**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

|  |  |  |  |
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|   | **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**

|  |  |  |  |  |  |  |
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| **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:**



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# 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