



UGANDA NATIONAL EXAMINATIONS BOARD

REVISED PROJECT OBSERVATION CHECKLIST 2026

Centre/CA No: **Year:**

Learner's Name: **Learner's ID:**

Instructions to the facilitator.

- 1) This observation checklist contains **four** competencies which **must** be assessed from S.3 to S.4.
- 2) The period of assessment for each competency is as follows;

SN	Competency	Period of Assessment	Submission Time Line
1	Project Planning	S.3 Term 1 to Term 2	By the last week of 2 nd Term holiday of S.3
2	Project Implementation	S.3 Term 3 to S.4 Term 1	By the last week of 1 st Term holiday of S.4
3	Project Reporting	S.4 Term 2	By the last week of 2 nd Term holiday of S.4
4	Project Dissemination		

- 3) Please **Tick** against the indicator(s) the learner has exhibited at every competence assessed.
- 4) Record the **Number of Indicators Observed** in the box provided at the end of each competence.
- 5) Indicate **N/A** if the learner has not been assessed for a particular competence(s)

Theme:

COMPETENCY 1: PROJECT PLANNING

1.1 Identifies a Problem

The learner identifies the problem that the project intends to solve by:

- ☐ Studying the environment of the community to identify a problem.
- ☐ Reading and reviewing or listening to information in order to identify the problem.

- ☐ Consulting internal or external community members in order to identify a problem
- ☐ Writing the problem identified

1.2 Develops a Project Title

The learner develops a project title that:

- ☐ Contains the problem to be solved
- ☐ Is related to the theme
- ☐ Has the acceptable number of words 7-25.

1.3 Generates the Purpose of the project

The learner generates the purpose of the project by:

- ☐ Providing the reason(s) for carrying out the project.
- ☐ Providing a purpose which reflects the title.

1.4 Develops Project Objectives

The learner develops project objectives that are:

- ☐ Specific.
- ☐ Measurable.
- ☐ Achievable.
- ☐ Realistic.
- ☐ Time bound.
- ☐ Linked to the purpose.

1.5 Identifies Resources Needed for the Project

The learner identifies resources needed to carry out the project, He/she:

- ☐ Identifies the resources needed
- ☐ Provides justification for the resources identified
- ☐ Costs the resources identified

1.6 Identifies the risks

The learner identifies the risks anticipated during the project

- ☐ Identifies the risks

- ☐ Provides the actions to take to minimize the risks

1.7 Develops a Project Activity Plan

The learner develops a project activity plan for carrying out the project. It should include:

- ☐ Relevant project activities.
- ☐ Logically sequenced activities.
- ☐ The periods for carrying out each activity
- ☐ Responsible persons for carrying out the activities

1.8 Integrates Knowledge and Skills of Different Subjects

The learner integrates knowledge and skills from different subjects:

- | | |
|--|--|
| ☐ English Language | ☐ Chemistry |
| ☐ Literature in English | ☐ Biology |
| ☐ CRE | ☐ General Science |
| ☐ IRE | ☐ Performing Arts |
| ☐ History and Political Education | ☐ Entrepreneurship |
| ☐ Geography | ☐ Technology and Design |
| ☐ Ugandan Sign Language | ☐ Nutrition and Food Technology |
| ☐ Chinese | ☐ Physical Education |
| ☐ Arabic | ☐ ICT |
| ☐ Latin | ☐ Agriculture |
| ☐ Local Languages | ☐ Art and Design |
| ☐ French | |
| ☐ German | |
| ☐ Mathematics | |
| ☐ Physics | |

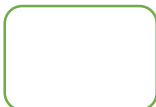
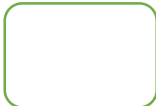
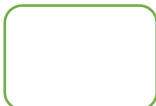
1.9 Integrates Cross Cutting Issues

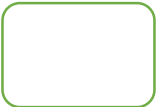
The learner integrates different cross cutting issues in the project:

- ☐ Environmental awareness.
- ☐ Health awareness.
- ☐ Mixed abilities and involvement.
- ☐ Socio-economic issues.
- ☐ Citizenship and Patriotism.

1.10 Demonstrates Generic Skills during the Project Process

The learner demonstrates generic skills during the project process and:

i) Critical thinking and problem solving.	☐ Plans and carries out investigations.	
	☐ sorts and analyses information.	
	☐ Identifies problems and ways forward.	
	☐ Predicts outcomes and makes reasoned decisions.	
	☐ Evaluates different solutions.	
ii) Communication.	☐ Listens attentively and with comprehension.	
	☐ Talks confidently and explains ideas/opinions clearly.	
	☐ Reads accurately and fluently.	
	☐ Writes and presents coherently.	
	☐ Uses a range of media to communicate ideas.	
iii) Creativity and innovation	☐ Uses imaginations to explore possibilities.	
	☐ Works with others to generate ideas.	
	☐ Suggests and develops new solutions	
	☐ Tries out innovative alternatives.	
	☐ Looks for patterns and makes generalizations.	
v) Cooperation and self-directed learning.	☐ Work effectively in diverse teams.	
	☐ Interact effectively with others.	
	☐ Takes responsibility for your own learning.	
	☐ Works independently with persistence	
	☐ Manages goals and time	
	☐ Uses numbers and measurements accurately.	

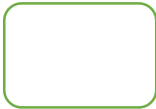
iv) Mathematical computation and ICT proficiency	☐ Interprets and interrogates mathematical data.	
	☐ Uses mathematics to justify and support decisions.	
	☐ Uses technology to create, manipulate and process information.	
	☐ Uses technology to collaborate, communicate and refine their work.	

COMPETENCY 2: PROJECT IMPLEMENTATION

2.1 Obtains Resources Needed for the Project

The learner obtains resources needed for the project through:

- ☐ Borrowing.
- ☐ Exchange of materials.
- ☐ Buying resources.
- ☐ Improvising.
- ☐ Fundraising for materials.



2.2 Uses the Obtained Resources

The learner uses the obtained resources for:

- ☐ The planned purpose.
- ☐ Multiple purposes.
- ☐ Uses all the gathered resources



2.3 Creates a Product/Service

The learner creates a product or service that:

- ☐ Is in line with the stated objectives.
- ☐ Is authentic (learners own original work).
- ☐ Unique (exceptional, extra ordinary).



COMPETENCY 3: PROJECT REPORTING

3.1 Uses an Appropriate Report Format

The learner uses an appropriate format to generate a project report that contains:

- ☐ The title.
- ☐ The introduction.
- ☐ The body.
- ☐ The conclusion.

3.2 Develops the introduction for project report

The learner develops the introduction that contains:

- ☐ The name of the project.
- ☐ The objectives.
- ☐ The purpose of the project.

3.3 Develops the body for the project report

The learner develops the body that contains:

- ☐ The project activities carried out.
- ☐ The achievements.
- ☐ The resources mobilized and used.
- ☐ The challenges faced while carrying out the project.
- ☐ How the challenges faced were solved?
- ☐ Lessons and skills learnt while carrying out the project.

3.4 Develops the conclusion for the project report

The learner presents the conclusion that contains:

- ☐ An overall evaluation of the project.
- ☐ Recommendations related to the project.

3.5 Uses appropriate language in the project report

The learner uses appropriate language in the project report that contains:

- ☐ At least 5 terminologies related to the project.
- ☐ Has less than 5 spelling errors.
- ☐ Has less than 5 punctuation errors.
- ☐ Has less than 5 tense errors.

3.6 Keeps project records

The learner keeps the following project records:

- ☐ Project plan.
- ☐ Budget.
- ☐ Activity plan.
- ☐ Stakeholder engagement documents (letters, attendance lists, reports, pictures, recordings, minutes etc.).
- ☐ Facilitator - learner interaction records.
- ☐ Project report.

COMPETENCY 4: PROJECT DISSEMINATION

4.1 Disseminates the project through speaking or signing

The learner orally / through signing disseminates the project report:

- ☐ With logical flow of ideas.
- ☐ Using appropriate tense / timelines.
- ☐ Using terminologies related to the project.
- ☐ Using the aspects of voice / nonverbal cues / signs.
- ☐ Using appropriate voice projection / signs (speed and thickness).
- ☐ Pronouncing words correctly/ using appropriate signs.
- ☐ Using appropriate body language.

4.2 Publishes the project report

The learner publishes the project report / findings through;

- ☐ School library.
- ☐ News Papers.
- ☐ Magazines.
- ☐ Posters/Bill boards/Notice boards.
- ☐ Project exhibition.