



Students of Kisojo SS, Kamwenge, showcasing a sanitary pads project in Kampala last week. PHOTO/DAVID WALUGEMBE

Why schools delay continuous assessment scores

Assessment. Without continuous assessment scores, learners cannot register for Uganda Certificate of Education (UCE) examinations. Registration at that level is based on the learners' scores, without which, they cannot be graded.

BY JANENAFULA

Towards the end of last month, the Uganda National Examinations Board (Uneb) tasked schools that had not yet submitted continuous assessment (CA) scores for Senior three, term three 2025, to physically deliver

the scores to UNEB offices in Kyambogo and also present a written explanation as to why they slept on job.

"Let schools that have not yet submitted continuous assessment scores from AMIS, burn the excel file on a compact disc and physically submit it to Uneb Continuous Assessment Office locat-

ed at Kyambogo. This should be accompanied by a letter from school to Executive Director, explaining why they were not able to submit the scores," the last call circular to the heads of schools that Uneb shared last month read in parts.

Some schools had failed to meet the October 15, 2025 deadline, forcing the examinations body to extend to Saturday, February 28, 2026. Ms Jeniffer Kalule Musamba, the Uneb spokesperson says submission of invalid scores by some schools delays the process as they have to be tasked to present valid scores.

"Late submission of CA score is certainly a challenge. The biggest challenge is submission of invalid scores

by schools," She explains.

Ms Kalule Musamba also notes late submission of scores affects learners, since those without continuous assessment scores, cannot register for Uganda Certificate of Education (UCE) exams, noting that registration at that level is based on the learners' submission of the scores in S.3 and that a learner with partial CA scores cannot be graded at UCE.

However, She says the examinations body had set in place measures to ensure that late submission of scores is ended, so that students' grades are not affected.

"We have a call centre that follows up the schools to ensure that they submit the scores. The deadlines have also been extended a number of times, to allow submission of scores by the schools," she says.

Mr Samuel Kiwanuka, a teacher of Geography at Uganda Martyrs' Secondary School Namugongo, who doubles as the coordinator for Project work, says his school has not been a culprit of late submission but acknowledged that there are those that are challenged when it comes to CA submission.

EDITOR'S PICK

How the new curriculum adds value to learning

From baking, cooking to mechanical practices, students are learning the kind of skills that encourage them to consider working within and outside school. /P22



Set yourself up for success this new term

Whatever you want to achieve, re-evaluating your daily routine is going to help you determine whether your actions are beneficial. /P24



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EDITORIAL

How the new curriculum adds value to learning

In the old days, students graduated from school with a letter of commendation, assuring everyone out there, that they had excelled in school.

As it turned out, many of them had indeed excelled in the examinations set, but were rarely able to apply what they had learned in school.

It was from this cluster of graduates that the term white collar workers was derived. That is because they were expected to take up salaried jobs, or other office-based roles focused on administration, management, or professional services.

Over time, the rising number of graduates leaving school, made it difficult to continue employing everyone in these kinds of jobs.

In 2020, the ministry of Education and Sports introduced the competence based curriculum, which was intended to ensure learners picked more than the ability to read and reproduce what they were taught.

A quiet but steady revolution started in various schools, where learners started to pick up skills, usually reserved for students of vocational education.

From baking, cooking to mechanical practices, students are learning the kind of skills that encourage them to consider working within and outside school.

Many have learnt how to develop little products that they can sell to raise money for their tuition fees for instance. It is the kind of experience that creates an opportunity for the learner to become a job creator after school, rather than having to apply for white collar job.

However, what is remaining is to buttress this with the kind of entrepreneurial science that enables the learner to not only set up the business, but appreciate how to manage it efficiently.

This is the kind of learning that enable value addition to life and will hopefully promote a crop of entrepreneurs who are not only able to run enterprises but grow them over time.



Ms Deborah Basekanakyo (right), the head teacher Wanyange Girls SS, Jinja shows parents what her students have managed to do under the new Lower Secondary Curriculum during an exhibition at the school in 2023. PHOTO/ABUBAKER KIRUNDA.

Why schools delay to submit continuous assessment scores

Assessment. Under the lower secondary curriculum, 80 percent of the students final grade comes from UNEB end of cycle exams while 20 percent is based on continuous assessment and project work done at school.

BY JANE NAFULA

Towards the end of last month, the Uganda National Examinations Board (Uneb) tasked schools that had not yet submitted Continuous Assessment (CA) scores for Senior Three, Term Three, 2025, to physically deliver the scores to Uneb offices in Kyambogo and also present a written explanation as to why they slept on job.

“Let schools that have not yet submitted CA scores from AMIS, burn the excel file on a CD and physically submit the CD to Uneb Continuous Assessment Office located at Kyambogo. This should be accompanied by a letter from school to executive director, explaining why they were not able to submit the scores,” the last call circular to the heads of schools that Uneb shared last month, read in parts.

Some schools had failed to meet the October 15, 2025 deadline, forcing the examinations body to extend the deadline to Saturday, February 28, 2026.

Ms Jeniffer Kalule, the spokesperson of Uneb, says submission of invalid scores by some schools delays the process as they have to be tasked to present valid scores.

“Late submission of CA score is certainly a challenge. The biggest challenge is submission of invalid scores by schools,” she explains.

She also notes late submission of scores affects learners given that those whose CA scores are not submitted cannot register for Uganda Certificate of Education (UCE) exams, noting that registration at that level is based on the learners’ submission of the scores in S.3 and that a learner

with partial CA scores cannot be graded at UCE.

She, however, says the examinations body has put in place measures to ensure late submission of scores is minimised so that students are not affected.

“We have a call center that follows up the schools to ensure they submit the scores. The deadlines have also been extended a number of times to allow submission of scores by the schools,” she says.

Mr Samuel Kiwanuka, a teacher of Geography at Uganda Martyrs Secondary School Namugongo, who doubles as coordinator of project works, says his school has not been a culprit of late submission but acknowledged that there are those that are challenged when it comes to CA submission.

“What is challenging other schools is that some of them lack technical personnel, while some have not been trained on this exercise. This exercise must be done by someone who is aggressive, informed and is willing to handle things in a new way. The fact is that the work is too much when you add on our internal assessments, but because we have a committee that manages CA at Namugongo, we haven’t experienced any delays,” he explains.

How the committee works

Mr Kiwanuka explains that the committee that comprises of selected teachers and IT staff works hand in hand with the individual departments to ensure that continuous assessments are submitted on time.

“After continuous assessment items are done for each class or each subject, they are demanded for by the committee. Again, the committee ensures that each teacher makes an assessment of a given project or a given group of students. So by doing that, we have been able to have our results ready by the end of each term. We normally capture the results during the course of the term and we submit in holidays,” he explains.

According to him, lack of internet should be the reason for delayed submission given that the app that schools use to submit scores called the AMIS, the Assessment Management Information System, is an offline app. “You can use it offline and only look for internet when it is time to upload data to the UNEB portal,” he advises.

Mr Nicholas Oyata, the principal of St Julian High School Gayaza, says in the beginning, some schools struggle to use the system and whenever they could submit the scores, they could be deleted.

“One time, I received a call from Uneb and I was told our marks had disappeared but it was a miscommunication because the scores belonged to a school whose name was almost like ours. The system has improved,” Mr Oyata says. According to Ms Kalule, the software is constantly updated to accommodate the concerns of teachers.

Mr Kaganizo Mutesasira, a teacher in Kankanju vocational school in Bushenyi, says some schools lack ICT equipment and database, where the learners’ continuous assessment scores can temporary be kept before they are submitted to Uneb.

He says lack of proper documentation delays the process of submission and may prompt some schools to forge results.

“We still have a challenge of cheating exams. Every teacher will want to see that students get better grades in their subjects. Strengthening monitoring and supervision of the process is important if schools are to submit credible CA scores,” Mr Kaganizo suggests.

The comment comes on the back of a call by the education minister Ms Janet Museveni, for the Uneb to strengthen monitoring of the CA, around the country.

“An area which Uneb has reported about that needs more emphasis is the continuous assessment – how it is conducted and the timely submission of the Continuous Assessment Score. I’m glad to hear Uneb working together with the National Curriculum Development Centre (NCDC), and the Directorate of Education Standards we are going to intensify monitoring of implementation of continuous assessment in Schools,” the minister said.

The continuous assessment scores are essential for students to register for UNEB examinations and they are captured by schools and submitted to the national examinations body through the Assessment Management Information System (AMIS)

Under the lower secondary curriculum, 80 percent of the students final grade comes from UNEB end of cycle exams while 20 percent is based on continuous assessment and project work done.

The NIE welcomes comments and suggestions from readers, especially secondary school students. If you would like your suggestions, complements published, send them to our regular email address - niecontent@ug.nationmedia.com

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