



THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



# CONTINUOUS ASSESSMENT GUIDELINES FOR SECONDARY SCHOOLS AND TEACHER COLLEGES

Prepared by:  
The National Examinations Council of Tanzania  
P. O. Box 2624  
Dar es Salaam, Tanzania

August, 2024



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## FOREWORD

In the ever-evolving landscape of education, the process of evaluating student learning has undergone significant transformation. Continuous Assessment (CA) serves as a cornerstone in these changes, fostering as it does a dynamic and comprehensive approach to understanding and appraising students' progress.

This document serves as a comprehensive guide to the administration of Continuous Assessment for ordinary secondary education that has two paths which are the General Education Stream and the Vocational Education Stream, advanced secondary education and teachers' training education, particularly for students undertaking the Certificate of Secondary Education Examination (CSEE), Advanced Certificate of Secondary Education Examination (ACSEE), Diploma in Pre-Primary Education Examination (DPPEE), Diploma in Primary Education Examination (DPEE) and Diploma in Special Education Examination (DSPEE). These guidelines are crafted to provide clarity and structure of the school-based assessment to educators, administrators and students.

As we navigate through the education system, it becomes imperative to acknowledge the pivotal role that Continuous Assessment plays in shaping the academic journey of students. This method of assessment is not just a set of isolated evaluations; rather, it represents a continuous procedure that takes place from beginning of learning to the final examination. Its significance lies not only in gauging the understanding of the subject matter but also in cultivating a holistic view of a student's intellectual and personal development.

This revised edition of Continuous Assessment Guidelines is updated to align with the Education and Training Policy of 2014 as revised in the 2023 and the new 2023 Curricula by ensuring that the guidelines remain current and relevant and will effectively be used from 2024. Thus, the National Examinations Council of Tanzania takes pride in presenting these guidelines as a tool for empowering teachers and tutors in ensuring effective Continuous Assessment practices.

May these guidelines serve as a compass for educators and students in their journey towards a more insightful approach to assessment, hence ultimately contributing to the enhancing and enriching the overall educational experience.



Dr. Said A. Mohamed

**EXECUTIVE SECRETARY**

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## **LIST OF ACRONYMS/ABBREVIATIONS**

CA	Continuous Assessment
CSEE	Certificate of Secondary Education Examination
ACSEE	Advanced Certificate of Secondary Education Examination
DPPEE	Diploma in Pre-Primary Education Examination
DSPEE	Diploma in Special Education Examination
DPEE	Diploma in Primary Education Examination
FTNA	Form Two National Assessment
NECTA	National Examinations Council of Tanzania
MoEST	Ministry of Education, Science and Technology
PReMS	Primary Record Manager for Secondary
SSNA	Standard Six National Assessment

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## **1.0 INTRODUCTION**

The introduction of the 2023 revised edition of the Education and Training Policy of 2014 necessitated the developing of new curricula that, in turn, inevitably prompted the review of the 2021 Continuous Assessment (CA) Guidelines.

A notable and fundamental shift in these guidelines is the adoption of competency-based assessment in place of the traditional content-based evaluation. This evolution signifies a significant change in perspective since it prioritises not only what students know but also places immense importance on the skills and competencies they acquire throughout their educational journey. Of particular importance in this revision is the emphasis on each subject to contribute meaningfully towards the overall assessment, hence providing a comprehensive evaluation of the respective students' abilities.

The subsequent sections detail information on the assessments to be conducted at the school level in addition to clarifying collection timelines and submission procedures. These guidelines aim at clarifying the crucial role CA scores play in CSEE, ACSEE, DPPEE, DPEE and DSPEE besides fostering transparency and understanding among educators, students, and other stakeholders.

## **2.0 RATIONALE FOR THE PREPARATION OF THESE GUIDELINES**

Continuous assessment (CA) offers numerous advantages in an educational setting, particularly it provides a comprehensive evaluation of the students' progress over time. Instead of solely

relying on final examinations, CA makes assessment ongoing and progressive, hence contributing to a holistic development approach to students' learning. It does not only measure students' knowledge but also evaluates their critical skills such as problem-solving and communication aptitude.

One key benefit of CA is the provision of immediate and timely feedback to both students and teachers. This timely feedback facilitates identifying individualised (at the personal level) and collective (at the group level) students' strengths and weaknesses to promptly inform targeted improvement interventions. Moreover, the distributed nature of these assessments throughout an academic term helps both teachers and students to evaluate themselves and their efforts based on their achievements rather than depending on a single high-stakes final examination.

Moreover, CA supports individualised learning by allowing teachers to identify and address specific learning needs, and tailor instruction for a personalised learning experience. Furthermore, it fosters active participation in and engagement with the learning material, hence fostering regular study habits and a deeper understanding of subjects.

In addition, CA incorporates various assessment methods, including projects and presentations, in its real-world application emphasis. This approach enables students to apply their knowledge in practical scenarios and prepare them for future challenges that require practical skills and problem-solving abilities.

### **3.0 ADMINISTRATION OF CONTINUOUS ASSESSMENT**

Continuous assessment is a cumulative set of ongoing evaluations leading up to the final examinations, hence constituting a crucial component of the final evaluation for Secondary Education (CSEE and ACSEE) and Teacher Education College (DPPEE, DPEE and DSPEE) certificate and diploma awards, respectively. For each educational level, students are required to have Continuous Assessment (CA) scores for each subject.

#### **3.1 Contribution of CA to the Final Examinations Results**

As continuous assessments are fundamental components of the final examination results, the absence of CA scores results in the declaration of **incomplete** final results. Under such circumstances, the candidate will be ineligible to qualify for an award.

##### **3.1.1 Continuous Assessment for Ordinary Secondary Education**

Continuous Assessment for ordinary secondary education will involve two path ways which are the general education stream and the vocational education stream. The subjects for vocational education fields and computer applications contribute 60 percent in CA and the final examinations contribute 40 percent. Moreover, for all other subjects remaining in ordinary secondary education which are supportive subjects for vocational Education stream and academic subjects for general education stream, CA

contributes 30 percent and the final examination contributes 70 percent.

In the component of CA developed, some subjects are taught at both primary and ordinary secondary school levels whereas others are only taught at the latter stage, either from Form One to Form Four or from Form Three to Form Four. The variation in the introduction of these subjects influences the contribution of Continuous Assessment (CA) to the students' final examination results as follows:

- (a) For subjects that are taught from primary to ordinary secondary school, the CA's contribution to the final examination results is as shown in Table 1:

**Table 1: CA Scores for CSEE Subjects taught from Primary School**

<b>SN.</b>	<b>Assessments</b>	<b>CA Contribution</b>	<b>Final Examination</b>
1.	Standard Six National Assessment (SSNA)	5.0%	70%
2.	Form Two National Assessment (FTNA)	6.0%	
3.	Form Three Annual Examination	5.0%	
4.	Form Four Regional Mock Examination	7.0%	
5.	Project	7.0%	
<b>Total</b>		<b>30.0%</b>	

(b) For subjects whose teaching and learning begin from Form One onwards, the breakdown of continuous assessment scores is as shown in Table 2 and 3:

**Table 2: CA Scores for CSEE Subjects Taught from Form One (I) except Subjects of Vocational Education Fields and Computer Applications**

<b>SN.</b>	<b>Assessments</b>	<b>CA Contribution</b>	<b>Final Examination</b>
1.	Form Two National Assessment (FTNA)	6.0%	70%
2.	Form Three Terminal Examination	5.0%	
3.	Form Three Annual Examination	5.0%	
4.	Form Four Regional Mock Examination	7.0%	
5.	Project	7.0%	
<b>Total</b>		<b>30.0%</b>	

**Table 3: CA Scores for CSEE Subjects Taught from Form One (I)  
for Subjects of Vocational Education Fields and Computer  
Applications**

<b>SN.</b>	<b>Assessments</b>	<b>CA Contribution</b>	<b>Final Examination</b>
1.	Form Two National Assessment (FTNA)	6.0%	40%
2.	Form Three Terminal Examination	5.0%	
3.	Form Three Annual Examination	5.0%	
4.	Form Four Regional Mock Examination	7.0%	
5.	Project	7.0%	
6.	Form Two Practical Exercises	10.0%	
7.	Form Three Practical Exercises	10.0%	
8.	Form Four Practical Exercises	10.0%	
<b>Total</b>		<b>60.0%</b>	

- (c) For subjects that begin to be taught in Form Three, the breakdown of continuous assessment scores is as shown in Table 4.

**Table 4: CA Scores for CSEE Subjects taught from Form Three (III)**

<b>SN.</b>	<b>Assessment</b>	<b>CA Contribution</b>	<b>Final Examination</b>
1.	Form Three Terminal Examination	5.0%	70%
2.	Form Three Annual Examination	5.0%	
3.	Form Four Terminal Examination	6.0%	
4.	Form Four Regional Mock Examination	7.0%	
5.	Project	7.0%	
<b>Total</b>		<b>30.0%</b>	

### **3.1.2 Continuous Assessments for Advanced Secondary Education**

In ACSEE, CA for each subject contributes 30 percent and the final examination 70 percent. The contribution of CA scores for the Advanced Level Secondary Education to the final results of the candidates will be as outlined in Table 5:

**Table 5: CA Scores for Advanced Secondary Education Subjects**

<b>SN.</b>	<b>Assessments</b>	<b>CA Contribution</b>	<b>Final Examination</b>
1.	Form Five Terminal Examination	5.0%	70%
2.	Form Five Annual Examination	5.0%	
3.	Form Six Terminal Examination	6.0%	
4.	Form Six Regional Mock Examination	7.0%	
5.	Project	7.0%	
<b>Total</b>		<b>30.0%</b>	

**3.1.3 Continuous Assessment for Diploma in Teacher Education**

Professional subjects in Teachers' Education, CA contributes 30 percent and the final examination 70 percent. In contrast, for the Teaching Practice subject, the CA contributes 70 percent and the final examination 30 percent. The CA that will contribute to the final results of the candidates sitting for professional teacher examinations will come from assessments shown in Table 6:

**Table 6: CA Scores for Diploma in Teacher Education  
Subjects (Except the Teaching Practice Subject)**

<b>SN.</b>	<b>Assessments</b>	<b>CA Contribution</b>	<b>Final Examination</b>
1.	First Year Terminal Examination	6.00%	70%
2.	First Year Annual Examination	6.00%	
3.	Second Year Terminal Examination	6.00%	
4.	Portfolio	5.00%	
5.	Project	7.00%	
<b>Total</b>		<b>30.0%</b>	

However, for the teaching practice subject, the CA will be obtainable from the assessments shown in Table 7:

**Table 7: CA Scores for Teaching Practice Subject**

<b>SN.</b>	<b>Assessments</b>	<b>CA Contribution</b>	<b>Final Examination</b>
1.	First year Annual Examination	10.0%	30%
2.	Improvisation Project Works	15.0%	
3.	Micro Teaching Practice	20.0%	
4.	Single Lesson Teaching	25.0%	
<b>Total</b>		<b>70.0%</b>	

### **3.2 Procedures for Preparing Terminal and Annual Examinations**

The following considerations are crucial for teachers/tutors during the preparation of terminal and annual examinations:

- (a) Terminal and annual examinations should be aligned with the syllabus to ensure adequate coverage of competencies that individual students ought to demonstrate as stipulated in the respective syllabi.
- (b) A subject panel should review or moderate the question paper.
- (c) The Table of Specifications (blueprint) should be the basis for setting standard examinations that cover the taught/learnt competencies.
- (d) Each type of question set should adhere to the procedures for setting such a question as indicated in the assessment guideline.

### **3.3 Examination Administration**

Examination administration at school requires adhering to the following NECTA stipulated conditions:

- (a) All the students in a class must sit for the same test paper under the same examination conditions.
- (b) Examination time should be enough to allow students to demonstrate the acquired knowledge and skills.
- (c) Schools should provide a calendar that indicates dates for terminal and annual examinations.

### **3.4 Scoring Rubrics**

The scoring rubrics in continuous assessment should be:

- (a) Prepared and used when assessing students' competencies.
- (b) Based on a maximum possible score of 100.

### **3.5 Feedback on Students' Performance**

All the subject teachers must do the following:

- (a) Return marked scripts to the students within two weeks after administering the test; and
- (b) Provide an opportunity for the students to discuss in class the test and quality of their work for future improvement.

### **3.6 Recording and Presentation of Students CA Scores**

Recording and presentations of students' CA scores should be conducted at different levels that will involve subject teacher/tutor and head of school/ teachers' college:

#### **3.6.1 Subject Teachers/Tutors**

Subject teachers/tutors are required to:

- (a) Enter students' assessment scores into the CA template<sup>1</sup> forms downloaded from the PReMS online system managed by NECTA and the Student Cumulative Academic Record Card provided by the Ministry of Education, Science and Technology (MoEST).

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<sup>1</sup> The CA template form is an excel file that includes students' names, PReMS numbers, subject name, columns for entering CA and other students' particulars.

- (b) Keep records of the terminal and annual scores and enter them accordingly into the students' personal files.
- (c) Submit a copy of the terminal and annual scores to the academic office.

### **3.6.2 Head of Schools/Teachers' Colleges**

Head of Schools/Teachers' Colleges are required to:

- (a) upload completely filled out CA forms without modifying of the template into the PReMS online system.
- (b) generate and print the candidates' CA forms from the PReMS online system. The head of school/principal and a student ought to verify the correctness of the printed filled CA forms before signing and submit both hard and soft copies to NECTA.

### **3.7 Administration of Practical Assignments**

Teachers, who teach science subjects, are required to:

- (a) select practical areas from respective subject syllabi.
- (b) provide practical assignments for each science subject.
- (c) provide one practical assignment in the first terms of Form Four and Form Six. Scores for the practical will count towards the CA to be submitted to NECTA.

### 3.8 Rubric for Scoring Practical Assignments

Practical assignments will be a component of the final CA to be submitted to the NECTA. Therefore, it is essential for subject teachers to:

- (a) Identify the competencies for assessing practical assignments and present them to the subject panel/department for moderation. The competencies may include the following:
  - (i) **Group work**  
This must include competencies such as organising, valuing, listening, communicating, cooperating and accountability.
  - (ii) **Observing and measuring**  
This engages one's senses in observing, differentiating, recognising and measuring, for example, changes in experiments.
  - (iii) **Investigating**  
This includes planning, selecting apparatus for an experiment, identifying variables, and formulating hypotheses.
  - (iv) **Recording**  
Accuracy in recording the results of the practical observed.
  - (v) **Interpreting data**  
Data collected should be used to identify trends, make deductions, establish relationships, perform calculations, analyse and present the data in graphs.
  - (vi) **Data processing (Manipulation)**  
It involves identifying, selecting and setting up appropriate apparatus for a scientific investigation.

(vii) **Drawing conclusions**

Using analyses and interpretations to draw conclusions.

- (b) Develop standard criteria for scoring every practical assignment. The criteria should clearly explain the competency assessment levels<sup>2</sup>. In this regard, criteria are necessary for constant use in judging the effectiveness of the designed work, which are: 1-Poor, 2-Satisfactory, 3-Good, 4-Very Good and 5-Excellent. The following examples serve as rubric guides for scoring practical assignments:

**Example 1: Rubric Guides for Assessing Students' Performance in Group Work**

<b>Competence Level</b>	<b>Criteria</b>
1	Works individually only.
2	Works in a group but does not really co-operate fully.
3	Works effectively with others, without panic or fumbling.
4	Works effectively and systematically and maintains a calm and harmonious approach.
5	Performs practical and assists others without reading up on instructions or without need of verbal instructions i.e. Knows exactly what to do.

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<sup>2</sup>A level of achievement, expressed as a numerical value supported by descriptive word/term. It indicates the level at which a learner's competences are achieved.

## Example 2: Rubric for Science Experiment

### (a) *Experiment Design*

<b>Competence Levels</b>	<b>Criteria</b>
1	Design shows that students cannot conduct an experiment even after receiving considerable help from the teacher.
2	Design shows students can conduct an experiment when the teacher provides considerable help.
3	Design shows students understand the basic idea of scientific process but need some help in controlling obvious variables.
4	Design shows students understand the basic idea of the scientific process by conducting experiment that controlled obvious variables.
5	Students have analysed independently, designed and conducted a thoughtful experiment.

### (b) *Data Collection*

<b>Competence Levels</b>	<b>Criteria</b>
1	Data were not recorded.
2	Data were recorded in an incomplete and haphazard manner or only after considerable teacher assistance.
3	Data were recorded in a disorganised manner or only with teacher assistance.
4	Data were recorded in a manner that probably represents the results of the experiment.
5	Data were collected and recorded in an orderly manner that reflects the results of the experiments.

(c) *Scientific Results*

<b>Competence Levels</b>	<b>Criteria</b>
1	Pamphlet presents no results of the experiment; no conclusions drawn
2	Pamphlet presents results of the experiment. Conclusions are lacking, incomplete or confused.
3	Pamphlet shows results of the experiment. Conclusions reached are either lacking in detail or are provided only after further inquiry.
4	Pamphlet shows students understand the results and know how to explain them.
5	Pamphlet explains with convincing clarity the solution to the problem. Information from other sources or other experiment was used in the explanation.

(d) *Verbal Expression*

<b>Competence Levels</b>	<b>Criteria</b>
1	Speech was not given even after the teacher's active instruction.
2	Speech was given only after the teacher's active instruction.
3	Speech was given after the teacher's active instruction. Some consideration was given to gesture, voice, and eye contact.
4	Speech was prepared with some help from the teacher but uses the experiment's results. Speech was not only logical but was also supported by the use of gestures, voice and eye contact to clarify meaning.
5	Speech presented a clearly defined point-of-view that can be supported by research and considered the audience's interests. Gestures, voice and eye-contact are also evident.

Teachers/Tutors are required to use the rubric to determine the level of performance of the individual learners or the group. For example, in a Science experiment one can add different scores to get to a final mark for a particular group or individual students. Subsequent competences will be assessed in such a way. Therefore, if a total of 5 competencies were assessed, a maximum mark would be  $5 \times 4 = 20$  for that particular group/student.

### 3.9 Feedback on Practical Assignments

It is important to provide feedback to the students regarding their performance<sup>3</sup> in the practical assignment. Hence, teachers are advised to:

- (a) Return to the students the scored practical assignment reports within two weeks.
- (b) Provide an opportunity for the students to identify areas of weaknesses in the various competencies observable during the evaluation.

### 3.10 Scoring Rubric Per Topics

A student's performance will be recorded for each topic taught in the school/college. On this aspect of assessment, teachers are required to:

- (a) record students' performance for each topic using the five levels of competency shown in Table 8. Scoring rubrics for each topic should be based on a maximum of 10 scores.

**Table 8: Competency Levels**

Competency Level	Competency Name	Score (/10)
1	Excellent	9-10
2	Very Good	7-8
3	Good	5-6
4	Satisfactory	3-4
5	Fail	0-2

---

<sup>3</sup>Performance task should be: **Authentic** (i.e., should address realistic problems and options, constraints criteria, standards, and genuine purpose). **Credible** (i.e., should be valid and dependable, address a rigorous content and performance standards). **User-friendly** (i.e., they should be feasible, appropriate, provide clear and complete set of instructions, guidelines, and models).

- (b) download from the PReMS system a template for each topic for filling in the competency levels (see sample of scoring topics of Biology in Table 9).

**Table 9: Biology Topic Assessments**

Student's No.	Competency Level per Topic					Teachers' Comment
	Topic Name 1	Topic Name 2	Topic Name 3	Topic Name 4	Topic Name 5	
S0101/0001	2	2	3	3	4	
S0101/0002	4	3	5	2	5	
S0101/0003	1	1	2	3	2	
S0101/0004	2	1	4	1	2	
S0101/0005	3	1	2	1	3	

- (c) fill in students' performance results after the topic has been taught. The students' competency levels should be updated in the system after the teacher has re-taught the topic for students who did not understand it in the earlier classroom teaching and learning.
- (d) upload students' topic performance results into the PReMS system.

## 4.0 PROJECT WORK ASSESSMENT

### 4.1 Introduction

NECTA will use the results from the assessment of project work to reinforce what candidates learn through projects and measure their achievement in various envisaged abilities and skills. Project work should focus on subject

syllabus including aspects of field work, which address current socio-political, science and technology and economic issues. Thus, when carried out, the project work should provide students with additional strategy for acquiring knowledge in various academic disciplines and other human endeavours.

## **4.2 Guidelines for Carrying Out Projects**

To minimise variations in the procedures for conducting and supervising projects among secondary schools and teacher training colleges, the schools/colleges should guide students well to get the intended outcomes of their projects.

### **4.2.1 Project Work**

For CA purposes, Ordinary Level students are required to undertake one group project in any subject in Form Three and that group shall comprise between four to six students. For Advanced Level and Teachers' Colleges, the students will be required to do one group project involving three to five students in any one subject of their specialty. To streamline the selection of topics for project work at subject level, students should select ONE topic from any of the subjects provided by the subject teachers/subject department. The project for Advanced Level shall be done in the second term of Form Five and the second term of the first-year for Teacher Colleges.

#### **4.2.2 Best Project**

Each school and Teacher College is required to display the outstanding written projects in the school library. These exemplary project work must have the following qualities:

- (a) Address a current issue.
- (b) Linked to an existing problem and its possible solutions.
- (c) Generate new knowledge in the subject area.
- (d) Quality presentation. i.e. correct grammar, format, punctuation, writing style, etc.

#### **4.2.3 Roles of Teachers/Tutors in Students' Projects**

The roles of teachers in overseeing project supervision shall include:

- (a) Explaining to the students the point weight the projects carry in their learning and certification.
- (b) Providing students with project guidelines, project quality and format.
- (c) Identifying and selecting project themes, which can have more than one project title, suitable for project work. The following criteria need consideration in identifying such themes and project titles:
  - (i) clarity of the theme and project title,
  - (ii) topics not widely investigated,

- (iii) accessibility to data/information sources,
  - (iv) availability of resources,
  - (v) importance and relevance of the theme to the school community and/or society,
  - (vi) workability of theme within the available project time, and
  - (vii) Relevance to the syllabus.
- (d) Providing advice and guidance to the students on how to:
- (i) identify and describe project themes.
  - (ii) clearly define the aims and objectives.
  - (iii) develop instruments for projects.
  - (iv) collect, organise, and analyse data.
  - (v) provide appropriate references.
- (e) Forming and organising project groups.
- (f) Identifying and providing individual tasks within a particular project group to ensure equal and fair participation of every group member.
- (g) Promoting team spirit among students by requiring project group leaders to involve each member in performing project tasks and in decision-making.
- (h) Devising marking schemes for projects. These schemes should contain significant dimensions of quality expected in project outputs.

- (i) Providing students with feedback regarding the quality of project.
- (j) Ensuring that where applicable, field trips or visits to places of educational interest are budgeted for and incorporated in the school calendar.
- (k) Identifying appropriate and up-to-date references for students' themes.
- (l) Familiarising the students with types of projects as follows:

- (i) Survey or enquiry oriented project

A survey or an enquiry-oriented project is one that seeks to obtain information on a population of people. Such information could be based on their opinions, traditional ways of behaviour, or values, beliefs, etc. The survey project is conducted in the real field rather than in a laboratory or an experimentally arranged setting. For instance, a survey project on the views parents and teachers regarding the re-introduction of school fees in the country's public schools could be conducted. A plan for the survey could be prepared to determine the kinds of views the survey should collect and how to collect them among the respondents. The surveyor can develop instruments for collecting information on the subject matter e.g. questionnaires, interview schedules/guides, or observation checklists.

The actual gathering of the data could be done by the students who are undertaking the survey project. They could interview their parents as well as teachers not only in their schools, but also in other schools. Their checklists might contain ranges of opinions concerning the idea of re-introducing school fees in public secondary schools and might require the interviewees to state whether or not they agree with those stated advantages or disadvantages.

In analysing the data collected the frequencies and percentages of parents and teachers agreeing or disagreeing with the views presented will be worked out. The project report will then summarise the results of the survey and indicate clearly whether or not parents and teachers favour the re-introduction of school fees in the public secondary schools.

(ii) Causal-comparative projects

This type of project seeks to account for the cause and effect of some social practices in the community/society. In such a project, students can opt to collect some information on social challenges, for instance, health education on HIV/AIDS, or water sanitation, gender (division of labour and leadership), human rights (child labour, child abuse and early pregnancies), etc.

The aim of this kind of project is to broaden the knowledge base of students and put into practice theoretical aspects they have acquired. The students can decide to conduct project on socio-economic and political issues facing the society within their localities where they will get opportunities to investigate and analyse the cause-effect relationship of various social phenomena.

(iii) Creative projects

These projects encourage and foster the development of creative abilities and skills among students. They require the students to cultivate an artistic sensitivity in expressing their thoughts and feelings. In Music, Fine Art, Sculpture and Literature, including Drama, Prose and Poetry subjects, students will usually be exposed to some examples of artistic works during classroom lessons. In projects on these art-based subjects, the students might be invited to imitate some of the creative works they have studied in class or create their own original works such as narrations, poetry, songs or plays. For example, in Literature students might be reading a play which depicts the exploits of the historical heroes of a given ethnic group or community. In the project work, students might be invited to write their own plays songs or poems portraying the achievements and thoughts of heroes from their own ethnic groups.

(iv) Essay type projects

A project work essay is a composition which assembles facts and ideas on a given topic as clearly and as logically as possible based on a given theme or topic. The topic could be on any discipline. The facts a project essay contains might or might not be research findings. Its major role, however, is to use the facts available to support an argument or position and pursue a cohesive thought before arriving at a logical conclusion. Some project essays are descriptive, and tend to present information objectively and impartially without expressing the author's own opinion or feelings about the topic. Students taking essay-type of projects could select any one of the following kinds of essays:

- Narrative essay, which tends to narrate occurrences of events,
- Descriptive essay, which describes events, objects or persons, etc, or
- Argumentative essay, which allows a writer to take a position and, accordingly, support it.

The excellence of an essay project depends on the nature of the discipline of the essay topic. Language essays invite the students to demonstrate their language aptitude and prowess. Essays in history require the students to demonstrate their knowledge of historical facts and how they can use them to

derive deductive information, implications, conclusions, etc. Essays in other disciplines, such as Geography and Biology, require students to demonstrate their understanding of factual knowledge as well as principles in those subjects.

(v) Project documentation

This involves applying knowledge taught in class in topics such as Local History, Oral literature, etc. whereby the students learn about traditional lifestyles or the culture of the community in a given locality. In the project work on these topics the students can collect from the local people oral information in form of songs, stories, historical narrations, etc. and put it into writing i.e. through documenting it. To do that properly, students should go out to people with knowledge on the topic and interview them or listen to them and synthesise the descriptions, narrations or songs before drawing lesson learned and apply them to real life situations.

#### **4.2.4 Roles of Students in Projects**

Roles of individual student members in a group project shall include:

- (a) Choosing the theme of their interest.
- (b) Selecting the project's title.
- (c) Selecting group leaders.
- (d) Participating in all project activities.

- (e) Linking up with the Project Teacher, resource persons and institutions.
- (f) Participating in group discussions and keeping records of decisions made.
- (g) Writing and submitting the final project work to the Project Teacher.
- (h) Getting feedback from the Project Teacher.

#### **4.2.5 Roles of Schools**

The following are specific roles of schools:

- (a) Introducing students to the institution where the project will be undertaken.
- (b) Providing the students with necessary support.
- (c) Collecting and keeping project reports for reference purposes.

#### **4.2.6 Scheduling of Projects**

Project activities can be conveniently planned within the time limits as follows:

- (a) O-Level of Secondary Education beginning of the second term of Form Three and to be completed at the end of the first term of form four.
- (b) A-Level of Secondary Education beginning of the second term of Form Five and to be completed at the end of the first term of Form Six.

- (c) Teachers' Education beginning of the second term of the first-year and to be completed at the end of the first term of the second year.

#### **4.2.7 Assessment of the Projects**

During the assessment, the teachers/tutors should grade the students' project write-ups based on competencies outlined in the respective subject syllabus. Significantly, they should adhere to the following:

- (a) All marking should follow the approved marking scheme. All relevant comments, symbols, scores scored, etc. should be included in the graded students' project write-ups. Verification of the marking should be done.
- (b) Students' scores must be entered into the appropriate CA forms without making any conversions or alterations.
- (c) The maximum score for the project should be 100% distributed among the various sections of scoring scheme.
- (d) The scores of the marked students' projects should be uploaded into the NECTA system.

#### **4.2.8 Scoring Scheme for Projects**

Assessment and scoring of the project work should follow a standard rubric<sup>4</sup> attached in the appendix. However, the outline and weighting of sections for the marking schemes for projects should consist of:

- (a) Format of the Project Report (10%)
  - (i) Title
  - (ii) Acknowledgements
  - (iii) Table of content
  - (iv) Chapter contents (introduction, purpose, relevance of the project, methods used, presentation of results, discussion summary and conclusion and recommendations), etc.
  - (v) References and Appendices (where necessary).
- (b) Collection and Treatment of Data/Information (40%)
  - (i) Accuracy of observations
  - (ii) Relevant research findings
  - (iii) Logical ordering of concepts and materials
  - (iv) Adequacy of data and analysis
- (c) Quality and Relevance of the Project ( 50% )
  - (i) Interpretation and critical analysis of data

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<sup>4</sup>A sample of rubric for scoring project work.

- (ii) Proportionality in the project outputs, including illustrative aids, such as maps, diagrams, tables, etc.
- (iii) Quality of written work (neatness, grammatical correctness, use of cohesion, punctuation, etc)
- (iv) Originality and new knowledge
- (v) Conclusion

#### **4.2.9 Feedback on Projects**

Teachers should update the students on how they fare during the performance of the tasks assigned as part of the project's work. Feedback on project's work should be provided using the following levels:

- (a) Teacher - student level
  - (i) Marked project reports should contain sufficient and detailed comments of the teacher and should be returned to the students.
  - (ii) Project reports should be discussed in a class with a view to correcting systematic and common errors as well as misconceptions.
  - (iii) Previous classes' projects should be discussed alongside the current classes' best, average, and poor projects.
- (b) School/Teacher College level

Exceptional projects should be typed, bound and kept in the school or college library for students' reference in subsequent years.

## **5.0 SUBMISSION OF CONTINUOUS ASSESSMENT TO NECTA**

Completed Continuous Assessment forms for the Ordinary Secondary Education, Advanced Secondary Education, and Teachers' Education should be submitted electronically to NECTA as follows:

- (a) Ordinary Secondary Education  
CA for form four students should be submitted and reach NECTA through the PReMS online system two months before the beginning of the national examinations as stipulated in the Examinations Regulations. i.e. before September when the class is in Form Four.
- (b) Advanced Secondary Education  
CA for Form Six students should be submitted and reach NECTA through PReMS two months before the start of the national examinations as stipulated in the Examinations Regulations. i.e. before March when the class is in Form Six.
- (c) Teachers' Training Education  
CA for Teachers' Training Education students should be submitted and reach NECTA through PReMS by the end of the first term of the second-year.
- (d) The students' performance per topic will be uploaded into the PReMs system immediately after the coverage of each topic.

## **6.0 MONITORING AND EVALUATION**

The National Examinations Council of Tanzania will monitor the implementation of these guidelines at the schools and Teacher colleges and, accordingly, evaluate the validity and reliability of the assessment tools used to evaluate students during mid-term and annual examination. Also, NECTA will take a sample of the projects and evaluate them to determine their compliance with the standards based on these guidelines.

## **7.0 REVIEW OF THE GUIDELINES**

The guidelines shall be reviewed from time to time whenever the needs arise. In case of any exceptions regarding these guidelines, there shall be thorough documentation and following of proper channels of authorisation using the same authority that approved this guideline document.

## Appendix

### Model of Project Process Rubric

Category	Exemplary	Proficient	Partially proficient	Incomplete	Points
	3 points	2 points	1 point	0 points	
<b>Title</b>	Well-worded, clearly stated, relevant to the assigned topic.	Wrote well-worded, specific questions relevant to the assigned topic.	Wrote questions which lacked focus, were poorly stated and were not entirely relevant to the assigned topic.	Wrote questions which lacked specific focus, were poorly stated, and not relevant to the assigned topic.	
<b>Research questions</b>	Well-worded, clearly stated, relevant to the assigned topic.	Wrote well-worded, specific questions relevant to the assigned topic.	Wrote questions which lacked focus, were poorly stated and were not entirely relevant to the assigned topic.	Wrote questions which lacked specific focus, were poorly stated, and not relevant to the assigned topic.	
<b>Acknowledgment</b>	Well-structured and relevant to school organised	Well-structured and relevant with some errors in organisation	Some errors in organisation structure	Irrelevant acknowledgment	

Category	Exemplary	Proficient	Partially proficient	Incomplete	Points
	3 points	2 points	1 point	0 points	
<b>Table of contents</b>	Well-organised/automated and relevant to the content	Well-organised/automated and relevant to the content with minimal errors	Poorly structured and lack of automations	Unstructured table of contents	
<b>Selection of sources</b>	Identify highly appropriate sources in variety of formats (books, journals, and electronic sources).	Identified mostly appropriate sources in a variety of formats (books, journals, and electronic sources).	Identified a few appropriate sources but made little attempt to balance format types.	Identified no appropriate sources in any format.	
<b>Introduction</b>	Well-worded, focused and clearly introduces what is in the content	Well-worded, and introduces most of the components	Lack of clear wording, poor introduction with reference to contents	Inconstant to the content	
<b>Purpose of the Project</b>	Well-stated, specific and focused	Specific, clearly stated and some errors in its focus	Lack of specific and focus	Stated irrelevant purpose	
<b>Relevance of the Project</b>	Carefully and relevant project work prepared	Lack of some few areas of relevance	Relevance not clearly shown	Irrelevant project work	
<b>Methods used</b>	Carefully selected and used methods of data collection,	Identified mostly appropriate methods of data collection,	Made efforts to identify methods that relate to the project work	Irrelevant methods of data collection,	

Category	Exemplary	Proficient	Partially proficient	Incomplete	Points
	3 points	2 points	1 point	0 points	
	analysis and presentation	analysis and presentation		analysis and presentation	
<b>Presentation of Results</b>	Used relevant methods of data presentation	Well-presented but has some few errors and clarity	Irrelevant methods used and poorly presented	Not match with research questions	
<b>Analysis</b>	Carefully analysed the information collected and drew appropriate and inventive conclusions supported by evidence.	Product shows good effort was made in analysing the evidence collected.	Drew conclusions but produced little evidence with low level of analysis.	Conclusions simply involved restating information. Conclusions were not supported by evidence.	
<b>Organisation and synthesis</b>	Presented content clearly and concisely with logical progression of ideas and effective supporting evidence.	Presented most of the content with a logical progression of ideas and supporting evidence.	Presented content which failed to maintain a consistent focus, shows minimal organisation and effort, and lacked an adequate amount of supporting evidence	Presented content which was unfocused, poorly organised, showed little thought or effort and lacked supporting evidence.	

Category	Exemplary	Proficient	Partially proficient	Incomplete	Points
	3 points	2 points	1 point	0 points	
<b>Selection of an appropriate Format to Communicate project findings</b>	Selected an appropriate and effective format to creatively communicate research findings.	Selected an appropriate format to structure and communicate research findings.	Needed to select a more effective format to structure and communicate research findings.	Failed to select an appropriate format to communicate research findings.	
<b>Citations/Documentation</b>	Cited all sources of information accurately to demonstrate credibility and authority of information.  APA style 6 <sup>th</sup> edition	Cited most sources of information in proper format and documented sources to enable accuracy checking.	Cited most sources of information improperly and provided little or no supporting documentation to check accuracy.	Created citations which were incomplete or inaccurate, and provided no way to check the validity of the information gathered.	
<b>Logical ordering of concepts and materials</b>	Concepts and materials were logically ordered/ logical connectivity flow	Presented concepts and materials logically with some gaps in logical flow	Presented mixed concepts and materials illogically ordered	Presented concepts materials lacks logical flow	

Category	Exemplary	Proficient	Partially proficient	Incomplete	Points
	3 points	2 points	1 point	0 points	
<b>Proportionality of project outputs</b>	The aids used were illustrated, clear and relevant maps tables and charts were used. Clear logical detailed explanations were used.	The project work shows some efforts in the used tables, charts and graphs explanation	Most of charts, tables and graphs lack clarity relevant to the project findings. Poor explanations	Mismatch of the tables, charts to the project findings	
<b>Quality of the Project work</b>	Very neat, correct grammar, cohesion and appropriate use of punctuation marks	Neat, few grammatical errors and punctuation marks	Rough work with many grammatical errors and punctuation marks	Unstructured project work with grammatical errors and misuse of punctuation marks	
<b>Originality and new knowledge</b>	The findings lead to a new knowledge which were not known before	Some efforts were made to come up with new knowledge with some questionable issues	The origin and new knowledge were not clear	Failed to come up with new knowledge	

Category	Exemplary	Proficient	Partially proficient	Incomplete	Points
	3 points	2 points	1 point	0 points	
<b>Product/process</b>	Effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated through research techniques.	Effectively communicated the results of research	Effectively communicated the results of research	Effectively communicated the results of research	
<b>Conclusion</b>	Very well concluded briefly showing the whole picture of the project.	Relevant conclusion captured most of the project components.	Conclusion that has little connection with the project work.	Conclusion which does not match with the content of the project work.	
<b>Teacher's comments</b>					

\*This rubric may be used for assessment and peer feedback and the scores will be converted to 100.

