CBC) at Rubongi Army Secondary School has brought significant changes in the assessment methods and practices. The transition to CBC aims to shift the focus from remote memorization to a more holistic approach that emphasizes the development of competencies and skills amongst students. However, this transition has also highlighted several challenges and discrepancies between ideal assessment practices envisioned under the new curriculum and the reality on the ground.

In an ideal scenario, assessment under the Competency Based Curriculum should be focused on evaluating student's mastery of competencies rather than just their ability to recall information. Assessments should be designed to measure a wide range of skills including critical thinking, problem-solving, creativity, collaboration, and communication. Moreover, assessments should be continuous and formative in nature, providing timely feedback to both students and teachers to support learning and growth.

Despite the intentions behind CBC, the reality of assessment practices at Rubongi Army Secondary School may not fully align with the ideal principles of the Competency-based Assessment. Traditional forms of assessment such as quizzes that primarily test memorization skills may still dominate the evaluation process. Teachers may struggle to design assessments that effectively measure competencies due to factors such as limited resources, training or time constraints.

One of the gaps of Assessment under the CBC is that, Traditional summative assessments such as multiple-choice tests or essays, may not adequately capture the complex nature of competencies and may instead focus on remote memorization or factual knowledge (Baker &Linn, 2014). For instance, in Rubongi Army Secondary School, teachers have reported difficulty assessing student problem-solving skills or their ability to apply knowledge in real world contexts using traditional methods (Namukasa et al., 2019). Instead, alternative forms of assessment, such as performance tasks or portfolios are needed to accurately measure student's competencies. Another gap is ensuring fairness and equity for all students. With a focus on mastery learning and individualized instruction, it can be difficult to ensure all students have equal opportunities to demonstrate their competencies (Tomlinson & McTighe, 2006). For example, at Rubongi Army Secondary School, some students may have access to additional

resources or support outside of school hours that enable them to progress more quickly than their peers.

This can result in widening achievement gaps between students if not addresses through targeted interventions and supports (Nwek et al.,2018). With the need for ongoing formative assessments and individualized instruction plans based on student performance data, teachers may feel overwhelmed by the demands placed upon them (Baker & Linn, 2014). At Rubongi Army Secondary School, teachers have reportedly feeling pressured to constantly monitor student progress and adjust instruction accordingly while also managing administrative tasks related to data collection and reporting (Namukasa et al.,2019). This can lead to burn out and turnover among educators if not addressed through adequate professional development and support structures.

By acknowledging these gaps and negative consequences and implementing appropriate strategies to address them.

1.3 Purpose of Study

The primary objective of this research is to investigate the dynamics of assessment practices within the context of the Competency-Based curriculum at Rubongi Army Secondary School. By conducting a detailed case study, this research aims to explore how educators at Rubongi Army Secondary school are implementing assessments to measure student proficiency in line with the Competency-Based Framework (CAF). Through an in-depth examination of assessment strategies, tools and their impact on student learning outcomes, this study seeks to identify best practices and challenges encountered in aligning assessments with curriculum objectives.

Drawing upon relevant literature such as the work of Popham (2011) who emphasizes the importance of aligning assessments with learning objectives to enhance student understanding and achievement, this research endeavors to provide actionable insights for educators, policy makers and curriculum developers. By focusing on Rubongi Army Secondary School as a specific case study, this research aims to provide practical recommendations for optimizing assessment practices within the Competency-based Framework, contributing to a deeper understanding of effective assessment strategies tailored to the unique needs of schools operating under similar educational paradigms.

1.3.1 Main objective of study

- i. To assess the effectiveness of the implementation of the Competency based Assessment strategies at Rubongi Army Secondary School in Tororo District.

1.3.2 Specific objectives of the study

- ii. To identify the challenges and success faced in assessment under the Competency-Based Curriculum a case of Rubongi Army Secondary School in Tororo district.
- iii. To propose recommendations for enhancing the assessment practices under the Competency-Based curriculum at Rubongi Army Secondary School in Tororo District.

1.4 Significance of the study:

The study on assessment under the Competency –based curriculum at Rubongi Army Secondary School holds paramount importance in the realm of educational research for several reasons.

Firstly, un broader understanding how assessment practices align with the demands for CBC for it enhances the quality of education and ensuring that students are adequately prepared for the challenges of the 21st century work force.

Moreover, the outcomes of this study may have broader implications for schools and educational institutions seeking to implement competency-based approaches. By examining specific examples from Rubongi Army Secondary School, this research offers practical insights and lessons that can inform best practices in assessment under competency-based curricula.

In conclusion, this study at Rubongi Army Secondary School serves as a lens through which to explore the intricate interplay between assessment and the Competency curriculum offering an understanding of how these components can work together to foster student learning and achievement

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter contains the review of related literature to the Topic; Assessment under the Competency- Based Curriculum, a case study of Rubongi Army Secondary School in Tororo District in Uganda based on the key words Competency-Based Assessment

2.1 Competency-Based Assessment(CBA)

The competency based assessment, often referred to as CBA, is an approach used to measure individuals' skills, skills knowledge, and abilities related to a specific role or learning objective. This type of assessment focuses on the cultural performance of an individual rather than mere theoretical knowledge. It provides a more accurate reflection of their capability to perform tasks in real-world situations (Chen, 2017).

In corporate and educational settings, a competency based assessment aims to ensure that an individual possesses the necessary competencies to succeed in a given role or academic program. Competency assessments in the workplace are often used for hiring, promotion, and development purposes. They help employers identify potential employees with required skill set for a specific job (Yasinski, 2014).

The learning domains of the competency –based assessment are;

- cognitive domain (Blooms Taxonomy): This focusses on assessing intellectual abilities, Knowledge acquisition and critical thinking skills (Bloom et al. 1956). It involves evaluating a person's understanding, application, analysis, synthesis, and evaluation of information. For example, multiple-choice questions, tests, essays, case studies and problem-solving tasks.
- Psychomotor domain (Dave's Taxonomy): This assesses physical skills and coordination. Assessments in this domain often involve hands –on activities or stimulations to evaluate practical skills (Dave, 1970).
- Affective domain (Krathwhol's Taxonomy): this encompasses emotions, motivations and attitudes that influence how learners engage with the content and activities of the curriculum (Krathwohl et.,1964)

2.1.2 The process of competency-based assessment

- **Identifying competencies**

The first step in the CBA process is to identify the specific competencies that students are expected to master. These competencies are typically aligned with state and national standards, and are often categorized into broad areas such as literacy, numeracy, and critical thinking. (Brodersen &Randel, 2017).

- **Assessing Student Learning**

Once the competencies have been identified, teachers use a variety of assessment strategies to evaluate student learning. These strategies may include traditional quizzes and tests, as well as more innovative approaches such as project-based assessments and performance tasks (Haynes et al.,2016)

- **Setting Performance Levels**

In Competency-based system, student performance is typically measured against specific performance levels, such as novice, proficient, and advanced. These performance levels are used to determine whether students have demonstrated mastery of the competencies. (Le et al.,2014)

- **Providing Feedback and support**

Teachers provide feedback and support to students based on their performance on the assessments. This feedback is used to help students identify areas for improvement and to develop strategies for achieving mastery of the competencies. (Lewis et al.,2014)

- **Advancing to the next level**

Once students have demonstrated mastery of the competencies, they are advanced to the next level of learning. This approach allows students to progress at their own pace, rather than being held back by traditional age-based grade levels. (Brodersen et al.,2016)

2.1.3 ASSESSMENT COMPONENTS OF THE NLSC

The NLSC has provides for two assessment components

- Continuous Assessment (CA): It is a systematic, comprehensive and cumulative gathering of information on a learner's achievement in the affective, psychomotor, and cognitive domains for purposes of evaluation and final grading. CA consists of subject constituent and project work.
- End of cycle assessment: It's a summative evaluation of the learner's achievement at the conclusion of the four-year study period.

Assessment Instruments

Continuous Assessment instruments include the following

- I. Continuous Assessment Frameworks (CAFs)
- II. Project Assessment tool
- III. Continuous Assessment Items
- IV. Observation Checklists

End of Cycle assessment instruments include;

- ❖ Content frameworks
- ❖
- ❖ Test frameworks
- ❖ Item specifications
- ❖ EOC Assessment Items

2.1.4 Components of Continuous Assessment

The components of Continuous Assessment include;

- Subject component assessment using the observation checklist. This is the assessment of competencies that are not ably assessed at the end of cycle. These competencies majorly fall in the affective and psychomotor domains.
- Subject component assessed using the activity of Integration(AoI). This the end of topic assessment that is meant to assess the learner's understanding and ability to address a contextualized challenge in society. AoIs are developed, administered and scored by subject teachers. Submission of AoIs scores to the Uganda National Examinations Board are done through Advanced Management Information Systems (AMIS).

- The project component. This is the assessment of the learner's achievement on project competencies and skills.

3.1 Continuous Assessment Framework (CAFs)

According to UNEB, 2024 Training of teachers in the implementation of the Continuous Assessment in the NLSC, the Continuous Assessment Framework journal, CAFs is an instrument that guides the teacher on the subject competencies to assess at school on termly basis as derived from learning outcomes in the curriculum. The CAFs were developed based on Dave's and Krathwohl's taxonomies.

The two taxonomies give the levels of the competency in the stages of learning from initial exposure to final mastery.

Dave's Taxonomy for the psychomotor domain deals with physical movement, coordination and use of motor skills. Imitation is the simplest level while naturalization is the most complex.

Krathwohl's Taxonomy for the effective domain is concerned with the values, attitudes and behavior. Receiving is the simplest level while characterization is the most complex.

3.2.1 The continuous Assessment observation checklist is a manual tool that is used to check learners acquisition of knowledge, skills, attitude and values during the learning process. There is the subject observation checklist and project observation checklist. The checklist guides the teacher on what is to be assessed, when to conduct the assessment, provides the expected responses from the learners. It also serves as evidence of assessment and record of learners. It also provides feedback on what a learner is able to do and the areas that need improvement.

In summary, the New Lower Secondary Curriculum is targeting to produce graduates who are life-long learners and can fit in the dynamic world. Obtaining such quality of graduates requires implementing holistic learning, valid and reliable assessment of the NLSC and full participation of all stakeholders.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

In this chapter, the Research Design, Study population and Sample size, Sampling criteria, Data collection methods, Research instruments, Validity and reliability of the methods used, used data analysis procedures, Ethical considerations in the Study and limitation of the study are explained.

3.1 Research methods

3.2 Study area

The study was conducted at Rubongi Army Secondary School, a government aided school in Tororo District in Uganda. The teachers were those of the Lower Secondary Class that is senior one and two.

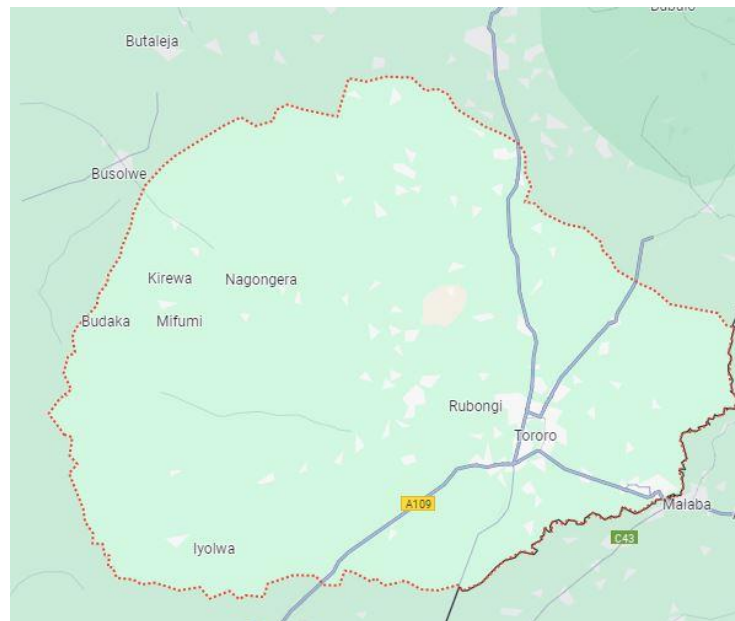


Figure 1 Showing the case study area

3.3 Study population

The study population was made up of pre-service and in-service teachers at Rubongi Army Secondary School in Tororo district. The sample size was determined through a suitable sampling technique and data collected from a government aided school mentioned earlier.

3.4 Sampling criteria

Teachers: The teachers were teaching all the examinable subjects in the lower secondary especially of English language and a few other subjects at Rubongi Army Secondary School in Tororo district.

School: The school was located in the Eastern part of Uganda, in Tororo district and the teachers in the Lower secondary were instructed in English language.

Proportional allocation: The number of respondents from the selected school were proportionally allocated for proper representation.

3.5 Limitation of the study

This study was limited to the following scope;

3.6 Research tools and instruments.

1. Survey Questionnaire: A questionnaire was administered to collect quantitative data from thirty purposively selected teachers. The questionnaire comprised of questions that were designed to collect data on assessment under the Competency-Based Curriculum a case study of Rubongi Army Secondary school.

2. Observation checklist: An observation checklist was used on assessment under the Competency-Based Curriculum.

3. Indepth interview: In depth interviews were conducted with fifteen purposively selected teachers on assessment under the Competency-Based Curriculum. The interview was semi-structured.

3.7 Validity and reliability of the methods proposed

Content validity: The survey questionnaire, interview guide, and observation checklist were reviewed by the supervisor to ensure the questions were relevant and appropriate for the study.

Pilot testing: The survey questionnaire, interview guide and observation checklist were pilot tested with small groups of respondents including the school administrators to identify any potential issues with the questions and to ensure they are understandable and appropriate.

Data triangulation: Interviews The use of multiple data collection methods which include in depth interviews, survey questionnaires and observation checklists were to enhance validity and reliability of the findings.

To establish the validity of the instruments, the study administered questionnaires to the various respondents, computation was done with Microsoft excel including tables. This is basically for the case of the questionnaire research instruments.

3.8 Qualitative Data analysis

Data collected through in depth interviews and observation checklists was analyzed through thematic analysis, the data was transcribed and transcripts reviewed to identify common themes and patterns from the data.

3.9 Ethical considerations in the study

3.9.1 Informed consent

The respondents were educated on the purpose of the study, their rights and the procedures involved in the study. The respondents were therefore required to provide informed consent before participating in the study

3.9.2 Confidentiality

This study ensured that the identities of the participating teachers were not disclosed in reports or publications resulting from the research. Data was collected anonymously and identifying information was removed before data analysis.

3.9.3 Data security

The collected data was stored securely and had limited access to authorized persons only.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Introduction

This section provides summary of data collected. Data was collected by use of a survey questionnaire and an observation checklist for teachers. In this chapter the findings are presented under headings per specific objective I, specific objective II, Specific objective III.

This chapter contains two sections; the response rate and findings on the objective of study are explained in tabular form by use of descriptive and inferential statistics.

4.1 Presentation of Findings

4.1.1 Demographic information of participants

This section included the respondents level of education, age, gender class and experience in the Assessment under the Competency Based Curriculum a case study of Rubongi Army Secondary School in Tororo District in Uganda. The demographic information gathered from respondents was very vital in understanding and ascertaining their relevance in the study.

Table 1: Showing the demographic information of respondents by category

Variable	Frequency	Percentage (%)
Age of the respondents		
25-34	12	40.0
35-44	08	26.7
45-54	06	20.0
>54	04	13.3
Gender		
Female	12	40.0
Male	18	60.0
Highest level of education completed		
Bachelor's degree	19	63.3
Master's Degree	11	36.7
PhD	00	00.0

How many years have you been teaching in total?		
0 – 5 years	12	40.0
6 – 10 years	08	26.7
11 – 15 years	06	20.0
16 – 20 years	04	13.3
Heard any previous experience with implementing CBA	29	96.7
Yes		
No		

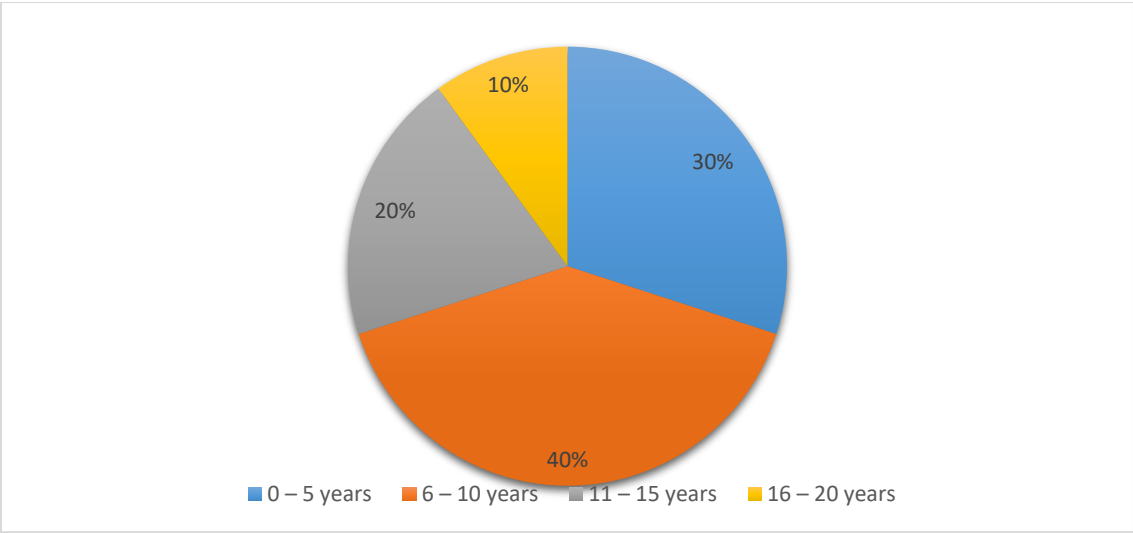


Figure 2 A pie chart showing the years of teaching experience for teachers who were interviewed and answered the questionnaire

The above table 1 clearly shows the number of working years for the teachers at Rubongi Army Secondary School that were interviewed and the bigger category were those teachers who have worked for 6 to 10 years with 40%.

The pie chart above clearly demonstrates these percentages corresponding to the respective years of teaching experience and this can help in knowing the kind of teaching I was dealing with and the data that is expected to be obtained from the teachers.

Effectiveness of CBC

Table 2: Shows the level of effectiveness achieved in the new CBA.

	Description	Frequency		
		Questionnaire (%)	In-depth interview (%)	Observation check-list (%)
	Achievements of learning objectives	80	75	85
	Improvement in Students performance	65	55	70
	Variety of teaching methods for teaching	90	90	90
	Impact on workload of teachers	95	80	85

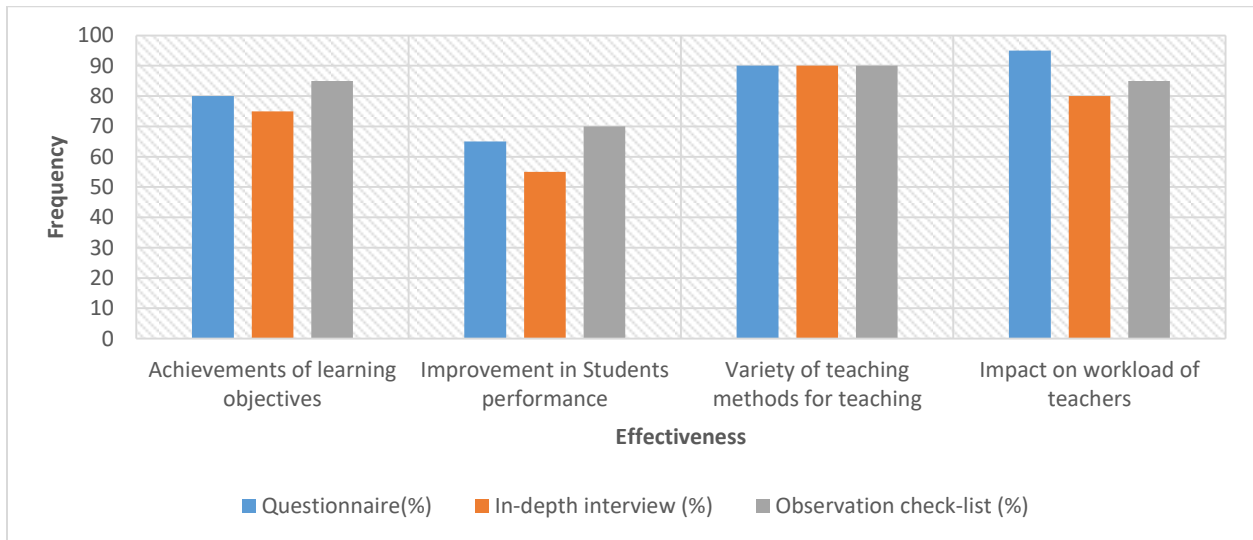


Figure 3 Shows the effectiveness of the CBC with frequency as obtained using the data determination tools.

Table 2 shows the percentage of achievements in form of, achievements of learning objectives, improvement in students' performance, variety of teaching methods for teaching and the impact of the CBC on the workload of teachers.

The bar graph in figure 2 shows the percentages more clearly with the frequency of occurrence of these effectiveness's according to the new curriculum. The frequency is more uniform for variety of teaching methods and the student's performance is seen to be of average.

Challenges

Table 3: Shows the challenges faced in the implementation of CBC as at Rubongi Army Secondary school.

Description	Frequency		
	Questionnaire (%)	In-depth interview (%)	Observation check-list (%)
Clarity of assessment tools	75	60	70
Susceptibility to subjective interpretation	65	70	55
Cater for diversification of learners needs	67	70	66
Limited time allocation for assessment implementation	70	80	75
Limited teaching resources	90	91	70

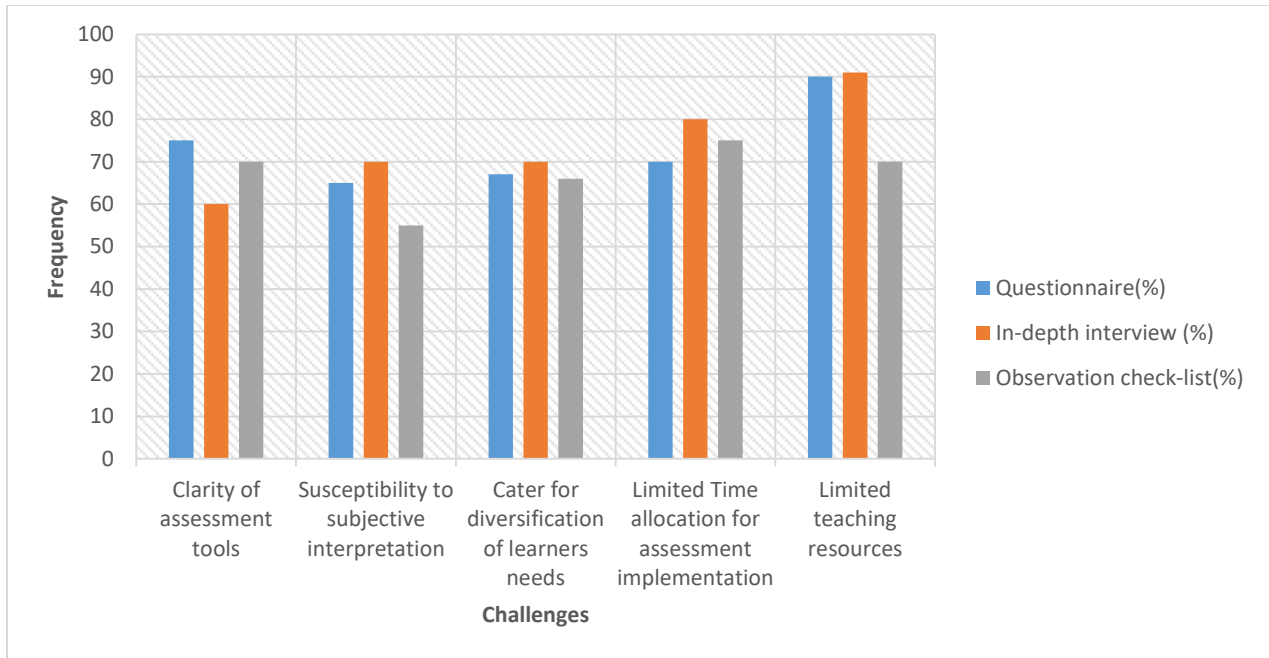


Figure 4 Shows the challenges faced in the implementation of the CBA.

Table 3 shows the challenges in the implementation of CBC as at Rubongi Army secondary school in percentages from the responses of the interviewed teachers and the observations carried out. These values are in form of, clarity of assessment, susceptibility to subjective interpretation, cater for diversification of learners needs and limited teaching resources.

The bar graphs in figure 3 still represent these parameters with clear illustration of the main difference between the occurrence of the challenges using the various tools of questionnaire, in-depth interviews and observation check-lists.

Successes

Table 4: Shows the successes noticed in the CBA as at Rubongi Army Secondary school.

	Description	Frequency		
		Questionnaire	In-depth interview	Observation check-list (%)
	Students' engagement	90	95	80
	Provision of clear feedback	80	77	85
	Individualized students support	85	88	75
	Student preparation for lifelong learning	70	80	80

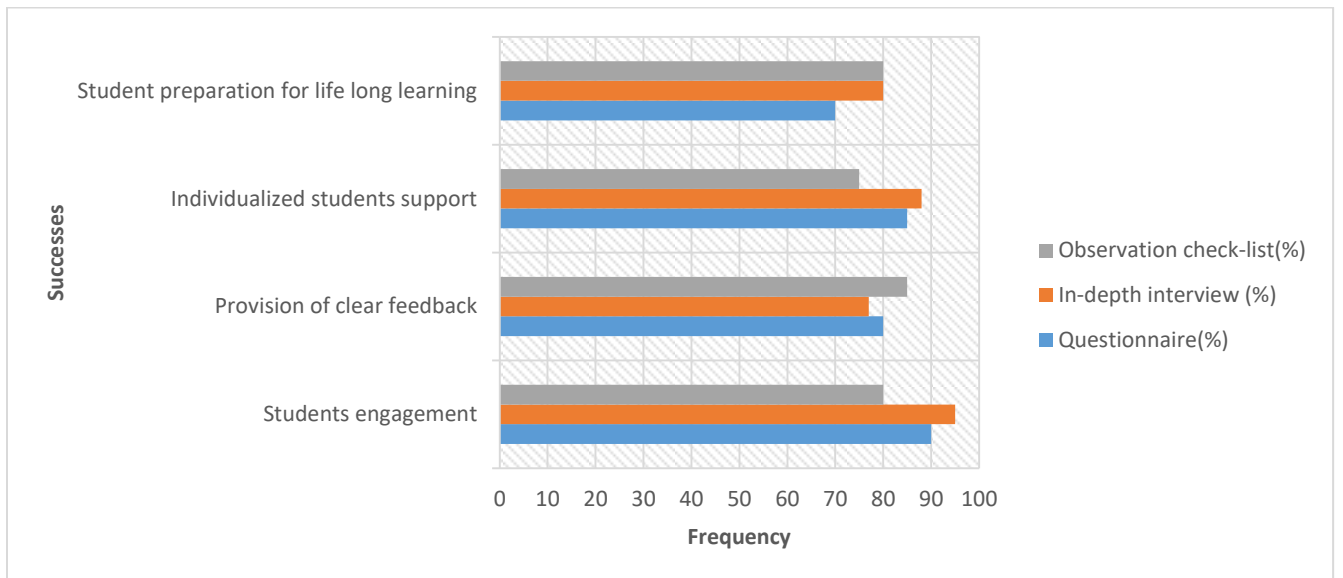


Figure 5 Show the successes registered in the assessment of the CBC.

Table 4 clearly shows the registered successes in the new CBC in Uganda with the data presented inform of percentages determined after counting the frequency of choosing and describing the successes to me the researcher. These were described more by the teachers being interviewed.

Figure 4 clearly shows the successes registered under the CBA. Among the most commonly answered were the above; students engagement, individual students support, provision of clear feedback.

Table 5: Shows the usage of the teaching and learning resources in the CBC.

	Teaching and learning resources			
	Textbooks (teachers guides, learners guides, syllabus books)	Digital media (videos, audios etc.)	Multimedia and software	Laboratory resources
Very often	75	10	5	76
Often	25	15	10	15
Seldom	0	26	15	7
Not at all	0	49	70	2

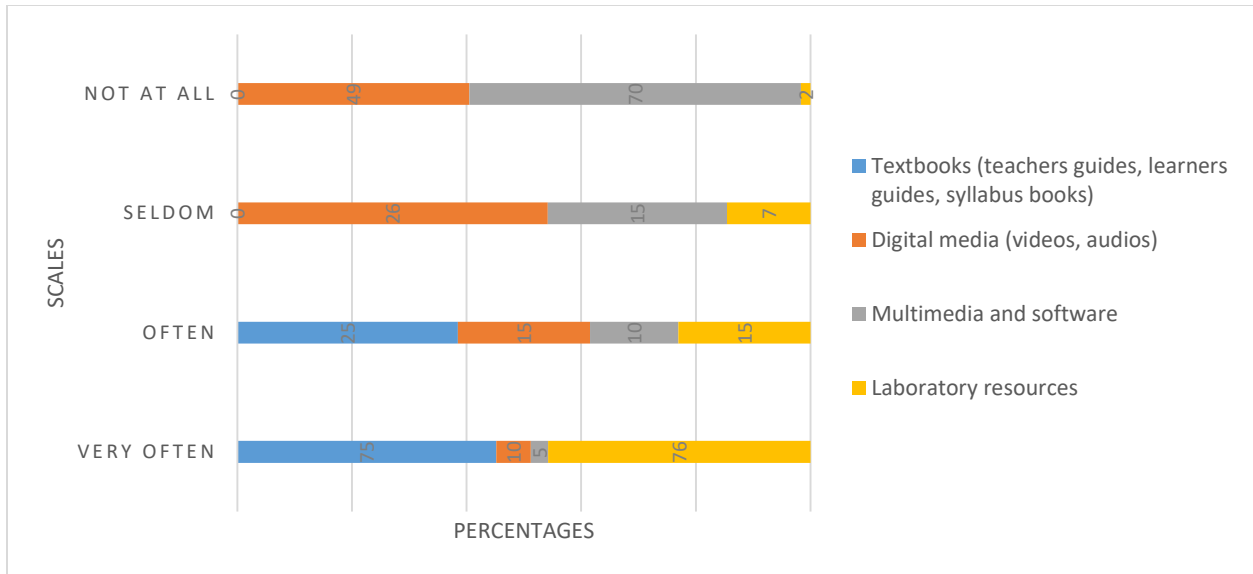


Figure 6 Shows the percentage usage of the teaching resource in the CBC assessment.

The table shows a summary of teaching and learning resources that are used in the Competency-Based Curriculum with frequency with which they are used according to the teacher’s responses and observation made from them and other stakeholders.

The figure 5 clearly shows the teaching resources inform of percentages to show likely used and less used teaching resources in the implementation of Competency Based Assessment. The longer bar indicated the most chosen option while the small indicated the less used teaching resource.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This section outlines the discussions on findings and discussions of the research findings.

This section also presents the conclusions of the study based on the findings and recommendations. The study objective was to examine assessment under the Competency-Based Curriculum case study of Rubongi Army Secondary School in Tororo District.

5.1 Background information

The table 1 gave the background information on the teachers in terms of age, gender, highest level of education, years of working experience. This clearly shows that most of the teachers within age group 25-34 with 40% responses; more male responses than females and with most of the teachers at bachelor's level as a highest level of education. Furthermore, most of the teachers had experience of 6-10 years. This was indicated by the pie chart.

The available evidence demonstrates that the teachers were highly qualified to apply the CBA, and their years of professional experience only served to strengthen their case.

5.2 Effectiveness of the Competency Based Assessment (CBA)

The table 2 and the bar graph in figure 2 clearly show the effectiveness of the CBA measured using parameters like achievement of learning objectives, improvement in students' performance, variety of teaching methods and impact on workload of teachers. It was noted that the teaching methods were varied to accommodate the learners with special needs though the research proved that the teacher workload was increased by an average of 86.67% as the teachers have to engage in so many activities in preparation, implementation, assessment and evaluation of the learners under the Competency Based Curriculum.

5.3 Challenges faced under assessment in the Competency Based Curriculum

The challenges faced in the implementation of the CBA were summarized in form of clarity of assessment tools, susceptibility of subjective interpretation, diversification, time allocation as a limitation and limited teaching aids. The bar graph in figure 3 clearly points out the limited time for allocation of assessment implementation with the average percentage of 75% and the limited

teaching resources with a percentage of 83.67% as the main percentages faced in implementing the CBA at Rubongi Army secondary school. When combined with the lack of resources in many schools, the little time allotted for exams presents a problem. This puts pressure on educators; who may not have the resources or tools needed for hands on learning while yet having to assess students' progress properly in condensed periods of time.

5.4 Success registered in the Assessment under the competency-based Curriculum

Amid the available challenges, some of the registered success with the CBA were the student's engagement, provision of clear feedback, individualized students support and student's preparation for lifelong learning. The bar graph in figure 4 clearly indicated an overall increase in student's engagement since the traditional system was limited to routine memorization and the CBC emphasizes the student's active engagement which has earned the student's skills to continue in lifelong learning opportunities for the future.

In order to draw the connection between the low values of frequency of improvement in students' performance of an average of 63.33% to the major and increasing challenge of limitation in resources in table 3 of an average of 83.67%, the table 5 was made to show the frequency of usage of the teaching resources needed in the new curriculum which were summarized into textbooks (teacher's guide, learners guide, syllabus books), digital media (videos, audios etc.) multimedia) and lastly the laboratory resources.

Among these, it was discovered that textbooks were often used with 75% usage rate. The least used teaching resource were the multimedia and software and digital media, with the multimedia and software being not used media for teaching in the CBC. This was mainly associated with limited resources which were not adequate enough to facilitate all the activities in Competency-Based Assessment.

5.5 Conclusion and recommendation

All in all, there's need for total engagement of all stakeholders in the implementation of the Competency-Based Assessment with the government of Uganda taking the forefront in the implementation and resource allocation to aid in improving the assessment practices and enhance learner's engagement skills in life-long learning to improve the citizens of the nation. The research above only catered for the scope at Rubongi Army Secondary School which can be used

to inform decision making in other institutions to modify and improve institutions for better education.

I would recommend the following so as to improve the effectiveness of Competency-Based Assessment;

1. Allocation of sufficient resources like providing schools with a greater resource such as digital tools and instructional material that can improve assessment efficacy and improve student's educational experiences.
2. Improvement in infrastructure to provide a conducive environment for the learners to adopt to the assessment in the Competency-Based Curriculum.
3. Enhancing collaboration between school, teacher training institutions, and curriculum developers to ensure a unified approach to Competency-Based Assessment.
4. Enhancing phased implementation and teacher time management to increase time for assessment under the Competency-Based Assessment.
5. Embracing multifaceted solution. Giving instructors training on effective evaluation techniques that can be used in a time-constrained manner is one way to solve the problem.

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Appendix I

QUESTIONNAIRE FOR TEACHERS

Dear respondent

My name is ABBO SHERRY MERCY I am in my final year of study at Busitema University pursuing a bachelor of Education language (English and literature) and as part my course, I am carrying out a study on the topic “Assessment under the Competency-Based Curriculum a case study of Rubongi Army SS in Tororo district in Uganda.”

Thank you for taking time to participate in this study focusing on unlocking minds, unlocking features; the crucial role of assessment in the lower secondary Curriculum in Uganda’s New Lower Secondary Curriculum.

Your contribution to this research is important in the understanding of the impact of Assessment, Assessment tools and assessment of Generic skills of our learners of English Language in this curriculum.

The purpose of this research is to investigate the mode, efficiency and implementation of the method assessment of English language tools introduced in the New Lower Secondary Curriculum as aligned with the curriculum’s objectives. Your feedback will help to identify strengths, challenges, and opportunities for improvement in the assessment strategy; ultimately contributing to enhancing educational outcomes for students across Uganda.

Kindly be assured that all data provided in this survey will be handled with highest level of confidentiality. The responses provided by participants will be anonymized and used to inform policy and practice. Your involvement is completely voluntary.

Please answer all the questions in all this sections by ticking the response of your choice.

Your cooperation is highly appreciated.

Abbo Sherry Mercy

Researcher.

Part 1: Background Information (Please select all that apply)

1. How have you been teaching in total?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years

2. Have you had previous experience with implementing Competency-Based Assessment (CBA) in your teaching career?

- Yes
- No

If yes, please describe your experience. (Optional)

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3. What is the highest level of education you have completed?

- Bachelor's degree
- Master's degree
- Ph. D
- Diploma/certificate

4. Have you participated in any professional development workshops or trainings specifically focused on assessment practices under the competency-based curriculum (CBC) in Uganda?

- Yes
- No

If yes, please describe the training(optional)

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Part 2: Effectiveness of Competency Based Assessment (CBA) (Scale 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-strongly Agree)

5.To what extent do the provided competency –based assessments effectively measure the learning objectives for your courses?

- Not at all effective (1)
- Somewhat ineffective (2)
- Neutral (3)
- Somewhat effective (4)
- Highly effective (5)

6.In your experience, has the implementation of Competency-Based Assessments led to improvement in student performance on the learning competencies?

- Yes
- No
- Uncertain

If yes, please elaborate on how you observed this improvement (optional)

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7. Do the current Competency-based assessment practices provide a variety of methods(eg projects, presentations, tests) to assess students learning effectively

- Yes
- No
- Uncertain

If No, what additional assessment methods would you recommend incorporating?

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8. Compared to traditional assessments, how has the implementation of Competency-Based Assessments impacted your workload as a teacher?

- Significantly increased workload (1)
- Moderately increased workload (2)
- No significant change (3)
- Moderately decreased workload (4)
- Significantly decreased workload (5)

Part 3: Challenges Faced in Assessment

9. How clear and easy is it to understand the provided assessment tools (rubrics, tasks) for implementing Competency-Based Assessments in your classroom?

- Very clear (1)
- Somewhat unclear (2)
- Neutral (3)
- Somewhat clear (4)
- Very clear (5)

10. To what extent do you find the Competency-based Assessments susceptible to subjective interpretations during evaluation?

- Highly subjective (1)
- Somewhat subjective (2)
- Neutral (3)
- Somewhat objective (4)
- Highly objective (5)

11.How well do the Competency-Based Assessments cater for the diverse learning needs and styles of students?

- Not at all well (1)
- Somewhat poorly (2)
- Neutral (3)
- Somewhat well (4)
- Very well (5)

12.In your experience, is there sufficient time allocated within your classes to effectively implement the Competency-Based Assessments?

- Yes
- No
- Uncertain

If no, how could the current assessment practices be adjusted to better fit within the available time constraints? (optional)

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Part 4: Success achieved in Assessment

13. Have you observed an increase in student engagement with their learning since implementing of Competency-based Assessment(CBA) in your classroom

- Yes
- No
- Uncertain

If yes, describe how CBA has contributed to increased student engagement(optional)

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14. How effective do you find Competency-based Assessments in providing clear and actionable feedback for students to improve on their learning?

- Not all effective (1)
- Somewhat ineffective (2)
- Neutral (3)
- Somewhat effective (4)
- Highly effective (5)

15. In your experience, how well do Competency-based Assessments facilitate the differentiation of instruction and providing individualized support for students with varying learning abilities?

- Not at all effective (1)
- Somewhat ineffective (2)
- Neutral (3)
- Somewhat effective (4)
- Highly effective (5)

16. To what extent do you believe the Competency-based assessments effectively prepare students to apply their learning to real world situations beyond the classroom?

- Not at all effective (1)
- Somewhat ineffective (2)
- Neutral (3)
- Somewhat effective (4)
- Highly effective (5)

Part 5: Recommendation for Enhancing Assessment Practices

17. What additional resources or support do you feel would be beneficial for teachers in effectively implementing Competency-based Assessments (CBA) at Rubongi Army Secondary School?

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18. What type of professional development opportunities would you find helpful in improving your skills and knowledge related to using Competency-Based Assessments (CBA) effectively? (select all that apply)

- Workshops on developing and utilizing CBA rubrics
- Training on implementing diverse assessment methods within CBA
- Strategies for managing time constraints and workload with CBA
- Techniques for promoting student self-assessment and reflection in CBA
- Sharing best practices and case studies on successful CBA implementation

19. How can collaboration and communication among teachers at Rubongi Army Secondary School be further encouraged to share best practices and address challenges related to Competency-Based Assessments (CBA)?

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20. To what extent do you believe there should be flexibility for teachers at Rubongi Army Secondary School to adapt to the provided Competency –Based Assessments to better suit the specific needs and context of your students and community? (select one)

- No flexibility needed, standardized assessments are best
- Minor adaptations are allowed based on teacher discretion
- Significant modifications encouraged to address to local context
- Completely school developed assessments preferred

Please elaborate on your reasoning for your chosen level of flexibility(optional)

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END

Thank you for your valuable time and participation.

Appendix II

THE OBSERVATION CHECKLIST FOR TEACHERS

Assessment Practices under CBC at Rubongi Army Secondary school

School: Rubongi Army Secondary School

Date:

Observer

Subject:

Grade level:

Instruction: Please rate each observation point using the following scale:

Always(A): This behavior is consistently observed

Sometimes(S): This behavior is observed occasionally

Never(N): This behavior is not observed.

1. Implementation of Competency-Based Curriculum (CBC)

Observation point	Rating(A/S/N)	Comment
Does the lesson plan clearly identify learning outcomes aligned with the CBC framework?		
Does the teacher use diverse teaching methods(e.g., problem solving, Project-		

based learning) that promote development competencies?		
Does the teacher use a variety of assessment methods(e.g. portfolios, performance tasks) to measure achievement of competencies?		
Does the teacher differentiate instruction and assessment to cater to individual student needs and learning styles?		
Are students actively involved in demonstrating their understanding of competencies?		

2. Challenges faced in Assessment under CBC

Observation point	Rating (A/S/N)	Comments
Does the teacher express a need for further training on CBC assessment methods?		
Are there sufficient and appropriate resources		

available for conducting CBC assessments?		
Does the teacher feel there's enough time to conduct comprehensive assessments within curriculum framework?		
Does the teacher express concerns about the consistency and standardization of CBC assessment ?		
Does the teacher have a system for managing and analyzing assessment data?		

3.Success faced in Assessment under CBC

Observation point	Rating (A/S/N)	Comments
Do students seem motivated and engaged in Assessment activities?		
Does the teacher observe positive changes in learning outcomes due to the CBC assessment practices?		
Do students demonstrate progress in developing key skills targeted by the CBC framework?		
Does CBC assessment promote positive interaction between teachers and students?		
Does the teacher provide students with clear and actionable feedback based on assessment?		

THANK YOU FOR YOUR COOPERATION.