

Influence of Authentic Tasks and Portfolio Assessment on Acquisition of Core Competencies Among Grade Six Learners in Public Primary Schools in Kiambu County, Kenya

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Abstract

Despite the adoption of learner-centered approaches in primary schools in Kiambu County, Kenya, evidence on their influence on learners' acquisition of core competencies remains limited. This study assessed the influence of authentic tasks and portfolio assessment on the acquisition of core competencies among Grade 6 learners. A descriptive research design was employed. The target population comprised 78 public primary schools in Kiambu County. Three sub-counties, Kiambaa, Kabete, and Kikuyu, were purposively selected, and ten schools were sampled using stratified sampling techniques to ensure representation across different school contexts. The study involved 90 teachers. Data were collected using questionnaires administered to Grade 6 subject teachers, classroom observation guides, and interviews with senior teachers. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (Pearson correlation and linear regression) through SPSS, while qualitative data were analyzed thematically using MAXQDA. The findings revealed that portfolio assessment significantly enhanced digital literacy competencies, indicating a strong positive relationship between the systematic collection and evaluation of learners' work and the development of technology-related skills. Authentic tasks emerged as an effective strategy across communication and collaboration, critical thinking and problem-solving, and digital literacy competencies, demonstrating moderate-to-strong positive relationships with competency acquisition. The study concluded that authentic tasks serve as both a pedagogical foundation and a catalyst for developing multiple competencies, while digital portfolio curation directly supports the development of technical skills. The study recommends that the Ministry of Education establish standardized digital portfolio frameworks and competency-based assessment policies aligned with the Competency-Based Education (CBE) curriculum. Additionally, the Kenya Institute of Curriculum Development (KICD) should develop a comprehensive, authentic task bank for primary school subjects, accompanied by standardized implementation guidelines.

Keywords: *Authentic tasks, portfolio assessment, core competencies*

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1. Introduction

Learner-centered learning is associated with well-established efforts to identify and realize learning outcomes, as learners not only actively engage in learning rather than passively receiving information but also recognize that each learner possesses a unique learning style, background, and needs (An & Mindrila, 2020). Teachers adapt their methods and materials to suit different learners' needs and preferences. Over the past few decades, there has been a paradigm shift in educational philosophy and practice from teacher-centered to learner-centered approaches (Shah & Kumar, 2020). As such, the learner-centered education emphasizes the importance of individual learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs in the learning process (Oyelana et al., 2022). Learner-centered assessment strategies can potentially foster core competencies in several ways. First, by evaluating learners' abilities in real-world contexts, authentic assessments can promote problem-solving and critical thinking skills. In the Kenyan primary school context, project-based assessments aim to achieve this authenticity (KICD, 2017).

In the Kenyan context, this global trend has influenced educational policies and practices, and KICD has been at the forefront of promoting learner-centered assessment approaches in the country's education system (KICD, 2017). Assessment plays an essentially crucial role in learning, not only as a means of evaluating learner progress but also as a tool for learning itself. In learner-centered education, assessment strategies move beyond traditional summative evaluations to include formative and authentic assessments that support and enhance learning (Driscoll & Wood, 2023). The learner-centered assessment strategies often include peer assessment, self-assessment, portfolio assessments, performance-based assessments, and project-based assessments. These strategies aim to provide more comprehensive and authentic evaluations of learning in learners while also promoting metacognition, self-regulation, and lifelong learning skills (KICD, 2017). The shift towards learner-centered assessment in Kenya is evident in the curriculum's emphasis on continuous assessment tests (CATs) and formative evaluation (Munyao et al., 2023). However, implementing these strategies and their influence on fostering core competencies required further investigation, particularly in specific contexts such as Kiambu County.

1.1 Problem Statement

Despite the incorporation of learner-centered assessment strategies (LCASs), that is, authentic tasks and portfolio assessment in CBE in primary schools in Kenya, empirical evidence on their influence in promoting the acquisition of core competencies among learners remains scarce. The current scenario presents that even though the M.O.E has prescribed the learner centred assessment strategies, educators lack clear insight into what strategy best supports the acquisition of communication and collaboration, critical thinking, and digital literacy competencies in the CBE framework. The gap stems from a disconnect between the policy recommendations and practical realities in the classroom, including insufficient allocation of resources, inadequate teacher training programs, and absence of comprehensive monitoring and evaluation systems to track the effectiveness of LCASs.

1.2 Objectives of the Study

- i. To establish the influence of authentic tasks on the acquisition of core competencies among grade six learners in Kiambu County, Kenya
- ii. To determine the influence of portfolio assessment on the acquisition of core competencies among grade six learners in Kiambu County, Kenya.

2. Literature Review

2.1 Theoretical Review

The theoretical framework underpinning this study was skills acquisition theory. The relevance of this theory is that the “learning of a wide variety of skills shows a remarkable similarity in development from the initial representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, and highly skilled behavior” (DeKeyser, 2007, p.97). This theory, primarily developed by Anderson (1982), provided a framework for understanding how learners progress from novice to expert in acquiring complex cognitive skills, as it posits three stages of skill acquisition: cognitive, associative, and autonomous (Anderson, 1982). In the context of this study, these stages were applied to the acquisition of core competencies such as critical thinking, problem-solving, and communication skills, with the cognitive stage involving the initial acquisition of declarative knowledge about a skill. In learner-centered assessment, this involves students understanding the criteria for effective communication or the steps in problem-solving (DeKeyser et al., 2007). The associative stage sees learners beginning to proceduralize this knowledge, making fewer errors and becoming more fluid in their skill application, whereas the autonomous stage is characterized by rapid, automatic performance of the skill with little conscious effort (Schunk, 2012). The learner-centered assessment strategies align well with this theoretical framework, as the performance-based assessments can support the transition from the cognitive to the associative stage by providing opportunities for learners to apply their knowledge in practical contexts. On the other hand, portfolio assessments, which track progress over time, document the learner's journey through these stages of skill acquisition.

By framing the acquisition of core competencies through skills acquisition theory, this study provides insights into how learner-centered assessment strategies support the progressive development of these crucial skills among grade 6 learners in public schools in Kiambu County. Skills acquisition theory provides a framework for understanding how learners acquire competencies through practice and application, and it supports the use of authentic tasks and portfolio assessment, allowing learners to demonstrate their growing proficiency in real-world contexts. The skills acquisition theory guides the development of core competencies through repeated practice and reflection, ultimately leading to the internalization and mastery of essential skills.

2.2 Empirical Review

2.2.1 Authentic Tasks and Learners' Acquisition of Core Competencies

A competence-based curriculum aims to help learners acquire skills essential for both academic and real-life issues. Authentic task assessments involve learning activities with real-world relevance. This allows learners to examine the task from various perspectives, reflect, collaborate, and incorporate complex functions that require student investigation, while allowing for competing solutions and diverse outcomes (Herrington, Oliver, & Reeves, 2003). While CBC is a developing area in Kenya, few studies have explored this even within the African context. Evidence from other regions suggests authentic activities as a form of assessment that supports the acquisition of core competencies. Boyaci and Guner (2018) explored the influence of authentic task-based materials on writing motivation, writing skills, and reading comprehension. The survey conducted in the Turkish language course included a quasi-experimental design with a pre-test and post-test and a control group. Also, semi-structured interviews were used. The study setting was a primary school, and data were

collected through the Writing Skills Scale, Writing Motivation Skill, and Reading Comprehension test.

The results showed that incorporating authentic task-based materials enhanced the writing skills and reading comprehension of Grade 4 primary school learners in the Turkish language course. This finding aligns with Herrington, Reeves, and Oliver's (2006) perspective that engaging in authentic and realistic activities fosters collaboration among learners, even within a complex learning framework.

Losada, Insuasty, and Osorio (2017) analysed the influence of incorporating authentic materials and tasks on developing communicative competence among A2-level English course students. Their findings suggest that using authentic tasks and materials led to advances in communicative competence among the students. Similarly, Kinay and Bagceci (2016) conducted a study investigating the influence of an authentic assessment approach on prospective teachers' problem-solving skills. The data for this study were collected from prospective teachers enrolled in the Ziya Gokalp Education Faculty, Department of Classroom Teaching, at Dicle University. The results indicate a favourable effect on enhancing problem-solving skills among the students (Kinay & Bagceci, 2016). Generally, studies suggest a positive connection between authentic assessment and the acquisition of competencies.

Boyaci and Guner (2018) contend that authentic tasks are learner-centred, based on daily life, intriguing, and interactive tasks. From this perspective, Setiawan and Sabtiawan (2017) examined the effectiveness of authentic tasks in fostering students' skills in analyzing test items. The participants were students in the education study program at the Faculty of Science and Mathematics, Universitas Negeri Surabaya. The research results underscored the view that authentic tasks improve learners' acquisition of core competence. Whereas the study focused on university learners, the authors demonstrate that authentic tasks enable learners to achieve essential skills in the course.

According to a study by Anderson et al. (2022), authentic assessments evaluate learners' capacity to apply a range of skills and knowledge. They provide opportunities for rehearsal, practice, resource consultation, and feedback, enabling the refinement of performances and products. Their research examined the role of authentic assessments in fostering the acquisition of core competencies among learners and preparing them for roles as health promotion practitioners. Students, individually and in teams, were tasked with devising a health promotion program grounded in a community development approach. In their results and conclusion, the researchers demonstrate the effectiveness of authentic assessments in fostering core competencies among university students.

A knowledge gap exists because most studies have focused on university students in Bachelor of Science programs in Australia or on college-level students. The findings might differ for primary school learners, given differences in learning settings and exposure. Moreover, Boyaci and Guner (2018) used data from grade four primary school learners to demonstrate the effectiveness of using authentic materials in developing learners' competencies/skills, focusing only on communication and collaboration competencies.

2.2.2 Portfolio Assessment and Learners' Acquisition of Core Competencies

A portfolio assessment scheme is a method that prompts learners to gather and retain samples of their work over a period for future evaluation. It comprises three fundamental elements: assembling evidence to support learning and growth, choosing evidence for assessment, and reflecting on learning experiences. Portfolio-based learning allows learners to engage in

independent and out-of-class learning, with students showcasing a diversity of their work. Equally, teachers have a unique opportunity to assess learners' capabilities from various perspectives (Westwood, 2008).

However, portfolio assessment stands out most because it allows learners to showcase their work in ways that reflect their personal choices and interests (Gebrekidan & Zeru, 2023). The assessment method reduces teacher influence and makes learning more learner-focused. Thus, the merit of portfolio strategy is that it encourages students to put more effort into learning to meet the portfolio protocol's required standards. Unlike other assessment strategies, portfolio assessment "*promotes revision by providing both time for revision to occur and motivation to revise*" (Hamp-Lyons & Condon, 2000, p.34). Additionally, student engagement and self-assessment promote learner engagement in revision writing. As noted, "*revising is a slow, laborious, and complex task in which one must reflect over time on the piece of writing and the changes that might be needed*" (Witte, 2013, p.34). Consequently, portfolio assessment empowers them to be more involved in their progress and learning.

Nezakatgoo (2011) and Tabatabaei and Assefi (2012) examined the effect of portfolio assessment on students in Iran and found a positive influence on students' writing performance. Kalra et al. (2017) present a similar study based in Thailand. The authors investigated the effects of portfolio-based assessment on English as a second language (ESL) students' writing skills in Thailand. The findings align with Tabatabaei and Assefi (2012), which found that integrating a portfolio assessment strategy aids the attainment of writing skills. However, these studies focused on university students to conclude the effectiveness of portfolio-based learning.

Shrivan and Golparvar (2016) found that portfolio assessment effectively fosters internal locus of control orientations among students, motivates students to read, and enhances metacognitive awareness. Yurdabakan and Erdogan (2009) focused on preparatory school learners in Turkey. The results indicated that portfolio-based assessment significantly improved students' writing skills. Nonetheless, the study did not identify any positive influence of portfolio assessment on listening and reading skills. Nevertheless, the findings are consistent with the statement that portfolio assessment is an effective strategy that enhances the acquisition of competencies among learners. Obeiah and Bataineh (2016) illustrate this in their study, which focused on tenth-grade learners in Jordan. The findings showed that portfolio assessment significantly improved writing performance and writing sub-skills like content, organisation, and development.

The research gap is that the contexts of the reviewed studies may exhibit different dynamics from those in Kenya or Africa more broadly. Also, most studies on portfolio assessment and the acquisition of core competencies have focused more on communication and collaboration competencies. This study extends its focus beyond communication and collaboration to encompass the acquisition of core competencies in critical thinking, problem-solving, and digital literacy among Grade Six learners in Kenyan public schools.

3. Methodology

The study employed a descriptive research design, with the study's target population being 78 public primary schools in Kiambu County. Three sub-counties of Kiambu were purposively selected (Kiambaa, Kabete, and Kikuyu), and from them, ten primary (10) primary schools were selected using a stratified sampling technique to ensure representativeness across different school contexts. A sample size of 90 teachers was selected for the study. The study used 80 questionnaires for Grade 6 subject teachers, 80 classroom observation guides for quantitative

findings, and 10 interviews for qualitative findings from senior teachers. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, means, standard deviations) and inferential statistics (Pearson correlation, linear regression) through SPSS, and interview information was subjected to thematic analysis in MAXQDA.

4. Results and Discussion

4.1 Authentic Tasks and Learners' Acquisition of Core Competencies

The first task was to establish how authentic tasks influenced the acquisition of core competencies among grade 6 learners in Kiambu County. The questionnaire findings for questions 18, 19, and 20 revealed more encouraging patterns as the teachers demonstrated relatively strong implementation of real-world connections in their instructional design. These findings are presented in Tables 1, 2, and 3.

Table 1: Frequency of Assigning Tasks

Response	Frequency	Percentage
Always	19	23.8%
Often	44	55.0%
Rarely	1	1.3%
Sometimes	16	20.0%
Total	80	100.0%

Table 2: Engagement of Learners

Engagement Level	Frequency	Percentage
Average	38	47.5%
High	29	36.3%
Very High	13	16.3%
Total	80	100.0%

Table 3: Application of Skills

Application Level	Frequency	Percentage
Average	19	23.8%
Excellent	3	3.8%
Good	57	71.3%
Poor	1	1.3%
Total	80	100.0%

Based on the questionnaire data, the teachers regularly incorporated real-world relevance in their assignments, with the majority indicating they "often" or "always" assigned tasks connected to real-world scenarios, and this practical approach appears to be engaging learners effectively, as nearly three-quarters of the teachers indicated the learners reportedly displayed "high" or "very high" engagement when working on these tasks. The learners' application of learned skills to real situations showed promising results, with most teachers indicating that learners demonstrated "good" or "excellent" skills application. However, isolated instances of "poor" application were reported, suggesting variability in implementation effectiveness.

The interview responses provided rich detail on strategies for implementing authentic tasks, as all respondents described systematic approaches to engaging learners in authentic learning experiences. Teachers consistently emphasized providing clear instructions and guidelines for authentic task completion, with R1 describing: *"Clear instructions are always given to learners; learners perform tasks such as debate, research, modeling, role-playing; authentic tasks help in critical thinking and problem-solving, digital literacy, and communication and collaboration competencies."* The responses also portrayed real-world connections, with multiple respondents describing tasks that directly connect to practical applications, such as preparation of seedbeds in agriculture (R2), debates (R1, R4), research projects (R1, R2, R3, R5, R7), and manipulation of tools and digital devices (R5, R7, R8). The teachers also emphasized the importance of authentic tasks in allowing learners to apply acquired knowledge and skills in meaningful contexts, with R7 explaining: *"Learners apply the skills and knowledge learned by carrying out projects in different learning areas. This is where they can put their hands on and manipulate tools. Projects are carried out that have relation with specific learning outcomes."* In most of the interviews, the interviewees consistently linked authentic tasks to the acquisition of core competencies, particularly critical thinking, problem-solving, digital literacy, and communication skills.

The positive trends identified through questionnaires and interviews were supported by classroom observations, as authentic tasks showed promising implementation levels, averaging in the "developing" range. The key observational findings were that the task relevance to real-world scenarios received the highest rating among all authentic task indicators, whereas learner engagement levels were positive but slightly lower than relevance ratings.

On the other hand, the application of learned skills to real-life situations showed encouraging results, indicating that educators successfully connect learning activities to authentic contexts and that learners are beginning to make meaningful connections between classroom learning and practical applications. Digital literacy emerged as the most underdeveloped competency across all assessment strategies, with most indicators falling at or barely above the "not observed" level.

The consistent pattern of low ratings across the two assessment approaches suggests systematic challenges in acquiring digital literacy, rather than context-specific issues. Proficiency in using digital tools, evaluating online information, creating digital content, and observing digital safety all received notably low ratings, with interview responses revealing significant barriers to digital literacy development, including faulty digital devices, inadequate ICT infrastructure, and limited access to technology resources. Despite low observational ratings, several interview respondents described certain digital literacy activities, including internet research, digital device operation, and online content creation, and this discrepancy suggests potential gaps between intended practices and actual implementation.

By converging data from all three data sources, the findings indicate that authentic tasks are the most successfully implemented aspect of learner-centered assessment strategies, as teachers demonstrated both an understanding of the principles of authentic tasks and practical skills in their implementation. However, the slight discrepancy between task relevance and learner engagement levels suggests opportunities for improvement, possibly through increased learner voice in task selection or more personalized, authentic learning experiences.

4.2 Portfolio and Learners' Acquisition of Core Competencies

The second task of the study was to determine the influence of portfolio assessment on the acquisition of core competencies among grade six learners in Kiambu County, Kenya. These findings are presented in Tables 4, 5, and 6.

Table 4: Comprehensiveness of Work Samples Included in Learners' Assessment Portfolio

Response	Frequency	Percentage
Adequate	32	40.0%
Comprehensive	23	28.7%
Limited	17	21.3%
Very Comprehensive	5	6.3%
Very Limited	3	3.8%
Total	80	100.0%

Table 5: Inclusion of Self-reflective Components in Portfolios

Response	Frequency	Percentage
Always	7	8.8%
Never	3	3.8%
Often	20	25.0%
Rarely	12	15.0%
Sometimes	38	47.5%
Total	80	100 %

Table 6: Alignment of Portfolios' Content with Learning Objectives

Response	Frequency	Percentage
Average	27	33.8%
Excellent	6	7.5%
Good	42	52.5%
Poor	3	3.8%
Very Poor	2	2.5%
Total	80	100.0%

The data in Tables 4, 5, and 6 from questionnaires reveal a moderate approach to learner portfolio implementation across the study area. Self-reflection appears to be implemented inconsistently, with only about a third of teachers reporting that learners "Always" or "Often" included self-reflective components, while nearly half indicated this occurred only "Sometimes." On the issue of portfolio alignment with learning objectives, the responses show more promising results, with over half of teachers indicating "Good" alignment and a small portion reporting "Excellent" alignment. However, a concerning minority indicated "Poor" or "Very Poor" alignment, suggesting opportunities to strengthen portfolio practices, particularly by increasing comprehensiveness, promoting more consistent self-reflection, and improving alignment with intended learning outcomes.

The interview responses revealed both an understanding of portfolio principles and challenges in implementation, as teachers consistently mentioned collecting work samples across different learning areas. For instance, R4 explained: "*Learners collect and assemble work samples like composition, speech writing, artwork, pictures, depending on the learning outcome.*" Several respondents emphasized the role of portfolios in documenting learning journeys and showing progress over time, as demonstrated by R7, who noted: "*Learners are eager to collect and file work on assignments that they file in the portfolio. This shows the progress of their learning over time. They also use portfolios to revise.*" The teachers described portfolios as containing diverse materials from multiple learning areas, including artwork from the internet (R1), written compositions (R4), essays, and maps to show what they have learned (R9). R8 explained: "*Written speech, essays filed in portfolios show the level of acquisition of communication and collaboration core competencies*". R2, R7, and R10 emphasized continuous practice, noting that maintenance of portfolios had been ongoing since Grade 4, indicating systematic implementation over multiple academic years.

The classroom observations revealed significant challenges in implementing portfolio assessment, as all portfolio assessment indicators averaged in the "not observed to emerging" range, indicating the lowest implementation levels among all assessment strategies examined. Specific concerns include low ratings for comprehensiveness of work samples, minimal inclusion of self-reflective components, and poor alignment of portfolio content with learning outcomes. The consistency of low ratings across all portfolio indicators suggests systematic absence of portfolio practices rather than deficiencies in specific implementation aspects.

The significant discrepancy between the interview findings and the observational data suggests that, while teachers understand the principles of portfolio assessment and may implement portfolios in some contexts, there is limited adherence to consistent, high-quality portfolio practices in classroom settings. This gap may reflect several factors, including time constraints, a lack of systematic portfolio management, or insufficient integration of portfolio assessment into regular instructional routines.

Analysis of the acquisition of core competencies revealed there were significant variations depending on the context of assessment and the measurement approach, with communication and collaboration competencies showing the most consistent acquisition patterns in the two assessment strategies. The communication and collaboration competencies (CCCs) showed positive development in authentic task contexts, with learners demonstrating effective interaction skills during project-based activities. These same competencies appeared significantly weaker when evaluated through the context of a portfolio, suggesting that learners demonstrate communication skills in interactive settings but struggle to articulate or document them independently. The teachers also consistently linked authentic tasks to the acquisition of communication and collaboration skills. Multiple respondents described how feedback processes, group discussions, and project presentations enhance learners' ability to express ideas clearly and work effectively with others.

Critical thinking and problem-solving competencies demonstrated patterns similar to those of communication skills, with acquisition levels depending on context. When assessed through the authentic tasks, these competencies showed adequate development, suggesting that project-based learning effectively promoted critical thinking skills. On the other hand, evaluation through portfolios revealed significantly lower levels, indicating challenges in the independent application of critical thinking skills, whereas "Quality of arguments and reasoning in assignments" varied considerably between the two assessment types, suggesting inconsistent acquisition or application across different learning contexts. The ratings on "*Creativity in generating solutions to problems*" showed moderate development, indicating potential for growth with appropriate instructional support.

4.3 Regression Analysis

Table 7: Summary of Regression Analysis Results

Rank	Assessment Strategy	R	R ²	Adjusted R ²	F Change	Sig. F Change	Primary Competency Strength
1	Authentic Tasks	.520	.270	.260	28.91	.000	Cross-competency (strongest overall)
2	Portfolio Assessment	.310	.100	.090	8.45	.005	Digital Literacy (specialized)

Authentic tasks were the strongest strategy on average ($R^2=.270$, $p<.001$), with particular excellence in the development of critical thinking ($R^2=.200$) and communication skills ($R^2=.270$). Their real-world problem-solving character aligned with theoretical and practical learning and explained 27% of the variance in the composite competency score. The strategy's

ability to be applied across the curriculum and high learner engagement made it highly potent, although it has to be finely crafted to retain rigor. Interestingly, the superior performance on authentic tasks underscores the importance of contextualized learning in competency development. However, like all strategies, it had a negligible effect on digital literacy ($R^2 = .010$), indicating the need for complementary approaches that integrate technology. These results strongly endorse the Kenya Institute of Curriculum Development's (KICD) strategy of using authentic tasks as anchor assessments in primary subjects, subject only to sufficient teacher knowledge and the division of resources invested in implementation.

Portfolio assessment had the smaller magnitude of the two strategies, explaining 10% of the total variance ($R^2 = .100$, $F(1,78) = 8.45$, $p = .005$). There were modest to moderate impacts of the strategy for Communication and Collaboration ($R^2 = .100$, $p = .005$) and Critical Thinking and Problem Solving ($R^2 = .080$, $p = .011$), but no significant Digital Literacy impact ($R^2 = .010$, $p = .535$).

Despite its limited aggregate impact, portfolio assessment provides unique value by capturing learning progression and facilitating reflection on long-term improvement. Enhanced effectiveness relies on integrated digital systems, multimedia data capture, and ordered reflection features.

5. Conclusion

There is a strong, cross-competency influence of authentic tasks that underpin their twin roles as both a pedagogical foundation and a unifying, catalytic force. Their everyday, practical application creates synergic learning spaces where communication, critical thinking, and IT competencies co-evolve via authentic problem-solving - a finding that links Vygotskian social learning theory to contemporary skills acquisition models. It indicates that competency acquisition increases most effectively when grounded in realistic, contextual challenges rather than in abstract exercises in class. In addition, digital portfolio curation directly develops technical expertise.

6. Recommendations

- i. The Ministry of Education should consider integrating authentic tasks in all subjects to enhance critical thinking competencies.
- ii. Kenya Institute of Curriculum Development (KICD) should develop a complete, authentic task bank across all primary subjects with standard implementation processes.
- iii. Implement physical portfolio systems among technology infrastructure-challenged schools. Create teacher communities of practice to exchange authentic task designs.
- iv. Make use of materials within reach to design applicable, authentic tasks.
- v. Monitoring and Support: Hold biweekly classroom observations to implement strategies consistently. Implement peer assessment activities at a minimum once a week per classroom. Monitor the authentic use of tasks in accordance with curriculum requirements. Give teachers regular feedback regarding the effectiveness of assessment strategies.
- vi. Fill Digital Literacy gaps with extensive portfolio management education.
- vii. The Ministry of Education should establish standardized digital portfolio models with defined implementation protocols and competency-specific assessment policies aligned with CBE objectives.

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