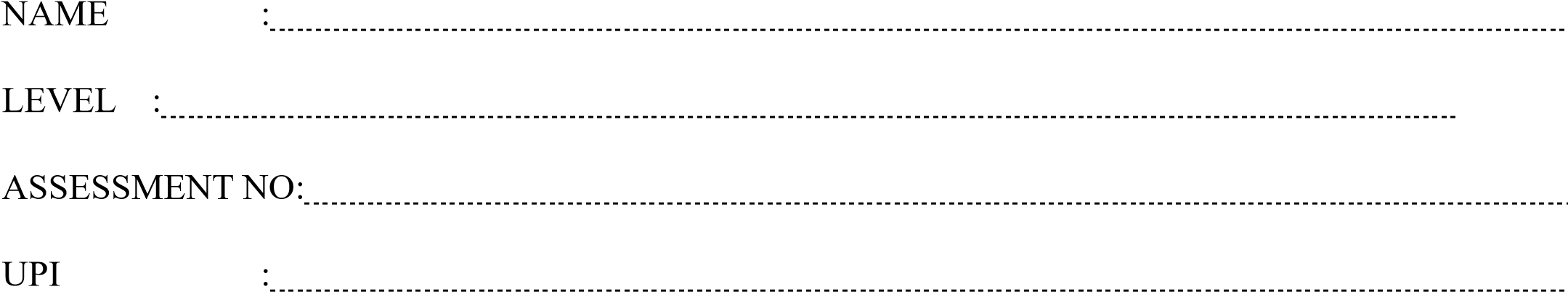
**GRADE 5 ASSESSMENT BOOKLET- REVISED VERSION**

**LEARNER’S DETAILS**



STAMPED PASSPORT

# PHOTO

**PARENT’S/GUARDIAN’S DETAILS**

**FATHER’S NAME** :

CONTACT : SIG EMAIL ADDRESS :

**MOTHER’S NAME** :

CONTACT : SIG EMAIL ADDRESS : **FACILITATOR’S NAME** :

CONTACT : SIG

SCHOOL STAMP

# TERM ONE

## MATHEMATICS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| 1 | **NUMBERS** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | ***a. Whole Numbers*** |  | | | |  |
|  | ✓ Use of total & place value |  |  |  |  |  |
|  | ✓ Number symbols |  |  |  |  |
|  | ✓ Reading and writing numbers |  |  |  |  |
|  | ✓ Ordering numbers |  |  |  |  |
|  | ✓ Rounding off numbers |  |  |  |  |
|  | ✓ Divisibility test |  |  |  |  |
|  | ✓ HCF, GCD & LCM |  |  |  |  |
|  | b. Addition |  |  |  |  |
|  | c. Subtraction |  |  |  |  |
|  | d. Multiplication |  |  |  |  |
|  | e. Division |  |  |  |  |
|  | f. fractions |  |  |  |  |
|  | g. decimals |  |  |  |  |
|  | h. simple equations |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**ENGLISH LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **STRANDS** | | **SCORES & PERFORMANCE LEV.** | | | | | | | |  | |
| **1** | | **CHILD RIGHTS & RESPONSIBILITY** | | **E. E** | | **M. E** | | **A. E** | | **B. E** | | **TEACHER COMMENT** | |
|  | | ✓ Listening and speaking | |  | |  | |  | |  | |  | |
|  | | ✓ Reading | |  | |  | |  | |  | |
|  | | ✓ Grammar in use | |  | |  | |  | |  | |
|  | | ✓ Writing | |  | |  | |  | |  | |
| **2** | | **NATIONAL CELEBRATIONS** | |  | | | | | | | |  | |
|  | | ✓ Listening and speaking | |  | |  | |  | |  | |  | |
|  | | ✓ Reading | |  | |  | |  | |  | |
|  | | ✓ Grammar in use | |  | |  | |  | |  | |
|  | | ✓ Writing | |  | |  | |  | |  | |
| **3** | | **ETIQUETTE- TABLE MANNERS** | |  | | | | | | | |  | |
|  | | ✓ Listening and speaking | |  | |  | |  | |  | |  | |
|  | | ✓ Reading | |  | |  | |  | |  | |
|  | | ✓ Grammar in use | |  | |  | |  | |  | |
|  | | ✓ Writing | |  | |  | |  | |  | |
|  | |  | |  | | | | | | | |  | |
| **4** | | **ROAD ACCIDENTS- PREVENTION** | |  | | | | | | | | | |
|  | | ✓ Listening and speaking | |  | |  | |  | |  | |  | |
|  | | ✓ Reading | |  | |  | |  | |  | |
|  | | ✓ Grammar in use | |  | |  | |  | |  | |
|  | | ✓ Writing | |  | |  | |  | |  | |
| **5** | | **TRADITIONAL FOODS** | |  | | | | | | | | | |
|  | | ✓ Listening and speaking | |  | |  | |  | |  | |  | |
|  | | ✓ Reading | |  | |  | |  | |  | |
|  | | ✓ Grammar in use | |  | |  | |  | |  | |
|  | | ✓ Writing | |  | |  | |  | |  | |
|  | | **TOTAL SCORE/PEROFMANCE LEVEL** | |  | |  | |  | |  | |  | |

**SHUGHULI ZA KISWAHILI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **MADA** | **ALAMA NA KIWANGO CHA UTEND.** | | | |  |
| **1** | **MAPISHI** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **2** | **HUDUMA YA KWANZA** |  | | | |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **3** | **MAPAMBO** |  | | | |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **4** | **SAA NA MAJIRA** |  | | | |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
|  | **ALAMA NA KIWANGO CHA UTENDAJI** |  |  |  |  |  |

**INDEGINOUS LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **MY CULTURE- ATTIRE** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing  (Letters of alphabet) |  |  |  |  |
| **2** | **ENVIRONMENTAL AWARENESS** |  | | | |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing – |  |  |  |  |
| **3** | **ROAD SAFETY** |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing – |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **NATURAL & BUILT ENVIRONMENTS** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Elements of a map |  |  |  |  |  |
|  | ✓ Location, position & size of Kenya |  |  |  |  |
|  | ✓ Mai physical features in Kenya |  |  |  |  |
|  | ✓ Weather and climate |  |  |  |  |
|  | ✓ The built environments |  |  |  |  |
| **2** | **PEOPLE AND POPULATION** |  |  |  |  |  |
|  | ✓ Language groups in Kenya |  |  |  |  |  |
|  | ✓ Population distribution in Kenya |  |  |  |  |
|  | ✓ Culture & social organization of the ATS |  |  |  |  |
|  | ✓ The school administration |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SCIENCE & TECHNOLOGY ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **LIVING THINGS & THEIR ENVIRONMENT** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Classification of Plants |  |  |  |  |  |
|  | - Classification of plants |  |  |  |  |
|  | - Parts and functions of flowers |  |  |  |  |
|  | ✓ Vertebrates |  |  |  |  |  |
|  | - Characteristics of vertebrates |  |  |  |  |
|  | - Groups of vertebrates |  |  |  |  |
|  | ✓ Human breathing system |  |  |  |  |  |
|  | - Healthy digestive system |  |  |  |  |
|  | - Symptoms & prevention of common  conditions & diseases of the breathing system. |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## AGRICULTURE & NUTRITION ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CONSERVATION OF RESOURCES** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | **a. Soil conservation** |  |  |  |  |  |
|  | ✓ Sites for soil improvement |  |  |  |  |
|  | ✓ Constructing organic waste pit |  |  |  |  |
|  | **b. Water conservation** |  |  |  |  |
|  | ✓ Ways of conserving water for household garden. |  |  |  |  |
|  | ✓ Practicing water conservation within the school or community |  |  |  |  |
|  | **c. Conserving wild animals** |  |  |  |  |
|  | ✓ Ways of repelling wild animals |  |  |  |  |
|  | ✓ Repelling wild animals to avoid destruction of property |  |  |  |  |
| **2** | **FOOD PRODUCTION PROCESSES** |  |  |  |  |  |
|  | a. Growing vegetables |  |  |  |  |  |
|  | ✓ Gardening practices for vegetables |  |  |  |  |
|  | ✓ Establishing a nursery bed for vegetables |  |  |  |  |
|  | ✓ Growing vegetable crops |  |  |  |  |
|  | b. Uses of domestic animals |  |  |  |  |
|  | ✓ Uses of various domestic animals in food production |  |  |  |  |
|  | ✓ Relating various domestic animals to their uses. |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CREATION& EXECUTION** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | **a. Indigenous Kenyan wind instruments** |  |  |  |  |  |
|  | ✓ Wind instruments |  |  |  |  |
|  | ✓ Roles of parts of a wind instrument |  |  |  |  |
|  | ✓ Making a wind instrument |  |  |  |  |
|  | ✓ Care for wind instruments |  |  |  |  |
|  | ✓ Making crayons |  |  |  |  |
|  | ✓ Drawing still life composition |  |  |  |  |
|  | ✓ Mounting pictures |  |  |  |  |
|  | **b. Football** |  |  |  |  |
|  | ✓ Skills in football |  |  |  |  |
|  | ✓ Making a cast marking using papier mache |  |  |  |  |
|  | ✓ Decorating t-shirts using tie and dye |  |  |  |  |
|  | ✓ Painting a still life composition |  |  |  |  |
|  | **c. Composing rhythm** |  |  |  |  |
|  | Notes Values, symbol and their rests: minim crotchet and a pair of quavers |  |  |  |  |
|  | French rhythm names taa-aa and ta- te |  |  |  |  |
|  | Making a calligraphy pen(user of bamboo/papyrus stick, fountain pen or any other |  |  |  |  |
|  | Writing in caligraphy |  |  |  |  |
|  | **d. painting and Mosaic** |  |  |  |  |
|  | Color wheel |  |  |  |  |
|  | Painting – wash techniques |  |  |  |  |
|  | Materials for mosaic |  |  |  |  |
|  | Making mosaic |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

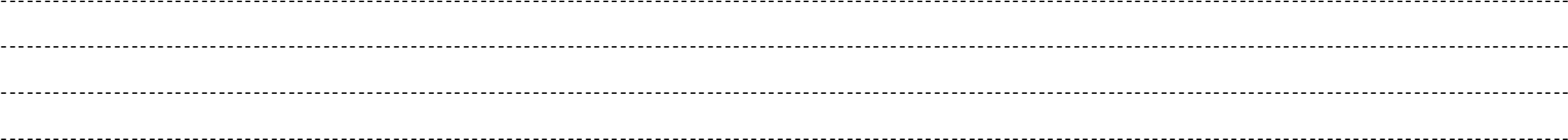
## C.R.E ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CREATION** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ My purpose |  |  |  |  |  |
|  | ✓ Human beings a co-worker with God |  |  |  |  |
|  | ✓ The fall of man |  |  |  |  |
|  | ✓ Family unity |  |  |  |  |
| **2** | **THE BIBLE** |  |  |  |  |  |
|  | ✓ The bible as a guide |  |  |  |  |  |
|  | **Bible stories** |  |  |  |  |
|  | ✓ Courage: story of Peter & John |  |  |  |  |
|  | ✓ Wisdom: story of King Solomon |  |  |  |  |
|  | ✓ Respect for the elderly: the story of Noah and his sons |  |  |  |  |
|  | ✓ God Loves humility: the hand writing on a wall |  |  |  |  |
|  | ✓ Worship the true God: the Mt. Carmel contest |  |  |  |  |
|  | ✓ Gods’ protection: the story of Moses |  |  |  |  |
|  | ✓ Service to God: the call of Moses |  |  |  |  |
| **3** | **THE LIFE OF JESUS CHRIST** |  |  |  |  |  |
|  | ✓ The birth of Jesus Christ - Annunciation |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

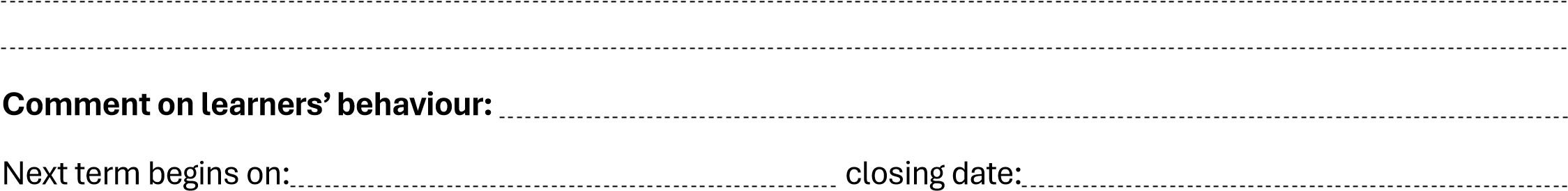
## END TERM ONE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **M. E** | **A. E** | **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 | **MEASUREMENT** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | a. Length |  |  |  |  |  |
|  | b. Area |  |  |  |  |
|  | c. Volume |  |  |  |  |
|  | d. Capacity |  |  |  |  |
|  | e. Mass |  |  |  |  |
|  | f. Time |  |  |  |  |
|  | g. Money |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## ENGLISH ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **EN** | **TER SCORES AND PERFORMANCE LEV.** | | | |
| **1** | **JOBS & OCCUPATIONS** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **2** | **TECHNOLOGY – LEARNING THROUGH TECHNOLOGY** |  |  | | | |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **3** | **THE FARM- CASH CROPS** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **4** | **HEALTH- COMMUNICABLE DISEASES** |  |  | | | |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  |  |  |  | | | |
|  |  | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
| **5** | **LEISURE TIME ACTIVITIES** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**SHUGHULI ZA KISWAHILI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **KUKABILIANA NA UMASKINI** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **2** | **MAADILI** |  |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **3** | **ELIMU NA MAZINGIRA** |  |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| 4 | **NDEGE WA PORINI** |  |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
|  | **ALAMA NA KIWANGO CHA UTENDAJI** |  |  |  |  |  |

**INDEGINOUS LANGUAGE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **LIVING TOGETHER** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **2** | **TRADE - MARKET** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **3** | **CARE FOR SPECIAL & VULNERABLE** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **4** | **TALENTS AND GIFTS** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **RESOURCES & ECONOMIC ACT.** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Resources in Kenya |  |  |  |  |  |
|  | ✓ Mining in Kenya |  |  |  |  |  |
|  | ✓ Fishing in Kenya |  |  |  |  |  |
|  | ✓ Wildlife & tourism in Kenya |  |  |  |  |  |
|  | ✓ Devpt. of Transport |  |  |  |  |  |
|  | ✓ Devpt. Of communication |  |  |  |  |  |
| **2** | **POLITICAL SYSTEMS AND GOVERNANCE** |  |  |  |  |  |
|  | ✓ Traditional leaders in Kenya |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**SCIENCE AND TECHNOLOGY ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **MATTER** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Mixtures |  |  |  |  |  |
|  | - Meaning of mixtures |  |  |  |  |
|  | - Types of mixtures |  |  |  |  |
|  | - Separating heterogenous mixtures |  |  |  |  |
|  | **Water pollution** |  |  |  |  |  |
|  | ✓ Meaning of water pollution |  |  |  |  |  |
|  | ✓ Common water pollutants |  |  |  |  |
|  | ✓ Effects of polluted water |  |  |  |  |
|  | ✓ Methods of reducing water pollution |  |  |  |  |
|  | ✓ Basic methods of water treatment |  |  |  |  |
| **2** | **FORCE AND ENERGY** |  |  |  |  |  |
|  | ✓ Floating and sinking |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **FOOD PRODUCTION PROCESSES** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | **a. Preservation of cereals and pulses** |  |  |  |  |  |
|  | ✓ Methods of preserving cereals & pulses |  |  |  |  |
|  | ✓ Preserving cereals and pulses |  |  |  |  |
|  | **b. Food nutrients** |  |  |  |  |
|  | ✓ Functions of food nutrients in the body |  |  |  |  |
|  | ✓ Categorizing foods based on nutrients |  |  |  |  |
|  | **c. Drying fat frying & deep frying** |  |  |  |  |
|  | ✓ Describing the methods of cooking |  |  |  |  |
|  | ✓ Cooking food using drying fat frying & deep frying |  |  |  |  |
| **2** | **HYGIENE PRACTICES** |  |  |  |  |  |
|  | ✓ Good grooming practices |  |  |  |  |  |
|  | - Home hygiene |  |  |  |  |
|  | - Cleaning surfaces at home |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **CREATION & EXECUTION** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | **a. Melody** |  |  |  |  |  |
|  | ✓ Singing the solfa syllables |  |  |  |  |
|  | ✓ Interpreting the hands signs |  |  |  |  |
|  | ✓ Writing the solfa syllables |  |  |  |  |
|  | ✓ Creating short melodies |  |  |  |  |
|  | ✓ Making decorated cards |  |  |  |  |
|  | **Rounder’s** |  |  |  |  |
|  | ✓ Features of a rounders bat |  |  |  |  |
|  | ✓ Carving a bat for playing |  |  |  |  |
|  | ✓ Improvising a ball |  |  |  |  |
|  | ✓ Executing batting & fielding skills |  |  |  |  |
| **2** | **PERFORMANCE & DISPLAY** |  |  |  |  |
|  | ✓ Athletics |  |  |  |  |
|  | - Materials for plaiting a skipping rope & relay baton exchange |  |  |  |  |
|  | - Plating skipping ropes |  |  |  |  |
|  | - Making a baton for use in relay |  |  |  |  |
|  | - Demonstrating the skill of visual & non visual baton exchange in relay |  |  |  |  |
|  | - Performing the E.A anthem |  |  |  |  |
|  | **b. Puppetry** |  |  |  |  |
|  | ✓ Materials for making puppet |  |  |  |  |
|  | ✓ Making a glove puppet |  |  |  |  |
|  | ✓ Creating mosaic composition |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**C.R.E ACTIVITIES**

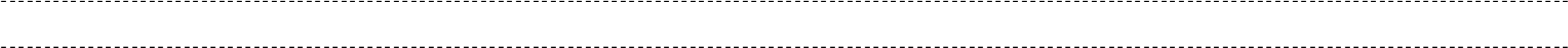
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **THE LIFE OF JESUS CHRIST** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ John the Baptist |  |  |  |  |  |
|  | ✓ The baptism of Jesus Christ |  |  |  |  |
|  | ✓ God’s power over nature |  |  |  |  |
|  | ✓ Feeding the four thousand |  |  |  |  |
|  | ✓ Healing the paralytic man |  |  |  |  |
|  | ✓ Teachings of Jesus Christ: parable of the lost sheep |  |  |  |  |
|  | ✓ Responsible living: sermon on the Mountain |  |  |  |  |
|  | ✓ The rich young ruler |  |  |  |  |
|  | ✓ Persistence in prayer |  |  |  |  |
| 2 | **The Church** |  |  |  |  |
|  | ✓ The early church |  |  |  |  |
|  | ✓ The Lords supper |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |



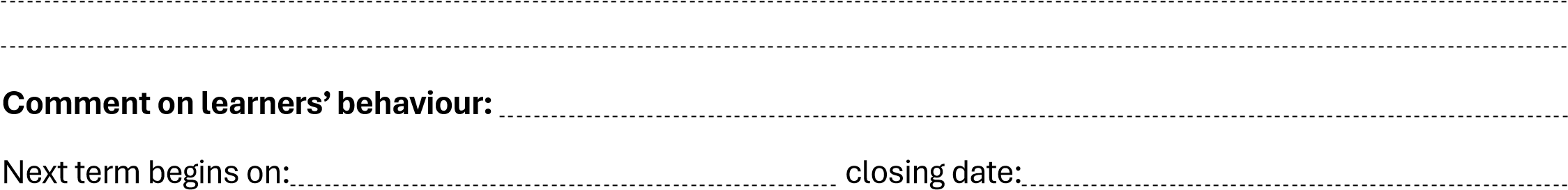
## END TERM TWO SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **M. E** | **A. E** | **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 | **GEOMETRY** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | ✓ Lines |  |  |  |  |  |
|  | ✓ Angles |  |  |  |  |  |
|  | ✓ 3-D objects |  |  |  |  |  |
| 2 | **DATA HANDLING** |  | | | |  |
|  | a. Data representation |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## ENGLISH ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **SPORTS: APPRECIATING TALENTS** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **2** | **ENVIRONMENTAL POLLUTION** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **3** | **MONEY- SAVINGS & BANKING** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Grammar in use |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SHUGHULI ZA KISWAHILI

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **MAGONJWA** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
|  |  |  |  |  |  |
|  | ✓ | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
| **2** | **KUDHIBITI ITIKADI ZA KIDINI NA ZA KIJAMII** |  |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
| **3** | **UWEKEZAJI** |  |  |  |  |
|  | ✓ Kusikiliza na kuzungumza |  |  |  |  |
|  | ✓ Kusoma |  |  |  |  |
|  | ✓ Kuandika |  |  |  |  |
|  | ✓ Sarufi |  |  |  |  |
|  | **ALAMA NA KIWANGO CHA UTENDAJI** |  |  |  |  |  |

**INDEGINOUS LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **TECHNOLOGY-CARE FOR DIGITAL DEVICES** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Listening and speaking |  |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
| **2** | **NATIONALISM- NATIONAL FLAG** |  |  |  |  |  |
|  | ✓ Listening and speaking |  |  |  |  |
|  | ✓ Reading |  |  |  |  |
|  | ✓ Writing |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **POLITICAL SYSTEMS AND GOVERNANCE** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Early forms of government in Kenya |  |  |  |  |  |
|  | - Citizenship in Kenya |  |  |  |  |  |
|  | - National Unity in Kenya |  |  |  |  |
|  | - Human rights |  |  |  |  |
|  | - Democracy in society |  |  |  |  |
|  | - National Government |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## SCIENCE & TECHNOLOGY ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **FORCE AND ENERGY** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Sound energy |  |  |  |  |  |
|  | - Sources of sound |  |  |  |  |
|  | - Movement of sound in nature |  |  |  |  |
|  | - Effects of loud sound |  |  |  |  |
|  | - Role of sound in daily life |  |  |  |  |
|  | **Heat transfer** |  |  |  |  |  |
|  | ✓ Modes of heat transfer in nature |  |  |  |  |  |
|  | ✓ Classification of conductors of heat |  |  |  |  |
|  | ✓ Uses of heat transfer in daily life |  |  |  |  |
|  | ✓ Safety when handling heat |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **HYGINE PRACTICES** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | **a. Laundering cotton item** |  |  |  |  |  |
|  | ✓ How to launder cotton item |  |  |  |  |
|  | ✓ Laundering cotton item |  |  |  |  |
| **2** | **PRODUCTION TECHNIQUES** |  |  |  |  |
|  | ✓ Repairing garments |  |  |  |  |
|  | - Stiches used in repairing garments |  |  |  |  |
|  | - Making samples of stiches |  |  |  |  |
|  | - Using stiches in repairing gap seam |  |  |  |  |
|  | ✓ Constructing vertical & horizontal garden |  |  |  |  |
|  | - Difference btwn vertical & horizontal garden |  |  |  |  |
|  | - Constructing vertical & horizontal gardens |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **PERFORMANCE AND DISPLAY** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | **a. Swimming** |  |  |  |  |  |
|  | ✓ Front crawl technique |  |  |  |  |
|  | ✓ Creating rhythm & tempo in front crawl |  |  |  |  |
|  | ✓ Creating a mosaic composition |  |  |  |  |  |
|  | **b. Performing a Kenyan folk Dance** |  |  |  |  |  |
|  | ✓ Components of a folk dance |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **E. E** | **M. E** | **A. E** | **B. E** |
|  | ✓ Roles of costumes, ornaments & body adornment in folk dance |  |  |  |  |
|  | ✓ Making ornaments |  |  |  |  |
|  | ✓ Performing a Kenyan folk song |  |  |  |  |
|  | **Playing the descant recorder** |  |  |  |  |
|  | ✓ Playing notes and melody in G A B C’ D’ |  |  |  |  |
|  | ✓ Creating random repeat patterns based on notes G A B C’ D’ |  |  |  |  |
|  | **indegenous kenyan games** |  |  |  |  |  |
|  | Counting games |  |  |  |  |  |
|  | APPECIATION IN CREATIVE ART |  |  |  |  |  |
|  | Analysis of creative arts work |  |  |  |  |
|  | Components of a folk dance; community, occasion, participants, songs, body movement, formations instruments, costumes, body adornment, ornament. |  |  |  |  |
|  | East African Community Anthem: message, values, occasion and etiquette in performance, |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**C.R.E ACTIVITIES**

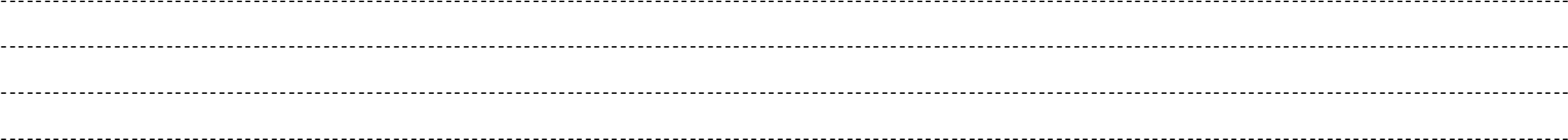
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **THE CHURCH** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ The role of the Holy spirit |  |  |  |  |  |
|  | ✓ Intercessory prayer |  |  |  |  |
| **2** | **CHRISTIAN LIVING** |  |  |  |  |  |
|  | ✓ Friendship formation |  |  |  |  |  |
|  | ✓ Human sexuality |  |  |  |  |
|  | ✓ God the source of life |  |  |  |  |
|  | ✓ Good health practices |  |  |  |  |
|  | ✓ Appropriate use of social media |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |



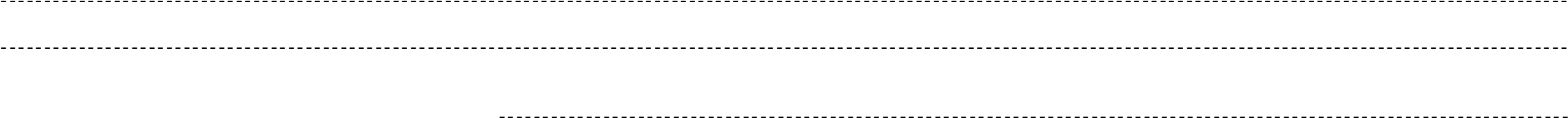
## END TERM THREE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **M. E** | **A. E** | **AVERAGE** | **PERFORMANCE LEVEL** |
| MATHEMATICS |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |
| KISWAHILI |  |  |  |  |  |
| INDEG. LANG. |  |  |  |  |  |
| ENVIRONMENTAL ACT. |  |  |  |  |  |
| RELIGIOUS ACT. |  |  |  |  |  |
| CREATIVE ARTS |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |
|  |  |  |  |  |  |

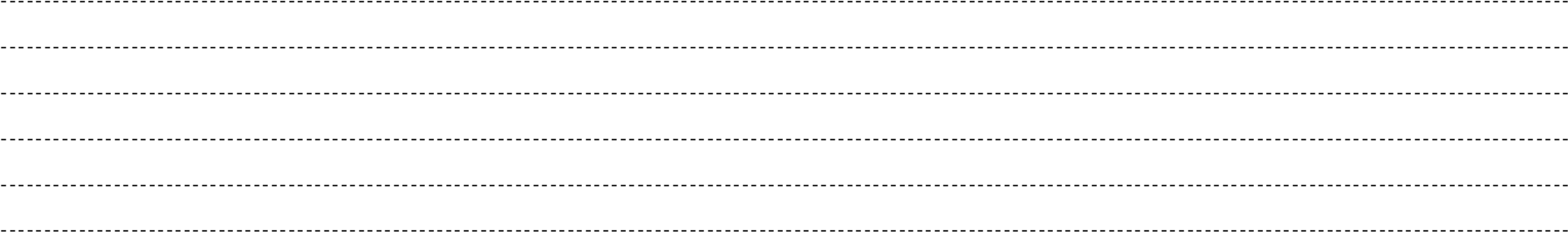
**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**

**Comment on learners’ behaviour:**

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



Next term begins on: closing date:

Stamp and Signature