



Zimbabwe

Ministry of Primary and Secondary Education

Assessment Framework for Primary and Secondary Education

2015 - 2022





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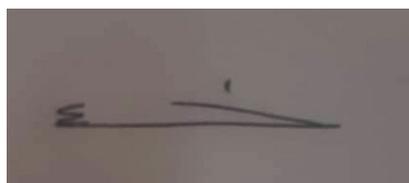
Preamble



The Presidential Commission of Inquiry into Education and Training (CIETT) of 1999 recommended that there be a genuine paradigm shift from examination-oriented education to one that emphasises experiential learning and development of desirable traits and competences. The 2015 Curriculum Review process also recommended the need for a robust system of assessment to track learner progress. The framework is consistent with the prescription for assessment in the “Curriculum Framework for Primary and Secondary Education 2015-2022 and The Education Sector Strategic Plan 2016-

2020” and epitomises the Ministry’s continuing push towards better quality, equitable and inclusive education for our children.

The framework focuses on a multi-dimensional approach to assessment to ensure the holistic development of our children by supporting them to acquire the knowledge, competencies and attitudes needed to succeed in the world of today and tomorrow. The concepts of assessment for learning, assessment of learning and assessment as learning in the form of continuous and summative assessment, and the development of meta-cognitive abilities in our children throughout the specified stages of our education system, therefore, become all important. It should be borne in mind that the delivery of quality education does not stop with the provision of a framework. The collaborative efforts, commitment and support of all stakeholders is needed for the effective implementation of this framework. This is imperative to ensure that our learners develop their full potential according to their individual abilities and interests, taking into account that they too have an important role to play in their own development. Continuous Assessment should be seen in the context of economic development. As it addresses the exit competences, it has to unlock the potential in the learner to address national economic deficiencies.



.....
Honourable Dr. E. Ndlovu (Senator)
Minister of Primary and Secondary Education.

Foreword



The Ministry of Primary and Secondary Education is pleased to avail the Assessment Framework in line with the Curriculum Framework 2015 to 2022. The Assessment Framework guides teachers in learning about and applying assessment effectively to serve learning and improve in teaching practices. We believe in the power of formative assessment process as a tool to assist and empower learners in learning and to encourage them in the process. While the Framework focuses on building teachers' skills in the use of continuous assessment, most important, perhaps, it provides effective strategies for building habits that serve teaching and learning.

The Framework centers on classroom assessment. Here we guide development and use of strategies for gathering and using information in ways that serve daily assessment and encourage strong working relationships between learners and teachers and among learners themselves.

Overall, the Framework provides the basis and parameters from which schools can frame their own assessment policy documents for the consistent application of assessment requirements and imperatives within and across schools. As such, teachers will also have a guide in which to plan and deliver their own assessments. It is important to note that this document must be read in combination with the *Curriculum Framework for Primary and Secondary Education 2015-2022 and other policy documents from the Ministry of Primary and Secondary Education and the Zimbabwe School Examinations Council.*

A handwritten signature in blue ink, enclosed in a blue rectangular box. The signature appears to be 'T. Thabela'.

.....
T. Thabela (Mrs.)

SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

Acknowledgements

This Assessment Framework is a product of collaborative work by many stakeholders. Profound gratitude goes to the Minister, Honourable Dr. E. Ndlovu (Senator), Former Ministers, Dr. L.D.K. Dokora, Hon. P. Mavima and Hon. C. Matema Permanent Secretary, Mrs. T. Thabela and former Permanent Secretary Dr. S. J. Utete Masango in the Ministry of Primary and Secondary Education, for their professional assistance. Special thanks goes to the Chief Director Mr. P. Muzawazi; the Chief Director Curriculum Development and Technical Services (CDTS), Mr J Dewah; the Director of ZIMSEC, Dr. L. Nembaware; the Director of CDTS Dr. APT Makanda and their respective teams for support.

The Ministry of Primary and Secondary Education acknowledges the expertise and efforts of the technical team members in the final production of the Assessment Framework: Chabikwa Blessing, Chirume Francis, Talent Kupfumira, Chishumba Innocent, Mwale Fredrik, Mandaza Dzikamai, Dr. Ngandini Patrick and Tanda Josephine.

Further, MoPSE would like to thank Provincial Education Directors, District School Inspectors, School Inspectors, Education Research Officers and Materials Production Officers, ZIMSEC Research and Subject Managers, School Heads and Teachers who contributed to the final Assessment Framework document. Finally, MoPSE is indebted to its entire staff particularly CERID, CDTS and ZIMSEC Research Departments. We thank the following officers for preparing this document:

Mabhena Reuben, Gutu Bona, Kaira Olicah, Taruvinga Evelyn, Mazuru Tichaona, Mazuruse Gideon, Vhulengoma Tapera, Mandaza Dzikamayi, Wachenuka Daniel, Muteyiwa Faith, Nyawo Shadreck, Ngara Morris, Tanda Josephine, Chibvuri Lawrence, Ndlovu Florah L, Machache Edmond, Ncube Lovelet, Malasha Samson Lunga, Mutema Zvichinaani, Mukungurutse Orphan, Mwakamogho Gracious, Dube Thembelani, Katsambe Tinavo, Nyamweda Norah, Musadaidzwa Rebecca, Ngwabi Oldah, Mugari Shandirai, Mugadza Tineyi, Manokore Kudakwashe.

How To Use This Framework

This document should be used in conjunction with other policy documents such as the Curriculum Framework (2015-2022), the Education Sector Strategic Plan and the 2015-2022 Syllabi for all Learning Areas. The document should be viewed as part and parcel of the daily teaching and learning processes in schools.

The Assessment Framework is intended to clearly lay out how assessment will be used to promote and improve learning at all levels. Further details for practitioners will be given in the Continuous Assessment Guide developed by ZIMSEC and the Exit Profile Guide developed by MOPSE.

This Framework will be informed by data from educational assessments, including those generated by teachers (e.g. profiles and CALA), formal examinations, national assessments (such as Zimbabwe Early Learning Assessment) and also international assessments (such as SACMEQ, TIMSS, PISA,) that may be used to inform policy.

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Definition Of Key Terms And Concepts

Competence Based Curriculum (CBC)

Is a curriculum that emphasises what learners are expected to do rather than mainly focusing on what they are expected to know. It implies that learners can acquire and apply the knowledge, skills, values and attitudes to solve situations they encounter in everyday life.

Competence-based Education (CBE)

Is defined as “data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record and certify, within the context of flexible time parameters, the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles (Spady, 1977; pp.22)

Assessment

Is the process of collecting and synthesizing, knowledge skills, attitudes, and beliefs in addition to documenting and interpreting information to aid classroom decision-making; includes information gathered about learners, instruction, and classroom climate. When it is practiced, learners are encouraged to be more active in their learning and associated evaluation.

Continuous Assessment (CA)

It is an on-going system of monitoring and assessing learners’ progress with the aim of helping them improve their learning. It is done in the school environment through daily teaching, projects, quizzes, tests, interviews and observations. The assessment should also cover Assessment of Learning (Summative Assessment). This is daily monitoring of learners’ progress and collecting information on learners’ ability to demonstrate the required competences in carrying out tasks. This covers all the skills and includes assessment for learner profiles as well as for CALA.

Summative Assessment (SA)

It relates to the end of learning cycle examination or end of programme assessment. Specifically, it entails use of tasks/activities to measure, record and report on a learners’ capacity to recall, apply and analyse data with regard to specific body of knowledge.

Continuous Assessment Learning Activity (CALA)

This is any learning activity or assessment that requires learners to perform, demonstrate their knowledge, understanding and proficiency. A Continuous Assessment Learning Activity yields a tangible product and/or performance that serves as evidence of learning. A Continuous Assessment Learning Activity presents a situation that calls for learners to apply their learning in context.

Project Based Learning (PBL)

This involves learners working for an extended period of time investigating and responding to complex questions, problems or challenges. CALA activities will include aspects of project work, and the project work will be subsumed into CALA. To ensure the benefits of project work on learning, it is important that at least one of the CALA components is of an extended nature and includes aspects of research, planning and review among others.

Learner Profiles

The Zimbabwe Curriculum Framework for Primary and Secondary Education 2015-2022 (page 56) describes learner profiles as detailed learner traits, discipline, values, attitudes, skills, knowledge and abilities as acquired from entry into the education system, to leadership skills and attributes, at the completion of any exit level.



1.0 Introduction

This document outlines the Assessment Framework that guides and supports continuous and summative assessment approaches in the Competence Based Curriculum. The weighted contributions of these assessment approaches are specified in the syllabi and are in line with the Curriculum Framework. The model embraces holistic approaches to assessment which entail assessing learner competencies on a continuum that includes knowledge, skills, abilities, values and traits. This Framework forms the basis for the implementation of the Continuous Assessment (CA) model by the Ministry of Primary and Secondary Education (MoPSE) and Zimbabwe School Examinations Council (ZIMSEC). A brief background of the curriculum review process is outlined, the rationale for the new paradigm shift is explained and CA models to be adopted in the schools are provided. The document also outlines the roles and responsibilities of key stakeholders in the implementation of the Assessment Framework.

1.1 Background

The Curriculum Framework 2015-2022 emphasises the assessment of knowledge, skills, abilities, values and traits to ascertain the achievement of desired learner exit profiles. This is underpinned by the philosophy of Ubuntu/Unhu/Vumunhu which epitomises universal human inter-dependence, solidarity, humanness and sense of community. It guides the preparation of learners for appropriate roles and responsibilities in society.

The Framework sets out what learners are expected to know, understand, value and be able to do as a result of their learning experiences in schools and non-formal education settings, from Early Childhood Development (ECD) to secondary level. Its fundamental purpose is to provide a structure around which schools can build educational programmes that ensure learners achieve desired outcomes.

The curriculum review which was undertaken by the Government of Zimbabwe under the Ministry of Primary and Secondary Education saw the desire, amongst stakeholders, to decentralise assessment. There was consensus among major stakeholders that the centralised assessment model adopted from Cambridge falls short of the assessment of pertinent skills that the 21st Century political, economic, technological and social environments demand. This system of assessment was more inclined towards the assessment of cognitive abilities and tended to neglect the assessment of non-cognitive skills. Learner achievement was determined by summative examinations at Grade 7, Form 4 and Form 6 for the purpose of placement and certification. In this model of assessment, teachers were not accorded the opportunity to participate fully in the assessment of their learners.

The Curriculum Framework prescribes a new model of assessment which is a hybrid of assessment for learning and assessment as learning [assessment is learning] and assessment of learning. Assessment for learning seeks to interpret evidence for use by learners and their teachers during the learning process. Assessment as learning entails ongoing self-assessment by learners in order to monitor their own learning. It is characterised by learners reflecting on their own learning and making adjustments so that they achieve deeper understanding. Assessment of learning (summative assessment - SA) is administered at the end of a learning period in the form of public examinations. This Assessment Framework is, therefore, an integration of the three forms of assessment into the teaching-learning processes.

Inclusive learning, which accommodates learner diversity, is key in the Framework. The Assessment Framework accommodates diverse needs such as different aptitudes, talents, gender, disabilities, socio-economic status and vulnerabilities. The Assessment Framework also takes on board Information and Communication Technology (ICT) as a key learning area and critical enabler of teaching and learning processes.

1.2 Rationale for the Paradigm Shift in Assessment

The Continuous Assessment model has been proved by research to be a model that engages both the teacher and the learner in a productive and beneficial way. It is an assessment model that makes the learner active in the teaching-learning process because there is continuous learner engagement where the teacher and the learner work and share ideas on learner progress during a given period of learning. Observations are that, summative assessments do not adequately assess all learner competences since they are largely pen and paper examinations administered at the end of a course or learning period. In addition, summative assessments have been observed to have a backwash effect which has been negative in that teachers teach for the test, ignoring fundamental skills and competences that learners need. In this 21st Century, the idea is to have a top-notch assessment model whose measurement outcomes truly represent a person's competences, knowledge, skills, beliefs and attitudes. Continuous Assessment has been adopted as that kind of assessment model which moves away from a singular final examination to a system of assessment where multiple forms of assessment become an integral part of the teaching-learning process, placement and certification. It is a form of cumulative appraisal which coordinates the performance of individual learners from the 1st grade at infant level up to the last grade at secondary school level, taking into consideration the learners' performance throughout the entire period of schooling in order to render the overall ability of the learner more valid.

Continuous assessment is holistic, comprehensive, guidance-oriented, diagnostic, and systematic in nature. It focuses on the development of the whole learner and the promotion of 21st Century skills and competences that promote survival in any environment through completion of real-world activities. Continuous assessment is guidance oriented and demands teacher-learner collaboration in setting and achieving learning targets using various strategies such as peer and self-assessment, among others. It is a process of showing learners where they are with reference to certain set goals, and how to get there by developing and supporting the development of their skills and competences against the Performance Standards through the provision of constructive and prompt feedback. It equips learners and teachers with the capacity to detect areas of strengths and weaknesses and how to remedy the weaknesses through strengths. Thus, learners come to understand their proficiencies and knowledge gaps. Through CA, learners actively engage in their learning and have the opportunity to learn even during the assessment process. They monitor their own learning while the teacher facilitates the process. Continuous assessment will therefore be useful as a method of evaluating the progress and achievement of learners throughout their entire learning period with the aim of getting the truest picture of each learner's ability and helping each one of them to develop their abilities to the fullest.

1.3 Goals of Assessment

The overall goal of the curriculum is to promote competence development through diversity in learning areas. This Assessment Framework is spiral in nature from basic acquisition of foundational skills for learning in the cognitive, psychomotor and affective domains, at the infant level, to deepening theoretical and practical knowledge of selected disciplines in preparation for further education and work place skills development, at the upper secondary school levels.



1.4 Assessment Guiding Principles

Assessment and implementation of CA is premised on generic principles guiding the curriculum. It upholds and promotes holistic assessment through inclusivity, balance, continuity, coherence, integration, transparency, gender sensitivity, life-long learning, respect (Unhu/Ubuntu/Vumunhu), relevancy, equity and fairness.

1.5 Requirements for Assessment

All assessments at all stages of the Framework need to conform to best practice as defined below. For each assessment, the details of how this is done and specific requirements might differ, but they still need to conform to the following requirements. All the following aspects are linked and closely coupled.

1.5.1 Validity

Is the assessment measuring the right competences and skills, in the right way and at the right level?

There are several types of validity and all are important, but the general test is the question asked above, is it testing the right thing? Validity refers to how accurately a conclusion, measurement, or concept corresponds to what is being tested. It is defined in the Curriculum Framework as accurately measuring the intended learning outcomes at the appropriate level.

1.5.2 Reliability

Is the assessment producing results that are meaningful and accurate?

Reliability is the degree to which an assessment tool produces stable and consistent results. Like validity, there are several types of reliability and ways of measuring it. Reliability is tightly linked to validity in that; if the assessment is invalid, it will not be reliable (even if it produces the same result repeatedly). Reliability is defined in the Curriculum Framework as producing stable, accurate and consistent results and requires clarity and consistency in setting, marking, grading and moderation of assessment work.

1.5.3 Fairness and Impact on Teaching

Is the assessment fair, unbiased and does it promote effective teaching?

All assessments should provide all students with an equal opportunity to demonstrate their learning and achievement. If this is not possible, alternative assessments should be provided for those who cannot demonstrate their achievement on the original assessment, e.g. those not in school or those with special educational needs.

Assessments should also be unbiased. This is linked to fairness. Bias refers to qualities of an assessment instrument that unfairly penalise a group of students because of students' gender, race, ethnicity, socioeconomic status, religion or other such group defining characteristics.

1.5.4 Objectivity

An objective test is one in which the mark or grade given to the learner shows minimal or no variation even when mechanical or other tools are used.

Finally, the assessment should promote good teaching and learning of the matter being assessed and should make explicit the assessment criteria being used which should be clear and simple.



1.5.5 Practicability

Is it manageable within the resource constraints for all stakeholders it impacts?

The Curriculum Framework defines practicability as being within the realm of the learners' experiences and capacity. It goes beyond this and needs to be also within the teachers' and school's capacity and present reasonable demands on the available resources (financial, human and material) of all those involved in the assessment.

The assessment should also be manageable in terms of time and should not unduly take away from teaching and learning time or time for other school activities.

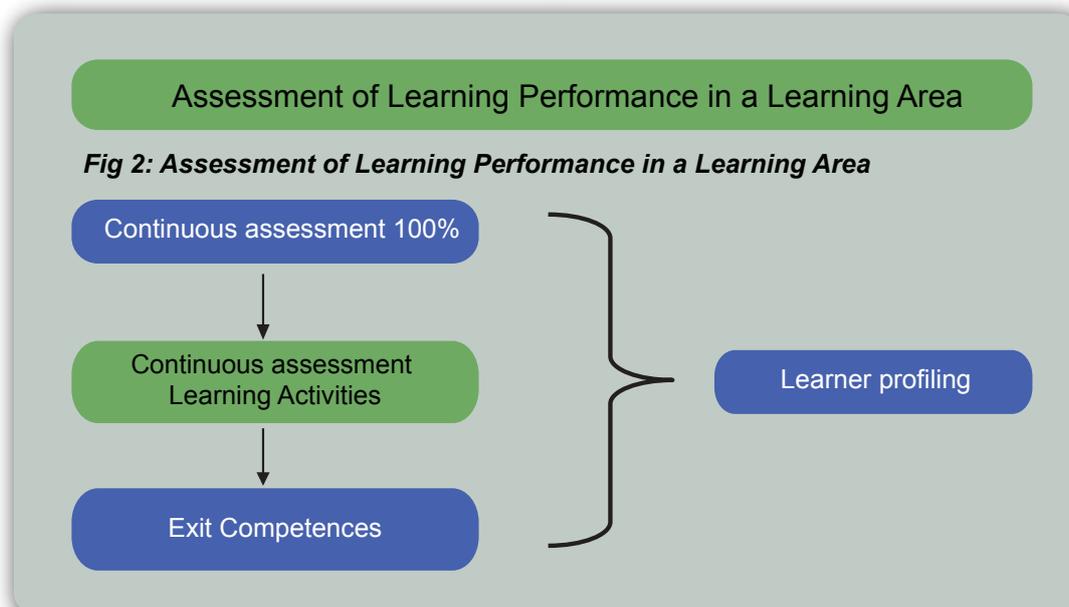
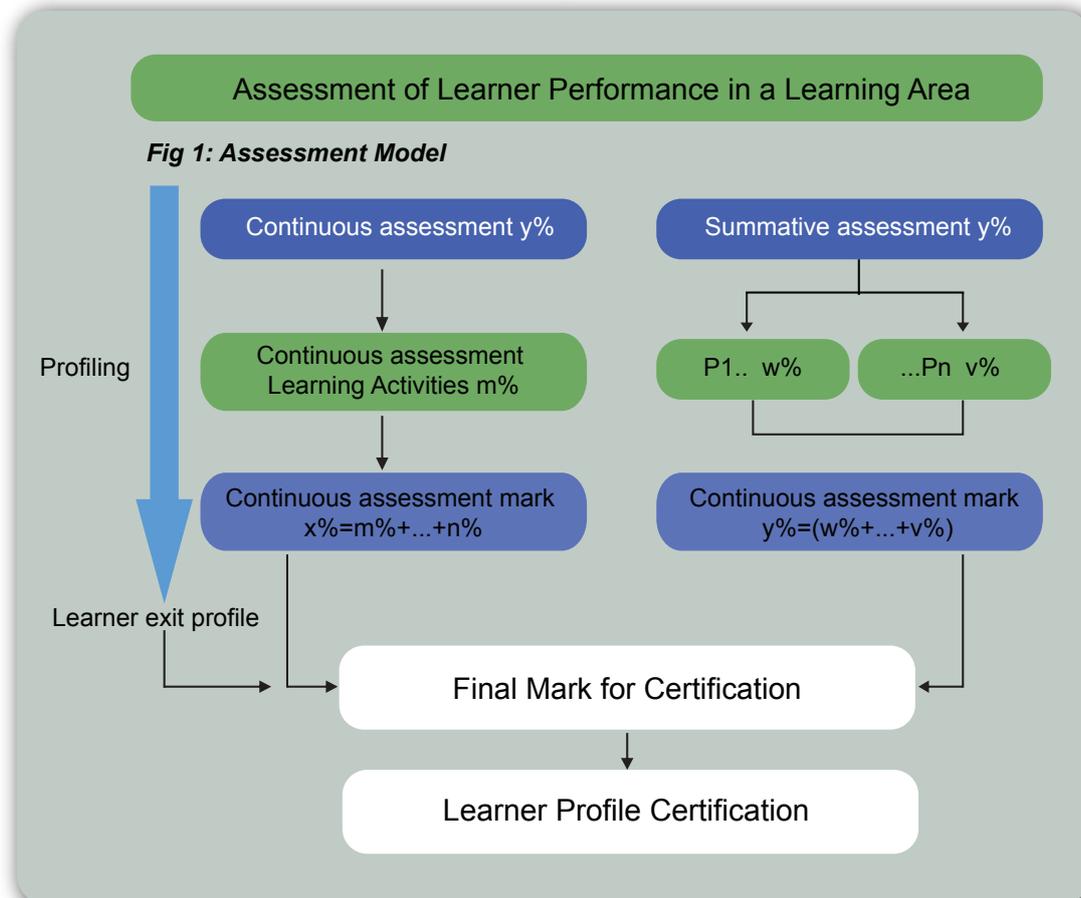
1.6 How the Learners will be Assessed

To ensure that learners are assessed holistically, the Assessment Framework will ensure that learners are assessed by three key assessments each with a specific purpose. Learner profiles will assess key competences and attitudes, Continuous Assessment Learning Activities (CALA) will use CA to measure skills and knowledge throughout the course and, finally, examinations will provide summative assessment. These three key assessment methods are presented in detail below.



1.7 The Assessment Model

The Assessment Framework below summarises Continuous Assessment and Summative Assessment for both certificated and non-certificated levels.



The assessment will be entirely continuous (100% CA) to aid teaching and learning.

1.8 Learner Profile Assessments

The Curriculum Framework takes a holistic approach to assessment. This approach entails assessing learner competences on a continuum that includes knowledge, skills, abilities, values and traits indicating what learners are able to do and become. This has necessitated the development of a Profiling Guide to assist teachers in compiling the profile cards.

The Learner profiling entails detailing learner traits, discipline, values, attitudes, skills and knowledge as acquired from entry into the education system. In addition, the learner profile records leadership skills and attributes at the completion of the Life Skills Orientation programme.

Profiling is done from the day a learner enters the school system up to when s/he exits. For every level, a profile card which records the learner's soft skills is completed. Profiling will be done in a continuous format.

1.8.1 Rationale for Profiling

The curriculum stipulates strategies for assessment of knowledge, skills, values and attitudes. Summative and Formative assessments do not capture all the traits of learners. Profiling learners at various levels is aimed at developing balanced learners who are inquisitive, knowledgeable, critical thinkers, communicators, principled, open-minded, caring and reflective risk-takers. These exit profiles are drawn up to develop refined and articulated generic skills and attributes that learners need in the socio-economic environment. Profile Assessment is a quality assessment tool designed for a variety of learners to determine the positive behaviour traits and identify areas for modification and improvement. This mode of assessment informs the teaching and learning process and contributes to the holistic development of the Zimbabwean learner. Profiling is used so as to:

- identify specific needs for targeted and customised learner programmes;
- determine dominant skills a learner possesses so that the learner is aligned to what best fits his/ her capabilities;
- measure skills and competences acquired during the teaching and learning process;
- match the learner's character, behaviour and attitudes to what the learner would be;
- foster personal commitment of the learner;
- reinforce the positive traits of the learner, correct ill-behaviour and foster expected behavioural traits (Unhu/Ubuntu/Vumunhu);

- provide a continuous link through learning and skills development;
- support transition to higher, further education, carrier identification and post school destinations for all learners.

The teacher should facilitate dialogue and the development of positive attributes in a learner. Where necessary, when profiling the learner intervention, methods should be used to mould the positive progression of the learner's traits as reflected in the profiling matrix below.

1.8.2 The Purposes of Profiling and the Profile

At all levels, be it at classroom, school or public examination system, assessment information facilitates meaningful judgement and decision making about learner progress towards the desired outcomes in a manner that is objective, equitable and promotes learning. Hence, assessment information enables teachers, learners and other key stakeholders to know: what learners can do with or without assistance; what they can do when working individually and in groups.

Teacher Profiling Assessments should be able to:

- provide feedback on what and how learners learn in time to modify or personalise instruction;
- allow teachers to assess a broad range of traits, skills and abilities;
- make assessment itself a learning experience and deepen learner engagement in content.

Profiling Assessment is important so as to increase engagement and foster commitment to the learning process. Teachers are encouraged to employ assessment strategies that include; peer assessment, productive dialogue, discussion on learner needs and goal creation. Learners can also be involved in the creation of the assessment criteria and in diagnosing their strengths and weaknesses. Learner-centred assessments also give learners an opportunity in making assessment of a learning experience – assessment for learning, not assessment of learning. The impetus is also on assessment of higher order skills such as critical thinking, problem solving, creativity and application.

The details of how profiling will be done is given in the Profiling Guide for teachers.

1.8.3 Profiling Matrices

Table 1: Profiling Matrix for the Infant School

LEVEL	NATURE OF PROFILING INSTRUMENT	ADMINISTRATION OF THE INSTRUMENT	FREQUENCY	EXIT COMPETENCE
ECD A	<ul style="list-style-type: none"> Profile card developed by Infant Department in the PSNE (Primary, Secondary and Non-Formal Education). Also refer to the syllabus visual and performing arts page 74. 	<ul style="list-style-type: none"> The teacher does the assessment and gathers information on the learners. T.I.C monitors the assessment and collects information from the department for safe keeping. Head captures the data into the school's database. 	<ul style="list-style-type: none"> Termly-Assessment and profiling records are captured monthly. 	<ul style="list-style-type: none"> Listening, speaking, communication, dancing, singing, reciting, storytelling, social, sorting skills. Other skills depending on the topics schemed for. Ubuntu/Unhu/ Vumunhu.
ECD B	<ul style="list-style-type: none"> Profile card developed by Infant Department in the PSNE (Primary, Secondary and Non-Formal Education) Termly-Assessment and profiling records are collected monthly. 	<ul style="list-style-type: none"> The teacher does the assessment and gathers information on the learners. T.I.C monitors the assessment and collects information from the department for safe keeping. Head captures the data into the school's database. 	<ul style="list-style-type: none"> Termly-Assessment and profiling records are captured monthly. 	<ul style="list-style-type: none"> Listening, Imitation, auditory, colouring, creativity. Social skills, sorting, communication skills, reciting. Ubuntu/Unhu/ Vumunhu. Other skills depending on the topics schemed for.

GRADE 1	<ul style="list-style-type: none"> • Profile card developed by teachers Infant Department in the PSNE (Primary, Secondary and Non-Formal Education) • Termly-Assessment and profiling records are collected monthly. 	<ul style="list-style-type: none"> • The teacher does the assessment and gathers information on the learners. • T.I.C monitors the assessment and collects information from the department for safe keeping. • Head captures the data into the school's database. 	<ul style="list-style-type: none"> • Termly-Assessment and profiling records are captured monthly. 	<ul style="list-style-type: none"> • Reading, writing, creativity, enterprising, auditory skills, literacy skills, numeracy skills, problem solving, communication skills, team building skills. • Ubuntu/Unhu/ Vumunhu. • Other skills depending on the topics schemed for.
Grade 2	<ul style="list-style-type: none"> • Profile card developed by teachers Infant Department in the PSNE (Primary, Secondary and Non-Formal Education) • Termly-Assessment and profiling records are collected monthly. 	<ul style="list-style-type: none"> • The teacher does the assessment and gathers information on the learners. • T.I.C monitors the assessment and collects information from the department for safe keeping. • Head captures the data into the school's database. 	<ul style="list-style-type: none"> • Termly-Assessment and profiling records are captured monthly. 	<ul style="list-style-type: none"> • Reading, writing, creativity, enterprising, auditory skills, literacy skills, numeracy skills, problem solving, communication skills, team building skills. • Ubuntu/Unhu/ Vumunhu. • Other skills depending on the topics schemed for.

Table 2: Profiling Matrix for the Junior School

LEVEL	NATURE OF PROFILING INSTRUMENT	ADMINISTRATION OF THE INSTRUMENT	FREQUENCY	EXIT COMPETENCE
Grades 3	<ul style="list-style-type: none"> Profile record card 	<ul style="list-style-type: none"> By the class teacher or specialist teacher 	<ul style="list-style-type: none"> Daily, but recorded monthly and as need arises 	<ul style="list-style-type: none"> Problem solving skills, critical thinking, leadership, communication and teamwork skills, technological skills, content mastery, basic literacy and numeracy, voluntary, manifestation of patriotism, discipline, initiative and enterprise skills, planning and organising skills.
Grades 4	<ul style="list-style-type: none"> Profile record card 	<ul style="list-style-type: none"> By the class teacher or specialist teacher 	<ul style="list-style-type: none"> Daily, but recorded monthly and as need arises 	<ul style="list-style-type: none"> Problem solving skills, critical thinking, leadership, communication and teamwork skills, technological skills, content mastery, basic literacy and numeracy, voluntary, manifestation of patriotism, discipline, initiative and enterprise skills, planning and organising skills.
Grades 5	<ul style="list-style-type: none"> Profile record card 	<ul style="list-style-type: none"> By the class teacher or specialist teacher 	<ul style="list-style-type: none"> Daily, but recorded monthly and as need arises 	<ul style="list-style-type: none"> Problem solving skills, critical thinking, leadership, communication and teamwork skills, technological skills, content mastery, basic literacy and numeracy, voluntary, manifestation of patriotism, discipline, initiative and enterprise skills, planning and organising skills.
Grades 6	<ul style="list-style-type: none"> Profile record card 	<ul style="list-style-type: none"> By the class teacher or specialist teacher 	<ul style="list-style-type: none"> Daily, but recorded monthly and as need arises 	<ul style="list-style-type: none"> Problem solving skills, critical thinking, leadership, communication and teamwork skills, technological skills, content mastery, basic literacy and numeracy, voluntary, manifestation of patriotism, discipline, initiative and enterprise skills, planning and organising skills.
Grades 7	<ul style="list-style-type: none"> Profile record card 	<ul style="list-style-type: none"> By the class teacher or specialist teacher 	<ul style="list-style-type: none"> Daily, but recorded monthly and as need arises 	<ul style="list-style-type: none"> Problem solving skills, critical thinking, leadership, communication and teamwork skills, technological skills, content mastery, basic literacy and numeracy, voluntary, manifestation of patriotism, discipline, initiative and enterprise skills, planning and organising skills.

Table 3: Profiling Matrix for the Secondary School

LEVEL	NATURE OF PROFILING INSTRUMENT	ADMINISTRATION OF THE INSTRUMENT	FREQUENCY	EXIT COMPETENCE
FORMS 1-6	<ul style="list-style-type: none"> Learner Profile Card 	<ul style="list-style-type: none"> A panel of teachers for each level 	<ul style="list-style-type: none"> Termly 	<ul style="list-style-type: none"> Leadership Skills Entrepreneurship Communication Teamwork Discipline Unhu/Ubuntu/Vumunhu Critical Thinking Responsibility Problem Solving Patriotism Self-Management Technical Skills Technological skills



1.9 Continuous Assessment

Continuous Assessment Learning Activities (CALA) measures learner performance against the set standards or benchmarks as defined by the curriculum. Apart from focusing on mastery of content, knowledge and its application to practice, it recognises the acquisition of skills that will make learners productive, employable and have the capacity to create employment.

1.9.1 Purposes of Continuous Assessment Learning Activities

Continuous Assessment Learning Activities improve learning through constant feedback to the learner. These activities yield tangible products and/or performances that serve as evidence of learning as they present situations that call for learners to apply their learning in context. They develop learner competences, skills and attributes.

CALA activities will also importantly include aspects of project work. To ensure the benefits of project work on learning it is important that at least one of the CALA components in each learning area is of an extended nature and includes aspects of research, planning and review and includes some synoptic learning covering many learning areas.

As well as providing learning opportunities and feedback on progress, CALA contributes to the assessment outcomes of the learner at all key exit levels, that is Junior School (Grade7), Ordinary Level (O Level) and Advanced Level (A Level)

Planning and Development of Continuous Assessment Learning Activities

The Continuous Assessment Learning Activities are designed and administered by the teacher at school level during the formal teaching and learning period. The CA activities should be seen as part of all other day to day learning activities. Guidelines for assessment tools development, administration, marking and moderation are contained in the **Continuous Assessment Manual** for the Teacher. MoPSE and ZIMSEC will train all the teachers in the designing of assessment tools.

1.10 Planning and Constructing the Instruments

Teachers will design the Continuous Assessment Learning Activities in accordance to acceptable assessment standards provided and according to the **Continuous Assessment Manual for the Teacher**.

Teacher identifies the learning outcomes to be measured by the assessment activities against the syllabus topic content and assessment objectives. Examples of outcomes to be measured include learner competences and skills in various learning areas.

1.11 Continuous and Summative Assessment Specification Levels

Table 4: Infant School Assessment Specification Levels

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
ECD A	Continuous Assessment	<p>Portfolios</p> <ul style="list-style-type: none"> Drawing, Colouring, Pattern, writing, Picture cuttings. <p>Performances (Individual and groups)</p> <ul style="list-style-type: none"> Dancing, Singing, Recitation. Picture reading, Children's games, Dramatisation. <p>Mini-Projects constructing models</p>	<p>Monthly</p> <ul style="list-style-type: none"> 1 practical per month <p>Termly</p> <ul style="list-style-type: none"> 3 performances per term <p>Yearly</p>	<ul style="list-style-type: none"> ECD Teachers; Special Needs Educators (SNE); ECD trainers and school heads; Curriculum Development and Technical Services department and ZIMSEC provide support and guidance. 	<p>Reporting</p> <ul style="list-style-type: none"> Teacher Evaluation purposes; Keep progress on learner; Parent tracking learner progress; Learner progress measurements; T.I.C, Head and Inspectorate accountability; School based profiling. 	<p>Social records</p> <ul style="list-style-type: none"> Basic information on the child. Teachers and admin must keep the record. School data base. <p>Skills progress book</p> <ul style="list-style-type: none"> Teacher keeps the record. School data base.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
ECD B	Continuous Assessment	<p>Portfolios</p> <ul style="list-style-type: none"> Drawing, Colouring, Pattern, writing, Picture cuttings. <p>Performances (Individual and groups)</p> <ul style="list-style-type: none"> Dancing, Singing, Recitation. Picture reading, Children's games, Dramatisation. <p>Mini-Projects constructing models</p>	<p>Monthly</p> <ul style="list-style-type: none"> 1 practical per month <p>Termly</p> <ul style="list-style-type: none"> 3 performances per term <p>Yearly</p>	<ul style="list-style-type: none"> ECD Teachers; Special Needs Educators (SNE); ECD trainers and school heads; Curriculum Development and Technical Services department and ZIMSEC provide support and guidance. 	<p>Reporting</p> <ul style="list-style-type: none"> Teacher Evaluation purposes; Keep learner progress; Parent tracking learner progress. Learner progress measurement. T.I.C, Head and Inspectorate accountability; School based profiling. 	<p>Social records</p> <ul style="list-style-type: none"> Basic information on the child. Teachers and admin must keep the record. School data base. <p>Skills progress book</p> <ul style="list-style-type: none"> Teacher keeps the record. School data base.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
GRADE 1	Continuous Assessment	<p>Portfolios</p> <ul style="list-style-type: none"> Drawing, Colouring, Pattern, Writing, Picture cuttings, Paintings. <p>Performances (Individual and groups)</p> <ul style="list-style-type: none"> Dancing, Singing, Recitation, ICT practicals e.g. typing, Picture reading, Children's games, Dramatisation. <p>Mini-Projects</p> <ul style="list-style-type: none"> Constructing models <p>Structured tests</p> <p>Theory tests</p> <p>Reading tests</p>	<p>Monthly</p> <ul style="list-style-type: none"> 1 practical per month <p>Termly</p> <ul style="list-style-type: none"> 3 performances per term <p>Yearly</p> <p>Once per term</p> <p>Fortnightly</p> <p>Fortnightly</p>	<ul style="list-style-type: none"> Infant Teachers; Infant trainers and school heads, the curriculum section and ZIMSEC provide support and guidance. 	<p>Reporting</p> <ul style="list-style-type: none"> Teacher Evaluation purposes; Keep learner progress; Parent tracking learner progress; Learner progress measurement; T.I.C, Head and Inspectorate accountability; School based profiling. 	<p>Social records</p> <ul style="list-style-type: none"> Basic information on the child. Teachers and admin must keep the record. Entered in the school data base. <p>Skills progress book</p> <ul style="list-style-type: none"> Teacher keeps the record. School data base. <p>ERI record</p> <p>IPR</p> <p>Extension and Remediation</p> <ul style="list-style-type: none"> Kept by the teacher and entered into the school's data base. <p>Assessment files</p> <ul style="list-style-type: none"> Checklist Marking guide

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
GRADE 2	Continuous Assessment	<p>Portfolios</p> <ul style="list-style-type: none"> Drawing, Colouring, Pattern, Writing, Picture cuttings, Paintings. <p>Performances (Individual and groups)</p> <ul style="list-style-type: none"> Dancing, Singing, Recitation, ICT practicals e.g. typing, Picture reading, Children’s games, Dramatisation, Puzzles. <p>Mini-Projects</p> <ul style="list-style-type: none"> Constructing models Photography <p>Structured tests</p> <p>Theory tests</p> <p>Reading tests</p>	<p>Monthly</p> <ul style="list-style-type: none"> 1 practical per month <p>Termly</p> <ul style="list-style-type: none"> 3 performances per term <p>Yearly</p> <p>Once per term</p> <p>Fortnightly</p> <p>Fortnightly</p>	<ul style="list-style-type: none"> Infant Teachers; Special Needs Educators (SNE); Infant trainers and school heads; Curriculum Development and Technical Services department and ZIMSEC provide support and guidance. 	<p>Reporting</p> <ul style="list-style-type: none"> Teacher Evaluation purposes; Keep learner progress; Parent tracking learner progress; Learner progress measurement; T.I.C, Head and Inspectorate accountability; School based profiling. 	<p>Social records</p> <ul style="list-style-type: none"> Basic information on the child. Teachers and admin must keep the record. Entered in the school data base. <p>Skills progress book</p> <ul style="list-style-type: none"> Teacher keeps the record. School data base <p>Early Reading Initiative record (ERI).</p> <p>Individual Progress Records (IPR)</p> <p>Extension and Remediation</p> <ul style="list-style-type: none"> Kept by teacher and entered into the school’s data base <p>Assessment files</p> <ul style="list-style-type: none"> Checklist Marking guide

Table 5: Junior School Assessment Specification Levels

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
Grade 3	Continuous Assessment	<p>Learning Area Activity</p> <ul style="list-style-type: none"> The activity is done per learning area and is broken down into termly components, as follows: Learning area activity component A. Learning area activity component B. Learning area activity component C. 	<p>Learners do three components starting from;</p> <ul style="list-style-type: none"> First term Second term. Third term. 	<ul style="list-style-type: none"> Teachers develop the assessment instruments. CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> To improve teaching and learning. To develop competences, skills and attitudes. To identify and nurture talent. To develop Research Skills. 	<ul style="list-style-type: none"> Continuous assessment files containing sample instruments, marking guides, mark schedules, are kept by Teachers, T.I.C and School Head in both soft and hard copies. Learners' continuous assessment work is kept at the school.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
Grade 4	Continuous Assessment	<p>Learning Area Activity</p> <p>The activity is done per learning area and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component A. • Learning area activity component B. • Learning area activity component C. 	<p>Learners do three components starting from;</p> <ul style="list-style-type: none"> • First term • Second term. • Third term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments • CDTS and ZIMSEC provide support and guidance 	<ul style="list-style-type: none"> • To improve teaching and learning • To develop competences, skills and attitudes. • To identify and nurture talent. • To develop Research Skills 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides, mark schedules, are kept by Teachers, T.I.C and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
Grade 5	Continuous Assessment	<p>Learning Area Activity The activity is done per learning area and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component A. • Learning area activity component B. • Learning area activity component C. 	<p>Learners do three components starting from;</p> <ul style="list-style-type: none"> • First term • Second term. • Third term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instrument. • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To improve teaching and learning. • To develop competences, skills and attitudes. • To identify and nurture talent. • To develop Research Skills. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides, mark schedules, are kept by Teachers, T.I.C and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
Grade 6	Continuous Assessment	<p>Learning Area Activity The activity is done per learning area and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component A. • Learning area activity component B. • Learning area activity component C. 	<p>Learners do three components starting from;</p> <ul style="list-style-type: none"> • First term • Second term. • Third term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments. • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To improve teaching and learning • To develop competences, skills and attitudes. • To identify and nurture talent. • To develop Research Skills. • For Certification. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides, mark schedules, are kept by Teachers and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school. • CA marks to be submitted to ZIMSEC when required.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
Grade 7	Continuous Assessment and Summative	<p>Learning Area Activity</p> <p>The activity continues from Grade 6 and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component D. • Learning area activity component E. 	<p>Learners do TWO components starting from;</p> <ul style="list-style-type: none"> • First term • Second term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments. • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To improve teaching and learning • To develop competences, skills and attitudes. • To identify and nurture talent. • To develop Research Skills • For Certification 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides, mark schedules, are kept by Teachers and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school. • CA marks to be submitted to ZIMSEC when required.

Table 6: Secondary School Assessment Specification Levels

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
FORM 1	Continuous Assessment	<p>Learning Area Activity The activity is done per Learning Area and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component A. • Learning area activity component B • Learning area activity component C. 	<p>Learners will do three components starting from;</p> <ul style="list-style-type: none"> • First term • Second term. • Third term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments. • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To improve teaching and learning. • To identify and nurture talent. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides and mark schedules, are kept by Teachers, H.O.D and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
FORM 2	Continuous Assessment	<p>Learning Area Activity The activity continues from Form 1 and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component A. • Learning area activity component B. • Learning area activity component C. 	<p>Learners do three components starting from;</p> <ul style="list-style-type: none"> • First term • Second term • Third term 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To improve teaching and learning. • To identify and nurture talent. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides and mark schedules are kept by Teachers, H.O.D and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
FORM 3	Continuous Assessment	<p>Learning Area Activity</p> <p>One activity is done per Learning Area and in Two 'O' Level years. The Learning Area activity is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component A. • Learning area activity component B. • Learning area activity component C. 	<p>Learners do five components starting from;</p> <ul style="list-style-type: none"> • First term • Second term. • Third term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments • CDTS and ZIMSEC provide support and guidance, 	<ul style="list-style-type: none"> • To develop competences, skills and attitudes. • To develop research skills. • For certification. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides and mark schedules are kept by Teachers, H.O.Ds and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school. • CA marks to be submitted to ZIMSEC when required.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
FORM 4	Continuous Assessment and Summative	<p>Learning Area Activity The activity continues from Form 3 and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity Component D. • Learning area activity component E. 	<p>Learners do TWO components starting from;</p> <ul style="list-style-type: none"> • First term • Second term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments. • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To develop competences, skills and attitudes. • To develop research skills. • For certification. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides and mark schedules are kept by Teachers, H.O.Ds and School Headin both soft and hard copies. • Learners' continuous assessment work is kept at the school. • CA marks to be submitted to ZIMSEC when required.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
FORM 5	Continuous Assessment	<p>Learning Area Activity One activity is done per Learning Area in the two A' Level years. The Learning Area activity is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component A. • Learning area activity component B. 	<p>Learners do four components starting from;</p> <ul style="list-style-type: none"> • Second term. • Third term. 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments. • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To develop competences, skills and attitudes. • To develop research skills. • For certification. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides and mark schedules are kept by Teachers, H.O.Ds and School Head in both soft and hard copies. • Learners' continuous assessment work is kept at the school. • CA marks to be submitted to ZIMSEC when required.

LEVEL	TYPE OF ASSESSMENT	NATURE OF ASSESSMENT	FREQUENCY	DEVELOPMENT OF INSTRUMENT	PURPOSE OF ASSESSMENT	ASSESSMENT RECORDS
FORM 6	Continuous Assessment and Summative	<p>Learning Area Activity The activity continues from Form 5 and is broken down into termly components, as follows:</p> <ul style="list-style-type: none"> • Learning area activity component C. • Learning area activity component D. 	<p>Learners do TWO components starting from;</p> <ul style="list-style-type: none"> • First term. • Second term 	<ul style="list-style-type: none"> • Teachers develop the assessment instruments. • CDTS and ZIMSEC provide support and guidance. 	<ul style="list-style-type: none"> • To develop competences, skills and attitudes. • To develop research skills. • For certification. 	<ul style="list-style-type: none"> • Continuous assessment files containing sample instruments, marking guides and mark schedules are kept by Teachers, H.O.Ds and School Heads in both soft and hard copies. • Learners' continuous assessment work is kept at the school. • CA marks to be submitted to ZIMSEC when required. • CA marks to be submitted to ZIMSEC when required.

1.12 Integrating CALA Marks with Examination Marks

The model for grading and certification purposes, is a combination of formative and summative forms of assessments as defined in the syllabus and in line with the Curriculum Framework. The CA weighted contribution to learner performance comes from Continuous Assessment Learning Area Activities (CALA) at Grades 6-7, Forms 3-4 and 5-6 while the summative assessment is a weighted contribution drawn from public examinations at Grade 7, Form 4 and Form 6. However, CA and learner profiling are done at all school levels, from Infant right up to Secondary School.

1.13 Continuous Assessment Activities

This section provides information on the implementation cycle of CA. It spells out the activity, time frame and executor.

- Inspecting activities implemented by centres according to given guidelines.
- Continuous scoring of performance activities by centres according to developed specifications and guidelines.
- Uploading of marks by centres into the ZIMSEC database according to given timelines and specifications for examinable levels.
- Moderation of CA work by schools and ZIMSEC.
- Monitoring, supervision and support of CA implementation activities by MoPSE and ZIMSEC.

1.14 Quality Control

Quality control of CALA continuous assessments is done at School, Cluster, District, Provincial and National levels. Administrative structures that are currently prevailing at school, cluster, district, provincial and national levels will support, supervise, monitor and evaluate the development, administration, marking and moderation of Continuous Assessment Learning Activities.

1.15 The Role of Examinations in the Framework

School examinations produced by the schools at the end of each term or year, but outside CALA, should aid formative learning and reflect the whole curriculum including competences and skills. ZIMSEC summative examinations complement the overall assessment of learners at Grade 7, Ordinary and Advanced level, at weightings specified in the Assessment Framework and in line with the Curriculum Framework.

1.16 Purposes of National Examinations

The purpose for ZIMSEC examinations is to measure learner performance at the end of the course to allow certification at Junior School (Grade7), Ordinary Level (O Level) and Advanced level (A Level).

1.17 Characteristics and Requirements of Examinations

Examinations will be valid, reliable, fair, practicable and usable. The construction of test items and question papers will be in line with the provisions of the respective Schemes of Assessment in various syllabuses for different learning areas. Paper modifications will be done to suit assessment needs of different learners. Examinations will be standardised and administered uniformly to all learners.

1.18 Certification

Profile reports and profile certificates can be issued at any learner exit point such as:

- At the end of each term and year, a summary profile report will be compiled by the teacher. These reports may be issued to a learner who has exited the school system not through transfer or moving to the next school level. The

Teacher or H.O.D must authenticate the report. A copy of the report should however be retained by the Teacher or the H.O.D.

- At the end of each school level, a school profile certificate is compiled by the school profile committee. In the event of the learner exiting the school at the end of a school level, then the learner will be issued with an end of School level profile certificate at that level by the Ministry.
- At the point of readiness, learners should be assessed and accredited by certified boards recognised by the Ministry.
- At the main exit points, such as; end of Junior School level, Ordinary Level and Advanced Level, a National Profile Certificate, will be compiled by MoPSE and issued to the learner together with the ZIMSEC Certificate. This is a consolidated summary of profile record of the learner based on the end of school level profile reports.

At the main exit points such as end of Junior School level, Ordinary Level and Advanced Level, in addition to the Exit Profile Card, ZIMSEC shall issue examination certificates to candidates who have met the required standards at each level. In addition, skills and competences acquired through the curriculum may lead to certification offered by authorities other than MoPSE and ZIMSEC. In these cases, certificates will be issued in accordance with the certifying authority and the outcomes recorded in the learner profile.



1.19 Assessment for Non-Formal/Private Learner

The assessment of non-formal learner follows all requirements of the mainstream classes provided they are registered at MoPSE and ZIMSEC accredited centres. All non-formal candidate arrangements and considerations enshrined in the ZIMSEC Examinations Handbook for Centres and Examination Circulars shall apply, with respect to public examinations.

1.19.1 Non-formal modalities on CA

The continuous assessment mark will have a three-year shelf life, which will provide the candidate six chances of sitting for an examination. In the event of the candidate failing to pass after the three-year shelf life of the CA mark, then the candidate will have to take the Non-Formal Education route. Every school is a non-formal center and therefore resources, including human resources should be availed for the teaching and learning process. The non-formal route remains open for anyone who would want to pursue education in the Primary and Secondary Education sector.

In specified cases where a learner has no access to opportunities for CALA, then concessions may be made in accordance with procedures specified by ZIMSEC.

1.20 Learner Transfer Under CA

Learners who shall transfer from one centre to another will maintain their identification and carry with them the CA mark profile. It is the responsibility of the releasing Head to authenticate the CA documents.

1.21 Learners with Special Needs

The assessment for learners with special needs shall follow that of the mainstream classes, but with special arrangements and special considerations appropriate to each and every assessment activity. Special considerations and arrangements shall be made for all deserving learners as a matter of right not charity.

- Learners with special needs are a heterogeneous group; consequently, the special arrangements and special considerations shall assume an individualised approach.
- Notifications for special arrangements, special considerations and the justification for these shall be made to MoPSE and ZIMSEC in case of public examinations.

- Teachers shall be responsible for developing assessment activities, providing alternative part questions of the activities and suggesting exemptions where necessary. Exemptions shall be treated as the last resort measure where modification and alternatives would have failed to remove the barriers imposed by the assessment activity. Exemptions shall be done in consultation with ZIMSEC so that the proper procedures shall be applied consistently.
- Some learners take longer to complete a grade/form than others and administration of activities shall only be done when these learners are ready.
- Teachers with special needs and teachers of learners with special needs to be involved at every stage of the assessment processes.



1.22 Monitoring Implementation of Competence Based Assessment

Monitoring is a key part of the Competence Based Curriculum; continuous assessment requires continuous monitoring: improvements in learning outcomes cannot happen without a cycle of review and evaluation and that requires monitoring. Monitoring does not only happen at a national level. This strategy and the framework include monitoring at all levels. Close monitoring, evaluation and support will be required and will involve critical parties from national to school level.

1.22.1 At the Classroom Level

Teachers should be using CA to monitor learners' progress continuously to help guide them to achieving their full potential and gaining the full range of skills, attitudes, traits, knowledge and competencies set out in the curriculum.

1.22.2 At School Level

Schools should keep accurate (but manageable) records so that school leadership and school inspectors can monitor how learning is progressing at the class and school level. Schools should also use local examination results to judge how well they are doing compared to the rest of the nation.

1.22.3 At Provincial and District Level

At the two levels, authorities should monitor learning outcomes using a wide range of indicators, including school results, results from examinations and any reports produced from national monitoring assessments or research, such as ZELA, to help guide interventions and additional resources where they can be most effective.

1.22.4 At National Level

Various departments in the ministries should use the results from examinations and monitoring assessments to inform policy and monitor the health of the national education system. As at provincial level, this can also be used to allocate resources and interventions.

1.23 National Monitoring Tests

Good data is required at key points in the education system at a policy level (for example, Grade 2, Grade 5, Grade 7 and Form 4 are important key points) and part

of this Framework and the Curriculum Framework is about ensuring good monitoring data is available. Such monitoring data can be availed when national assessments are conducted at these key levels.

1.24 Uses of Various Assessment Data above this Statement

Different stakeholders have access to, and need to use, different assessment data but all assessments should be used by all stakeholders to guide teaching and learning. Teachers should be using a rich approach to assessment to provide them with the evidence to help learners achieve on a day to day basis.

The aggregate of teacher assessments can be used by schools and inspectors to draw inferences about the learning being achieved in the classroom. It is important to bear in mind that continuous assessment allows for remediation and so it is only the aggregate taken at specific summative points in time that can be used to provide this summative data to allow schools and inspectors to monitor progress against the curriculum at class and school levels.

Examination results can be used to monitor performance against the national cohort. Monitoring assessments, such as ZELA or SACMEQ, can be used for research purposes and to provide policy makers and those in charge of evaluating and implementing policy with good measurement data about learning outcomes.

1.25 Roles and Responsibilities of Stakeholders

This section is arranged in a hierarchy of specific responsibilities and actions starting at MOPSE (from Head Office down to District Level down through schools and teachers and ZIMSEC) to learners and parents.

1.25.1 Ministry of Primary and Secondary Education

- Develop and review policies, syllabi and other materials for the implementation of CA
- Help forge links between industry and education
- Coordinate on the administration of CA activities at school, district, provincial and national level
- Monitor, supervise, evaluate and support implementation of CA activities in schools

- Carry out CA related researches
- Capacity building of all teachers on the delivery of the syllabi, CA for formative assessment and profiling
- Issue exit profile certificates and coordinates certification at point of readiness.

1.25.2 School/Centre Heads

- Monitor, supervise and support CA implementation activities at school level
- Report on CALA progress to the DSI
- Provide links and learning opportunities beyond the school
- Capacity development on CA
- Keep CA records of marks and profiles
- Keep a record of CA instruments
- Authenticate all CA activities at the centre and issue certificates at specific exit points
- Store CA Learning Area instruments, scripts and profiles.

1.25.3 Teachers and Special Needs Educators/Remedial Tutors/Educational Psychologist

- Develop CA Learning Area Assessment instruments
- Facilitate learning
- Administer CA Learning Area Assessment instruments
- Monitor, supervise and support learners during CA activity execution
- Mark CA learner work
- Keep CA records
- Profile learner competencies
- Report performance of learners to stakeholders.

1.25.4 Zimbabwe School Examinations Council

- Research and evaluation of continuous assessment
- Supervision, monitoring and support of centres with respect to CA and examinations
- Capacity building of all teachers on the development and implementation of CA instruments
- Coordinating and facilitating the national moderation of CA for certification
- Processing and keeping CA records of marks for examinable levels
- Provide and administer examinations at exit levels.

1.25.5 Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development

- Production of human resources to implement the curriculum
- In -service training
- Consultancy.

1.25.6 Responsible Authorities

- Provision of resources
- Assist in the provision of infrastructure
- Consultancy
- Offer necessary support that enables smooth implementation of CA

1.25.7 Parents and Guardians

- Consult the school (in particular, the class teacher) on their children's performance
- Monitor their children's progress in all areas
- Support the learning process
- Act as role models for profiling
- Reinforce positive traits in their children.

1.25.8 Learners

- Participate in the learning process
- Make a self-analysis of the developmental process
- Should have room for positive peer reinforcement
- Participate in peer review process.

1.26 Summary

This Assessment Framework guides and supports formative and summative assessment approaches in the Competence Based Curriculum. It spells out the roles and responsibilities of key stakeholders in CA implementation. The model embraces holistic approaches to assessment which entail assessing learner competences (knowledge, skills, abilities, values and traits) on a continuum. As such, the Framework forms the basis for CA implementation by the Ministry of Primary and Secondary Education.



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With Support from Global Partnership for Education (GPE) and
Education Development Fund and UNICEF

