**GRADE 6 ASSESSMENT BOOK- 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

|  |  |  |  |
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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 & Total value  |   |   |   |   |   |
|   |  Number symbols  |   |   |   |   |
|   |  Reading and writing numbers  |   |   |   |   |
|   |  Ordering numbers  |   |   |   |   |
|   |  Rounding off numbers  |   |   |   |   |
|   | Applying squares of whole numbers  |   |   |   |   |
|   | Applying square roots of perfect squares  |   |   |   |   |
|   | b. Multiplication  |   |   |   |   |
|   | c. Division  |   |   |   |   |
|   | d. Fraction  |   |   |   |   |   |
|   | e. Decimal  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**ENGLISH LANGUAGE ACTIVITIES**

|  |  |  |  |
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|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **CHILD LABOUR**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|  | Listening and speaking  |   |   |   |   |   |
|  | Reading  |   |   |   |   |
|  | Grammar in use  |   |   |   |   |
|  | Writing  |   |   |   |   |
| **2**  | **CULTURAL & RELIGIOUS CELEBRATIONS**  |   |  |
|  | Listening and speaking  |   |   |   |   |   |
|  | Reading  |   |   |   |   |
|  | Grammar in use  |   |   |   |   |
|  | Writing  |   |   |   |   |
| **3**  | **ETIQUETTE - TELEPHONE**  |   |  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading  |   |   |   |   |
|  | ✓ Grammar in use  |   |   |   |   |
|  | ✓ Writing  |   |   |   |   |
| **4**  | **EMERGENCY RESCUE SERVICES**  |   |  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading  |   |   |   |   |
|  | ✓ Grammar in use  |   |   |   |   |
|  | ✓ Writing  |   |   |   |   |
|  |   | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
| **5**  | **OUR TOURIST ATTRACTIONSS**  |   |  |  |  |  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## SHUGHULI ZA KISWAHILI

|  |  |  |  |
| --- | --- | --- | --- |
|   | **MADA**  | **ALAMA NA KIWANGO CHA UTEND.**  |  |
| **1**  | **VIUNGO VYA MWILI VYA NDANI**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
| **2**  | **MICHEZO**  |   |  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
| **3**  | **MAHUSIANO**  |   |  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
| **4**  | **MISIMU**  |   |  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
|   | **ALAMA NA KIWANGO CHA UTENDAJI**  |   |   |   |   |   |

**INDEGINOUS LANGUAGE ACTIVITIES**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **CEREMONIES & FESTIVALS**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading  |   |   |   |   |
|  | ✓ Writing   |   |   |   |   |
|   |  |  |  |
|  |   | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
| **2**  | **ENVIRONMENTAL CONSERVATION**  |   |  |  |  |  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading  |   |   |   |   |
|  | ✓ Writing –  |   |   |   |   |
| **3**  | **DISASTER AWARENESS**  |   |   |   |   |   |
|  | ✓ 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**  |
|  | ✓ Position and size of countries in E. A  |   |   |   |   |   |
|  | ✓ Main physical features in E. A  |   |   |   |   |
|  | ✓ Climatic regions in E. A  |   |   |   |   |
|  | ✓ Vegetation in E.A  |   |   |   |   |
|  | ✓ Historic built environments  |   |   |   |   |
| **2**  | **PEOPLE, POPULATION & SOCIAL ORG.**  |   |   |   |   |   |
|  | ✓ Language groups in E. A  |   |   |   |   |   |
|  | ✓ Population distribution in E. A  |   |   |   |   |
|  | ✓ Culture and social Organizations  |   |   |   |   |   |
|  | ✓ School community  |   |   |   |   |   |
|   | **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**  |
|  | ✓ Fungi  |   |   |   |   |   |
|  | - Common fungi  |   |   |   |   |
|  | - Importance of fungi  |   |   |   |   |
|  | ✓ invertebrates  |   |   |   |   |   |
|  | - common vertebrates  |   |   |   |   |
|  | - importance of vertebrates  |   |   |   |   |
|   |  |  |  |
|  | -  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|  | ✓ Human Circulatory system  |   |   |   |   |   |
|  | - Parts of the human circulatory system  |   |   |   |   |
|  | - Parts of the heart & their functions  |   |   |   |   |
|  | - Major blood vessels & their functions  |   |   |   |   |   |
|  | - Symptoms & prevention of common health conditions of the circulatory 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. Controlling soil erosion**  |   |   |   |   |   |
|  | ✓ Types of soil erosion  |   |   |   |   |
|  | ✓ Control for soil erosion  |   |   |   |   |
|  | **b. Conserving water: seedbeds**  |   |   |   |   |
|  | ✓ Types of seedbeds that conserve water  |   |   |   |   |
|  | ✓ Preparing different types of seedbeds  |   |   |   |   |
|  | **c. Conserving wild animals using physical deterrents**  |   |   |   |   |
|  | ✓ Identifying deterrents  |   |   |   |   |
|  | ✓ Establishing deterrents  |   |   |   |   |
| **2**  | **FOOD PRODUCTION PROCESSES**  |   |   |   |   |   |
|  | a. Rearing small domestic animals  |   |   |   |   |   |
|  | ✓ Routine practices in rearing of small domestic animals  |   |   |   |   |
|  | ✓ Rearing small domestic animals for food  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **CREATION& EXECUTION**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|  | **a. string instruments and drawing**  |   |   |   |   |   |
|  | ✓ name, community, method of playing  |   |   |   |   |
|  | Parts and functions |   |   |   |   |  |
|  | Care handling ,cleaning ,storage |   |   |   |   |
|  | Drawing (overlapping) texture and tone (stippling technique) |   |   |   |   |
|  | **PAINTING AND COLLEGE** |   |   |   |   |
|  | Color classification |  |  |  |  |
|  | Painting - brushstroke |  |  |  |  |
|  | college |  |  |  |  |
|  | **b. Volleyball**  |   |   |   |   |
|  | ✓ Executing underarm service & dig pass  |   |   |   |   |
|  | ✓ Labelling volleyball playing kit  |   |   |   |   |
|  | Dig pass |   |   |   |   |
|  | **c. Rhythm and pattern making**  |   |   |   |   |
|  |  |   |   |   |   |
|  | Note values: Crotchet, quiver, minim, dotter minim, semibreve and rests |   |   |   |   |
|  | French rhythmnames: taa, tate,taa-aa, taaaa-aa-aa, |   |   |   |   |
|  | Note symbols and their restson monotone |  |  |  |  |  |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## C.R.E ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **CREATION**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|  | ✓ My purpose  |   |   |   |   |   |
|  | ✓ Marriage and family  |   |   |   |   |
|  | ✓ God’s rest- leisure  |   |   |   |   |
| **2**  | **THE HOLY BIBLE**  |   |   |   |   |   |
|  | ✓ The bible as the inspired word of God  |   |   |   |   |   |
|  | ✓ The ten commandments  |   |   |   |   |
|  | ✓ Bible stories: God’s power- Samson story  |   |   |   |   |
|  | ✓ Faith in God: Elisha and the axe  |   |   |   |   |
|  | ✓ Determination: story of Jacob  |   |   |   |   |
| **3**  | **THE LIFE OF JESUS CHRIST**  |   |   |   |   |   |
|  | ✓ The call of the disciples  |   |   |   |   |   |
|   | **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. Inequalities***  |   |   |   |   |   |
| 2  | **MEASUREMENT**  |   |  |
|   | a. Length  |   |   |   |   |   |
|   | b. Area  |   |   |   |   |
|   | c. Capacity  |   |   |   |   |
|   | d. Mass  |   |   |   |   |
|   | e. Time  |   |   |   |   |
|   | f. Money  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## ENGLISH ACTIVITIES

|  |  |  |
| --- | --- | --- |
|  |  | **ENTER SCORES AND PERFORMANCE LEV.**  |
| **1**  | **JOBS & OCCUPATION – WORK ETHICS**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **2**  | **TECHNOLOGY – SCIENTIFIC INNOVATION**  |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **3**  | **THE FARM- ANIMAL SAFETY & CARE**  |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **4**  | **LIFESTYLE DISEASES**  |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   |  |  |
|  |  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
| **5**  | **PROPERUSE OF LEISURE TIME**  |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**SHUGHULI ZA KISWAHILI**

|  |  |  |  |  |  |  |
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| **1**  | **MSHIKAMANO WA KITAIFA**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **2**  | **USAWA WA KIJINSIA**  |   |  |  |  |  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **3**  | **MAJANGA NA JINSI YA KUYAZUIA**  |   |   |   |   |   |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| 4  | **WANYAMA WA MAJINI**  |   |   |   |   |   |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
|   | **ALAMA NA KIWANGO CHA UTENDAJI**  |   |   |   |   |   |

**INDEGINOUS LANGUAGE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **PEER INFLUENCE**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **2**  | **FARM TOOL**  |   |  |  |  |  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **3**  | **HEALTH & DISEASES**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **4**  | **CAREERS & PROFESSION**  |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **RESOURCES & ECONOMIC ACT.** **IN E. A**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Beef farming  |   |   |   |   |   |
|   | ✓ Fishing in E. A  |   |   |   |   |
|   | ✓ Wild life & tourism  |   |   |   |   |
|   | ✓ Transport in E. A  |   |   |   |   |
|   | ✓ Communication in E.A  |   |   |   |   |
|   | ✓ Mining in E.A  |   |   |   |   |
| **2**  | **POLITICAL SYSTEMS AND GOVERNANCE**  |   |  |  |  |  |
|   | ✓ Traditional forms of government  |   |   |   |   |   |
|   | ✓ Regional co-operation  |   |   |   |   |
|   | ✓ Good citizenship in the school  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**SCIENCE AND TECHNOLOGY ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **MATTER**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Change of state  |   |   |   |   |   |
|   | - Change of state of matter  |   |   |   |   |
|   | - Application of change of state of matter  |   |   |   |   |
|  | **Composition of air**  |   |  |  |  |  |
|   | ✓ Composition of air in the atmosphere  |   |   |   |   |   |
|   | ✓ Uses of different composition of air  |   |   |   |   |
|   | ✓ Air pollution  |   |   |   |   |
| **2**  | **FORCE AND ENERGY**  |   |   |   |   |   |
|   | ✓ Light  |   |   |   |   |   |
|   | - Movement of light through materials  |   |   |   |   |
|   | - Ray diagrams of images in plane mirror  |   |   |   |   |
|   | - Formation of shadows and eclipses  |   |   |   |   |
|   | - Reflection of light at plane surfaces  |   |   |   |   |   |
|   | - Image formation in plane mirrors  |   |   |   |   |   |
|   | - Rainbow formation  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **FOOD PRODUCTION PROCESSES**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | **a. Preserving crop products: fruits & vegetables**  |   |   |   |   |   |
|   | ✓ How to preserve & store fruits & vegetables at home  |   |   |   |   |
|   | ✓ Preserving fruits and vegetables  |   |   |   |   |
|   | **b. Stewing and baking food**  |   |   |   |   |
|   | ✓ Stewing & baking as methods of cooking  |   |   |   |   |
|   | ✓ Cooking food using stewing and baking  |   |   |   |   |
| **2**  | **HYGIENE PRACTICES**  |   |   |   |   |   |
|   | ✓ Body cleanliness  |   |   |   |   |   |
|   | - Practices that enhance body cleanliness  |   |   |   |   |
|   | - Practicing body cleanliness  |   |   |   |   |
|   | ✓ Laundry- stain removal  |   |   |   |   |   |
|   | - Common stains on clothing & household items  |   |   |   |   |   |
|   | - Removing stains from clothing & household articles  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **CREATION & EXECUTION**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | **a. Weaving**  |   |   |   |   |   |
|   | ✓ Identify materials for weaving a gymnastic mat  |   |   |   |   |
|   | ✓ Weaving a mat using 2/2 twill techniques  |   |   |   |   |
|  | Gymnastics  |  |  |  |  |
|  | Cartwheel  |  |  |  |  |
|  | 3- action sequence |  |  |  |  |
|   | ✓ Decorating gymnastics progression  |   |   |   |   |
|   | ✓ Creating melodies  |   |   |   |   |
|  | **b. Composing melody**  |   |   |   |   |
|   | ✓ Singing the solfa syllables (d-d’)  |   |   |   |   |
|   | ✓ Performing major scale using Kodaly hand signs  |   |   |   |   |
|   | ✓ Composing short melodies  |   |   |   |   |
|   | ✓ Writing sol-fa syllables using calligraphy  |   |   |   |   |
|   | ✓ Creating newspaper collage  |   |   |   |   |
| 2  | **PERFORMANCE AND DISPLAY**  |   |   |   |   |
|   | a. Athletic, long jump, high jump  |   |   |   |   |
|   | ✓ Performing sail technique in long jump  |   |   |   |   |
|   | ✓ Demonstrating scissors technique  |   |   |   |   |   |
|   | ✓ Designing an invitation card  |   |   |   |   |   |
|  | **b. Descant recorder**  |   |   |   |   |   |
|   | - Playing note C D E F G A B C’ D’  |   |   |   |   |   |
|   | - Playing melody within the range of C-D’  |   |   |   |   |
|   | - Creating a décor for classroom interior using papercraft technique  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**C.R.E ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **THE LIFE OF JESUS CHRIST**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ The temptation of Jesus Christ  |   |   |   |   |   |
|   | ✓ Miracles of Jesus Christ: Roman servant  |   |   |   |   |
|   | ✓ Faith in God: bleeding woman  |   |   |   |   |
|   | ✓ Jesus power over death: raising Lazarus from the dead  |   |   |   |   |
|   | ✓ The Kingdom of God: the parable of the hidden treasure  |   |   |   |   |
|   | ✓ Attitude towards wealth: rich man Lazarus  |   |   |   |   |
| 2  | **THE CHURCH**  |   |   |   |   |
|   | ✓ Apostles’ creed  |   |   |   |   |
|   | ✓ Christian suffering  |   |   |   |   |
|   | ✓ Church unity  |   |   |   |   |
|   | **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  | **GEOMETRY**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENTS ON PERFORMANCE**  |
|   | ✓ Lines  |   |   |   |   |   |
|   | ✓ Angles  |   |   |   |   |   |
|   | ✓ 3-D objects  |   |   |   |   |   |
| 2  | **DATA HANDLING**  |   |  |
|   | a. Bar graphs  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## ENGLISH ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **SPORTS: INDOOR GAMES**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **2**  | **ENVIRONMENTAL CONSERVATION**  |   |  |  |  |  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **3**  | **MONEY- TRADE**  |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## SHUGHULI ZA KISWAHILI

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **AFYA YA AKILI**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| **2**  | **KUKABILIANA NA UGAIDI**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **3**  | **USHURU**  |   |   |   |   |   |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |   |
|   | **ALAMA NA KIWANGO CHA UTENDAJI**  |   |   |   |   |   |

**INDEGINOUS LANGUAGE ACTIVITIES**

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



## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **POLITICAL SYSTEMS AND GOVERNANCE**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Traditional forms of government  |   |   |   |   |   |
|   | ✓ Human rights  |   |   |   |   |
|   | ✓ Peace and conflict resolution  |   |   |   |   |
|   | ✓ Government revenue & expenditure  |   |   |   |   |
|   | ✓ The preamble of the constitution of Kenya  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**SCIENCE & TECHNOLOGY ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **FORCE AND ENERGY**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | ✓ Levers as simple machines  |   |   |   |   |   |
|   | - Examples of levers  |   |   |   |   |
|   |   | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  |  |
|   | - Parts of levers  |   |   |   |   |
|   | - Classification of levers  |   |   |   |   |
|   | - Uses of levers in day-to-day life  |   |   |   |   |   |
|  | **Slopes**  |   |  |  |  |
|   | ✓ Types of slopes  |   |   |   |   |   |
|   | ✓ Uses of slopes  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **PRODUCTION TECHNIQUES**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | **. Constructing moist bed garden**  |   |  |  |  |   |
|   | - Meaning of moist bed garden  |   |   |   |   |
|   | - Construction of moist bed garden  |   |   |   |   |
|   | **. Crocheting PPEs**  |   |   |   |   |   |
|   | ✓ Crocheting stiches in making household articles  |   |   |   |   |   |
|   | ✓ Using crocheting stiches  |   |   |   |   |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **PERFORMANCE AND DISPLAY**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | **a. Swimming**  |   |  |  |  |   |
|   | - Inverted breast stroke  |   |   |   |   |
|   | - Demonstrating inverted breast stroke  |   |   |   |   |
|   | - Creating a pictorial composition using montage technique  |   |   |   |   |   |
|  | **b. Indigenous Kenyan Instrumental ensembles**  |   |  |  |  |  |
|   | - Categories of Indigenous Kenyan Instrumental ensemble  |   |   |   |   |   |
|   | - Factors considered when playing an instrumental ensemble  |   |   |   |   |
|   | - Playing selected instrument  |   |   |   |   |
|   | - Making a decorated tote bag  |   |   |   |   |
| **2**  | **APPRECIATION IN CREATIVE ARTS**  |   |   |   |   |
|   | c. Analysis of creative Arts Works  |   |   |   |   |
|   | - Interpreting various works  |   |   |   |   |
|   | - Creating a catalogue  |   |   |   |   |
|   | - Elements of music in songs  |   |   |   |   |
|   | - Relating songs to experiences  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**C.R.E ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **THE CHURCH**  | **CAT1**  | **CAT 2**  | **END TERM**  | **Perf. level**  | **TEACHER COMMENT**  |
|   | a. Good citizens  |   |   |   |   |   |
|   | b. Interpersonal relationships among Christians  |   |   |   |   |
| **2**  | **CHRISTIAN LIVING**  |  |  |  |  |  |
|   | a. Friendship formation  |   |   |   |   |   |
|   | b. Human sexuality  |   |   |   |   |   |
|   | c. Sanctity of life  |   |   |   |   |   |
|   | d. Alcohol & substance abuse  |   |   |   |   |   |
|   | **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