**GRADE 4 ASSESSMENT BOOKLET – REVISED VERSION**

**LEARNER’S DETAILS**

NAME……………………………………………………………………………………………………………………………………………

LEVEL…………………………………………………………………………………………………………………………………………….

ASSESSMENT NO…………………………………………………………………………………………………………………………..

UPI……………………………………………………………………………………………………………………………………………….

PASSPORT PHOTO

**PARENT’S/GUARDIAN’S DETAILS**

**FATHER’S NAME** :

CONTACT : SIGN

EMAIL ADDRESS :

**MOTHER’S NAME** :

CONTACT : SIGN

EMAIL ADDRESS : **FACILITATOR’S NAME**: \_\_\_\_\_\_

CONTACT : SIGN

SCHOOL STAMP

# TERM ONE

## MATHEMATICS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| 1 | **NUMBERS** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | ***a. Whole Numbers*** |  | | | |  |
|  | Place value |  |  |  |  |  |
|  | Reading and writing numbers |  |  |  |  |
|  | Ordering numbers |  |  |  |  |
|  | Rounding numbers |  |  |  |  |
|  | Factors of numbers |  |  |  |  |
|  | Using even and odd numbers |  |  |  |  |
|  | Rep. Hindu Arabic numbers using roman numbers |  |  |  |  |
|  | Making patterns |  |  |  |  |
|  | b. Addition |  |  |  |  |
|  | c. Subtraction |  |  |  |  |
|  | d. Multiplication |  |  |  |  |  |
|  | e. Division |  |  |  |  |  |
|  | f. fractions |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**ENGLISH LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **STRANDS** | | **SCORES & PERFORMANCE LEV.** | | | | | | | |  | |
| **1** | | **THE FAMILY** | | **CAT1** | | **CAT 2** | | **END TERM** | | **Perf. level** | | **TEACHER COMMENT** | |
|  | | Listening and speaking | |  | |  | |  | |  | |  | |
|  | | Reading | |  | |  | |  | |  | |
|  | | Grammar in use | |  | |  | |  | |  | |
|  | | Writing | |  | |  | |  | |  | |
| **2** | | **FAMILY CELEBRATIONS** | |  | | | | | | | |  | |
|  | | Listening and speaking | |  | |  | |  | |  | |  | |
|  | | Reading | |  | |  | |  | |  | |
|  | | Grammar in use | |  | |  | |  | |  | |
|  | | Writing | |  | |  | |  | |  | |
| **3** | | **ETIQUETTE** | |  | | | | | | | |  | |
|  | | Listening and speaking | |  | |  | |  | |  | |  | |
|  | | Reading | |  | |  | |  | |  | |
|  | | Grammar in use | |  | |  | |  | |  | |
|  | | Writing | |  | |  | |  | |  | |
|  | |  | |  | | | | | | | |  | |
| **4** | | **ACCIDENTS: FIRST AID** | |  | | | | | | | | | |
|  | | Listening and speaking | |  | |  | |  | |  | |  | |
|  | | Reading | |  | |  | |  | |  | |
|  | | Grammar in use | |  | |  | |  | |  | |
|  | | Writing | |  | |  | |  | |  | |
| **5** | | **NUTRITION- BALANCED DIET** | |  | | | | | | | | | |
|  | | Listening and speaking | |  | |  | |  | |  | |  | |
|  | | Reading | |  | |  | |  | |  | |
|  | | Grammar in use | |  | |  | |  | |  | |
|  | | Writing | |  | |  | |  | |  | |
|  | | **TOTAL SCORE/PEROFMANCE LEVEL** | |  | |  | |  | |  | |  | |

**SHUGHULI ZA KISWAHILI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **MADA** | **ALAMA NA KIWANGO CHA UTEND.** | | | |  |
| **1** | **NYUMBANI** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | Kusikiliza na kuzungumza |  |  |  |  |  |
|  | Kusoma |  |  |  |  |
|  | Kuandika |  |  |  |  |
|  | Sarufi |  |  |  |  |
| **2** | **NIDHAMU MEZANI** |  | | | |  |
|  | Kusikiliza na kuzungumza |  |  |  |  |  |
|  | Kusoma |  |  |  |  |
|  | Kuandika |  |  |  |  |
|  | Sarufi |  |  |  |  |
| **3** | **MAVAZI** |  | | | |  |
|  | Kusikiliza na kuzungumza |  |  |  |  |  |
|  | Kusoma |  |  |  |  |
|  | Kuandika |  |  |  |  |
|  | Sarufi |  |  |  |  |
| **4** | **DIRA** |  | | | |  |
|  | Kusikiliza na kuzungumza |  |  |  |  |  |
|  | Kusoma |  |  |  |  |
|  | Kuandika |  |  |  |  |
|  | Sarufi |  |  |  |  |
|  | **ALAMA NA KIWANGO CHA UTENDAJI** |  |  |  |  |  |

**INDEGINOUS LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CULTURAL FOODS** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | Listening and speaking |  |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Writing  (Letters of alphabet) |  |  |  |  |
| **2** | **WEATHER** |  | | | |  |
|  | Listening and speaking |  |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Writing – |  |  |  |  |
| **3** | **PERSONAL SAFETY** |  |  |  |  |  |
|  | Listening and speaking |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Writing – |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **NATURAL & BUILT ENVIRONMENTS** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | Compass direction |  |  |  |  |  |
|  | Location & size of the county |  |  |  |  |
|  | Physical features in the county |  |  |  |  |
|  | Seasons in the county |  |  |  |  |
|  | Historic built environments in the county |  |  |  |  |
| **2** | **PEOPLE AND POPULATION** |  |  |  |  |  |
|  | Interdependence of people |  |  |  |  |  |
|  | Population distribution |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SCIENCE & TECHNOLOGY ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **LIVING THINGS & THEIR ENVIRONMENT** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Plants |  |  |  |  |  |
|  | - Characteristics of plants as living things |  |  |  |  |
|  | - Functions of external parts of plants |  |  |  |  |
|  | Animals |  |  |  |  |  |
|  | - Characteristics of animals as living things |  |  |  |  |
|  | - Vertebrates and invertebrates |  |  |  |  |
|  | Human digestive system |  |  |  |  |  |
|  | - Parts of the human digestive system |  |  |  |  |
|  | - Healthy digestive system |  |  |  |  |
|  | - Symptoms of unhealthy digestive system |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## AGRICULTURE & NUTRITION ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CONSERVATION OF RESOURCES** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | **a. Soil conservation** |  |  |  |  |  |
|  | Materials for making compost manure |  |  |  |  |
|  | Preparing compost manure |  |  |  |  |
|  | **b. Water conservation** |  |  |  |  |
|  | Drip irrigation |  |  |  |  |
|  | **c. Fuel conservation** |  |  |  |  |
|  | ✓ Types of fuels used at home |  |  |  |  |
|  | ✓ Using and conserving fuels in cooking |  |  |  |  |
|  | **d. Conserving wild animals** |  |  |  |  |
|  | ✓ Small wild animals that destroy crops |  |  |  |  |
|  | ✓ Constructing a scarecrow |  |  |  |  |
| **2** | **FOOD PRODUCTION PROCESSES** |  |  |  |  |  |
|  | a. Direct sowing of tiny seeds |  |  |  |  |  |
|  | Crops grown through direct sowing |  |  |  |  |
|  | Sowing tiny seeds |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CREATION& EXECUTING** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | **a. percussion Musical instruments** |  |  |  |  |  |
|  | Identifying : name, community, method of playing |  |  |  |  |
|  | ✓ Parts of percussion |  |  |  |  |
|  | ✓ classifying melodic, non melodic |  |  |  |  |
|  | improvised rhythmatic parttern |  |  |  |  |
|  | Making sticks ( cutting, trimming,burning, cooling) |  |  |  |  |
|  | Tonal value – smudge technique |  |  |  |  |
|  | **b. Netball** |  |  |  |  |
|  | Passes |  |  |  |  |
|  | Catching (double handed) |  |  |  |  |
|  | Macramé technique (overhand knot) |  |  |  |  |
|  | Macramé |  |  |  |  |
|  | Painting and Montage |  |  |  |  |
|  | Colour classification |  |  |  |  |
|  | Colour value |  |  |  |  |
|  | Montage – subject matter, overlapping neatness |  |  |  |  |
|  | **c. RHYTHM** |  |  |  |  |
|  | Note values: crotchet , pair of quavers and their rests |  |  |  |  |
|  | French rhythm names |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

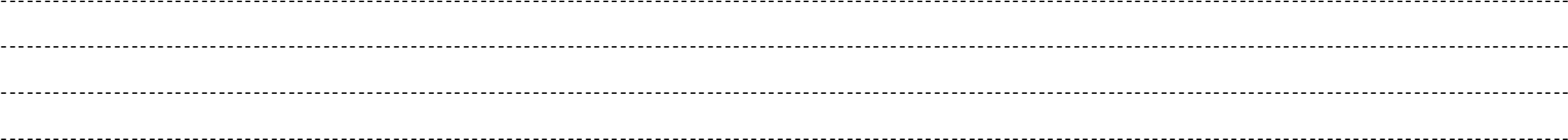
## C.R.E ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CREATION** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Self-awareness |  |  |  |  |  |
|  | ✓ Thoughts and feelings |  |  |  |  |
|  | ✓ Making choices |  |  |  |  |
|  | ✓ Family members |  |  |  |  |
|  | ✓ Relationship within the family |  |  |  |  |
|  | ✓ Attributes of God |  |  |  |  |
| **2** | **THE HOLY BIBLE** |  |  |  |  |  |
|  | ✓ Respect for the bible |  |  |  |  |  |
|  | **Bible stories** |  |  |  |  |
|  | ✓ Zacchaeus the tax collector |  |  |  |  |
|  | ✓ Balaam’s donkey |  |  |  |  |
|  | ✓ Samson kills a lion |  |  |  |  |
|  | ✓ Joseph interprets a dream |  |  |  |  |
|  | ✓ Bible patriarchs- Abraham |  |  |  |  |
| **3** | **THE LIFE OF JESUS CHRIST** |  |  |  |  |  |
|  | ✓ The birth of Jesus Christ - Annunciation |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

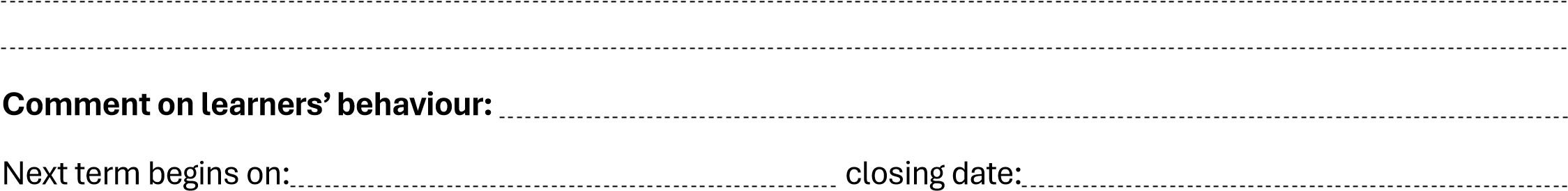
## END TERM ONE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **CAT 2** | **END TERM** | **AVERAGE** | **PERFORMANCE LEVEL** |
| MATHEMATICS |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |
| KISWAHILI |  |  |  |  |  |
| INDEG. LANG. |  |  |  |  |  |
| SCIENCE AND TECH ACT. |  |  |  |  |  |
| AGRIC & NUT ACT. |  |  |  |  |  |
| SOCIAL STUDIES ACT. |  |  |  |  |  |
| RELIGIOUS ACT. |  |  |  |  |  |
| CREATIVE ARTS |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |
|  |  |  |  |  |  |

**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**



Stamp and Signature

# TERM TWO

## MATHEMATICS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| 1 | **NUMBERS** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | ***a. Decimals*** |  |  |  |  |  |
|  | ***b. Use of letters*** |  |  |  |  |
| 2 | **MEASUREMENT** |  | | | |  |
|  | a. Length |  |  |  |  |  |
|  | b. Area |  |  |  |  |
|  | c. Volume |  |  |  |  |
|  | d. capacity |  |  |  |  |
|  | e. mass |  |  |  |  |
|  | f. Time |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## ENGLISH ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **ENTER SCORES AND PERFORMANCE LEV.** | | | | |
| **1** | **INTERNET - EMAIL** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **2** | **TECHNOLOGY – CYBER SAFETY** |  | | | | |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **3** | **THE FARM** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **4** | **HIV AND AIDS** |  | | | | |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  |  |  | | | | |
|  |  | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
| **5** | **HYGIENE AND SANITATION** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**SHUGHULI ZA KISWAHILI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **USHAURI - NASAHA** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **2** | **BENDERA YA TAIFA** |  |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **3** | **MATUNDA NA MIMEA** |  |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| 4 | **WANYAMA WA PORINI** |  |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
|  | **ALAMA NA KIWANGO CHA UTENDAJI** |  |  |  |  |  |

**INDEGINOUS LANGUAGE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **SCHOOL RULES** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **2** | **MONEY** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **3** | **ANIMAL WELFARE** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **4** | **LEISURE ACTIVITIES** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **SOCIAL ORGANISATIONS** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | Our School |  |  |  |  |  |
|  | - Aspects of tradition culture in the county |  |  |  |  |
|  | Dressing |  |  |  |  |
|  | food |  |  |  |  |
|  | Artifacts |  |  |  |  |
|  | Sports and games |  |  |  |  |
|  | - festivals and ceremonies |  |  |  |  |
|  | The school |  |  |  |  |  |
|  | **RESOURCES & ECONOMIC ACT.** |  |  |  |  |  |
|  | economic activities in the county |  |  |  |  |  |
|  | Industry in the county |  |  |  |  |
|  | Enterprise project at school |  |  |  |  |
|  | **CITIZENSHIP AND GOOD GOVERNANCE IN KENYA** | | | |  |
|  | ✓ Good citizenship in the school |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**SCIENCE AND TECHNOLOGY ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **MATTER** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Properties of matter |  |  |  |  |  |
|  | - Meaning of matter |  |  |  |  |
|  | - States of matter |  |  |  |  |
|  | - Properties of matter |  |  |  |  |
|  | - Importance of different states of matter |  |  |  |  |
| **2.0** | **Management of solid waste** |  |  |  |  |  |
|  | Types of solid wastes |  |  |  |  |  |
|  | Dangers of solid wastes |  |  |  |  |
|  | Managing wastes in places |  |  |  |  |
|  | Methods of managing solid wastes |  |  |  |  |
|  | Safety measures during solid waste mgt. |  |  |  |  |
|  | **Water conservation** |  |  |  |  |  |
|  | Meaning of water conservation |  |  |  |  |
|  | Methods of water conservation |  |  |  |  |
|  | Importance of water conservation |  |  |  |  |
| **2** | **FORCE AND ENERGY** |  |  |  |  |  |
|  | ✓ Force and its effects |  |  |  |  |  |
|  | - Types of forces |  |  |  |  |
|  | - Effects of force |  |  |  |  |
|  | - Using for in day-to-day life |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **FOOD PRODUCTION PROCESSES** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | **a. Uses of domestic animals** |  |  |  |  |  |
|  | Types of domestic animals |  |  |  |  |
|  | Domestic animals and their uses |  |  |  |  |
|  | **b. Balanced diet** |  |  |  |  |
|  | Importance of eating a balanced diet |  |  |  |  |
|  | Eating balanced diet |  |  |  |  |
|  | **c. Boiling & shallow frying method** |  |  |  |  |
|  | Describing boiling & shallowing frying method |  |  |  |  |
|  | Cooking food using boiling & shallow method |  |  |  |  |
| **2** | **HYGIENE PRACTICES** |  |  |  |  |  |
|  | Personal hygiene |  |  |  |  |  |
|  | - Health practices that promote personal hygiene |  |  |  |  |
|  | - Applying health practices |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **CREATION & EXECUTION** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | **a. Composing melody** |  |  |  |  |  |
|  | Solfa syllables d,r & m |  |  |  |  |
|  | Interpreting hand signs for solfa syllables |  |  |  |  |
|  | Qualities of a good melody |  |  |  |  |
|  | Creating melodies |  |  |  |  |
| **2** | **PERFORMANCE & DISPLAY** |  |  |  |  |
|  | Athletics |  |  |  |  |
|  | - Performances of skill of sprint stars & sprinting techniques |  |  |  |  |  |
|  | - Performing medium & elongated sprint starts & sprinting techniques |  |  |  |  |
|  | - Singing Kenya national anthem |  |  |  |  |
|  | - Painting Kenyan Flag |  |  |  |  |
|  | **b. Gymnastics** |  |  |  |  |
|  | ✓ Balances and rolls |  |  |  |  |
|  | ✓ Singing patriotic songs |  |  |  |  |
|  | ✓ Performing the crab balance and  side roll |  |  |  |  |  |
|  | **c. Descant recorder** |  |  |  |  |  |
|  | - Parts of a descant recorder |  |  |  |  |  |
|  | - Care & maintenance of descant recorder |  |  |  |  |
|  | - Playing notes G A B on descant recorder |  |  |  |  |  |
|  | - Making decorated case for descant recorder |  |  |  |  |  |
|  | - Playing simple melodies on notes G A B |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

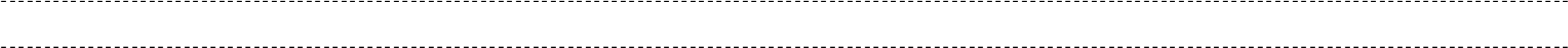
**C.R.E ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **THE LIFE OF JESUS CHRIST** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ Birth of John the Baptist |  |  |  |  |  |
|  | ✓ Healing of the blind Bartimaeus |  |  |  |  |
|  | ✓ Healing of the 10 leapers |  |  |  |  |
|  | ✓ Jesus raises a widow son |  |  |  |  |
|  | ✓ Forgiveness |  |  |  |  |
|  | ✓ Helping the needy |  |  |  |  |
|  | ✓ The parable of the lost coin |  |  |  |  |
|  | ✓ Parable of the mustard seed |  |  |  |  |
|  | ✓ Nicodemus encounter with Jesus Christ |  |  |  |  |
| 2 | **CHRISTIANS** |  |  |  |  |
|  | ✓ Trust |  |  |  |  |
|  | ✓ Truthfulness |  |  |  |  |
|  | ✓ Obedience at home and school |  |  |  |  |
|  | ✓ Jesus Loves little children |  |  |  |  |
|  | ✓ Responsibility (personal & school property) |  |  |  |  |  |
|  | ✓ Holiness |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

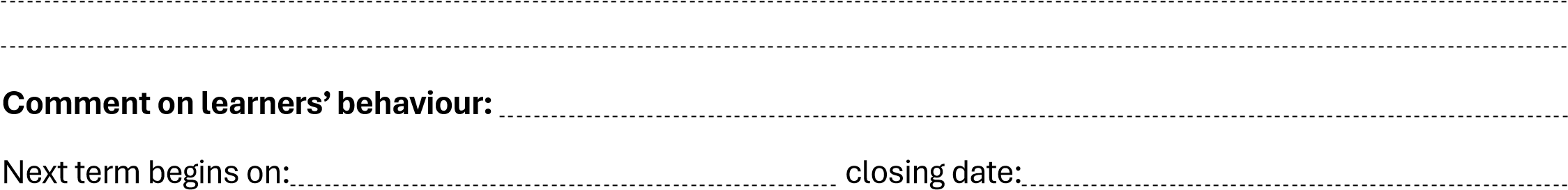
## END TERM TWO SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **CAT 2** | **END TERM** | **AVERAGE** | **PERFORMANCE LEVEL** |
| MATHEMATICS |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |
| KISWAHILI |  |  |  |  |  |
| INDEG. LANG. |  |  |  |  |  |
| ENVIRONMENTAL ACT. |  |  |  |  |  |
| RELIGIOUS ACT. |  |  |  |  |  |
| CREATIVE ARTS |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |
|  |  |  |  |  |  |

**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**



Stamp and Signature

# TERM THREE

## MATHEMATICS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| 1 | **MEASUREMENT** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | ✓ Money |  |  |  |  |  |
| 2 | **GEOMETRY** |  | | | |  |
|  | a. Position & direction |  |  |  |  |  |
|  | b. Angles |  |  |  |  |
|  | c. Plane figures |  |  |  |  |
| 3 | **DATA HANDLING** |  | | | |  |
|  | a. data |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## ENGLISH ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **SPORTS: MY FAVOURITE GAME** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | Listening and speaking |  |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Grammar in use |  |  |  |  |
|  | Writing |  |  |  |  |
| **2** | **CLEAN ENVIRONMENT** |  |  |  |  |  |
|  | Listening and speaking |  |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Grammar in use |  |  |  |  |
|  | Writing |  |  |  |  |
| **3** | **MONEY** |  |  |  |  |  |
|  | Listening and speaking |  |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Grammar in use |  |  |  |  |
|  | Writing |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SHUGHULI ZA KISWAHILI

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **AFYA BORA** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | Kusikiliza na kuzungumza |  |  |  |  |  |
|  | Kusoma |  |  |  |  |
|  | Kuandika |  |  |  |  |
|  | Sarufi |  |  |  |  |
|  |  |  |  |  |  |  |
| **2** | **KUKABILIANA NA UHALIFU** |  | | | | |
|  | Kusikiliza na kuzungumza |  |  |  |  |  |
|  | Kusoma |  |  |  |  |
|  | Kuandika |  |  |  |  |
|  | Sarufi |  |  |  |  |
| **3** | **MAPATO** |  |  |  |  |  |
|  | Kusikiliza na kuzungumza |  |  |  |  |  |
|  | Kusoma |  |  |  |  |  |
|  | Kuandika |  |  |  |  |  |
|  | Sarufi |  |  |  |  |  |
|  | **ALAMA NA KIWANGO CHA UTENDAJI** |  |  |  |  |  |

**INDEGINOUS LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **TECHNOLOGY- DIGITAL DEVICES** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | Listening and speaking |  |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Writing |  |  |  |  |
| **2** | **LEADERSHIP** |  |  |  |  |  |
|  | Listening and speaking |  |  |  |  |  |
|  | Reading |  |  |  |  |  |
|  | Writing |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |



## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **CITIZENSHIP AND GOVERNANCE IN KENYA** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | * Peace |  |  |  |  |  |
|  | * Child Rights |  |  |  |  |  |
|  | * Early and force marriage |  |  |  |  |  |
|  | * Female genital mutilations |  |  |  |  |  |
|  | * Slavery |  |  |  |  |  |
|  | * Child trafficking |  |  |  |  |  |
|  | * Child and forced labour |  |  |  |  |  |
|  | * Sexual abuse |  |  |  |  |  |
|  | * Unauthorized school transport |  |  |  |  |  |
|  | * Abuse of children with special needs |  |  |  |  |  |
|  | * Human rights |  |  |  |  |  |
|  | * Democracy in school |  |  |  |  |  |
|  | * Children’s government in school |  |  |  |  |  |
|  | * Community leadership |  |  |  |  |  |
|  | * The county government in Kenya |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**SCIENCE & TECHNOLOGY ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **FORCE AND ENERGY** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓Light |  |  |  |  |  |
|  | - Sources of light |  |  |  |  |
|  | - Ways of lighting a house |  |  |  |  |
|  | - Uses of light |  |  |  |  |
|  | **Heat** |  |  |  |  | |
|  | Sources of heat |  |  |  |  |  |
|  | Uses of heat |  |  |  |  |
|  | Safety measures when handling heat |  |  |  |  |  |
|  | Importance of heat in daily life |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **HYGINE PRACTICES** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | **a. Personal Hygiene** |  |  |  |  |  |
|  | Methods used in maintaining personal hygiene |  |  |  |  |
|  | Practicing personal hygiene using various methods |  |  |  |  |
|  | **b. Domestic Hygiene** |  |  |  |  |  |
|  | Various methods used to clean home |  |  |  |  |  |
|  | Methods use to clean home environment |  |  |  |  |
|  | Cleaning Personal Protective Equipment |  |  |  |  |
| **4.0** | **PRODUCTION TECHNIQUES** |  |  |  |  |
|  | Making tacking stitches |  |  |  |  |  |
|  | - Types of tacking stitches |  |  |  |  |  |
|  | - Making items using tacking stitches |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **PERFORMANCE AND DISPLAY** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | **a. Swimming** |  |  |  |  |  |
|  | ✓ Skills in crouch & standing surfaces dives |  |  |  |  |
|  | ✓ Performing the skills of crouch & standing surface dives |  |  |  |  |
|  | ✓ Taking photographs |  |  |  |  |  |
|  | **b. Songs** |  |  |  |  |  |
|  | ✓ Types of songs |  |  |  |  |  |
|  | ✓ Types of folk songs |  |  |  |  |
|  | ✓ Decorating a costume for a folk song |  |  |  |  |
|  | ✓ Performing indigenous Kenyan folk song |  |  |  |  |
| **2** | **APPRECIATION IN CREATIVE ARTS** |  |  |  |  |
|  | ✓ Analysis of creative Arts Works |  |  |  |  |
|  |  | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** |  |
|  | - Concept of appreciating creative arts |  |  |  |  |
|  | - Displaying artworks |  |  |  |  |
|  | - Describing a Kenyan folk song |  |  |  |  |
| **2** | **PRODUCTION TECHNIQUES** |  |  |  |  |
|  | ✓ Making tacking stitcher |  |  |  |  |  |
|  | - Types of tacking stitches |  |  |  |  |
|  | - Making items using tacking stitches |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**C.R.E ACTIVITIES**

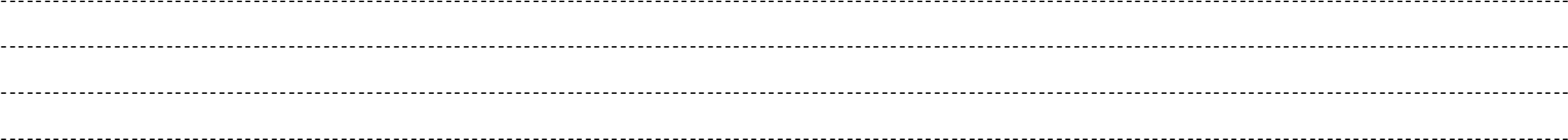
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **THE CHURCH** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | ✓ House of God |  |  |  |  |  |
|  | ✓ The early church |  |  |  |  |
|  | ✓ Standing firm in the faith |  |  |  |  |  |
|  | ✓ The Lord’s prayer |  |  |  |  |  |
|  | ✓ Fruits of the Holy spirit |  |  |  |  |  |
|  | ✓ Self- control |  |  |  |  |  |
| **2** | **MORALITY AND SOCIAL MEDIA** |  |  |  |  |  |
|  | ✓ Uses of social media |  |  |  |  |  |
|  | - Appropriate ways of using social media |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |



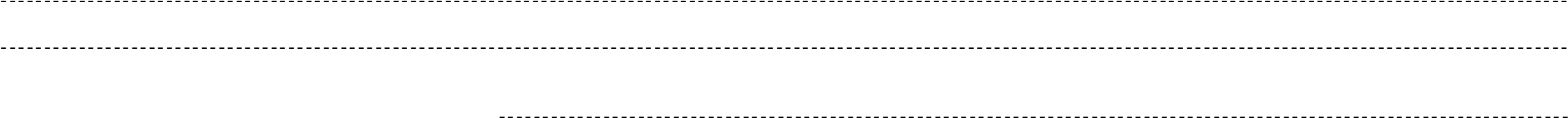
## END TERM THREE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **CAT 2** | **END TERM** | **AVERAGE** | **PERFORMANCE LEVEL** |
| MATHEMATICS |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |
| KISWAHILI |  |  |  |  |  |
| INDEG. LANG. |  |  |  |  |  |
| ENVIRONMENTAL ACT. |  |  |  |  |  |
| RELIGIOUS ACT. |  |  |  |  |  |
| CREATIVE ARTS |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |
|  |  |  |  |  |  |

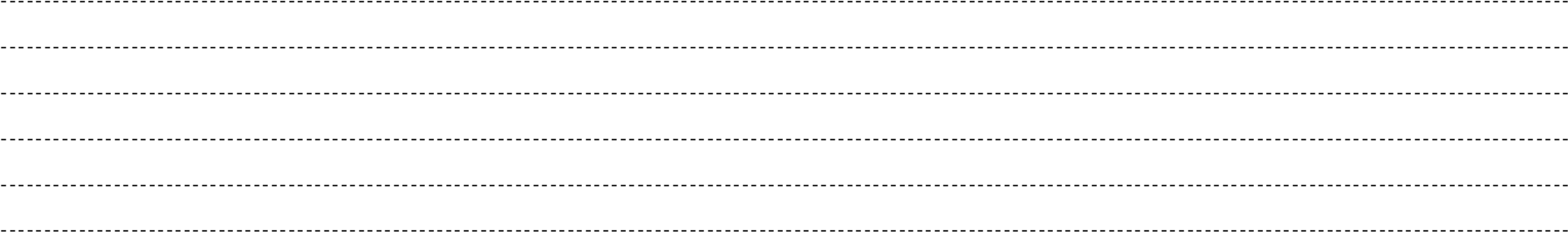
**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**

**Comment on learners’ behaviour:**

**Comments on transition to the next grade:**



Next term begins on: closing date:

Stamp and Signature