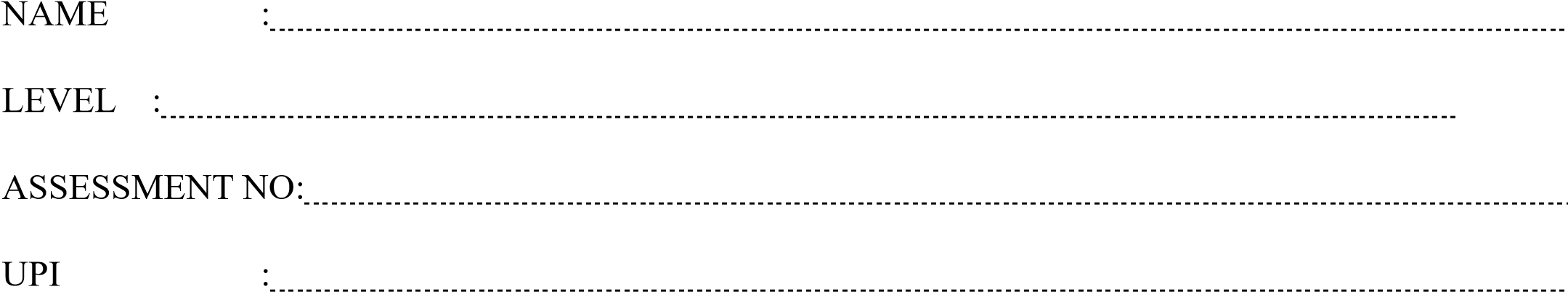
**GRADE 6 ASSESSMENT BOOK- REVISED VERSION**

**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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **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 rhythm  names: taa, tate,  taa-aa, taaaa-  aa-aa, | |  | |  | |  | |  | |
|  | | Note symbols and their rests  on monotone | |  | |  | |  | |  | |  | |
|  | | **TOTAL SCORE/PEROFMANCE LEVEL** | |  | |  | |  | |  | |  | |

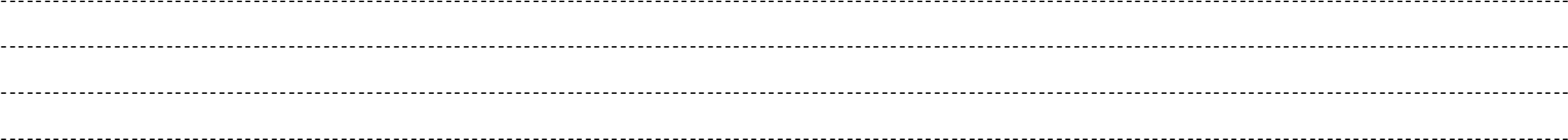
## C.R.E ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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** |  |  |  |  |  |

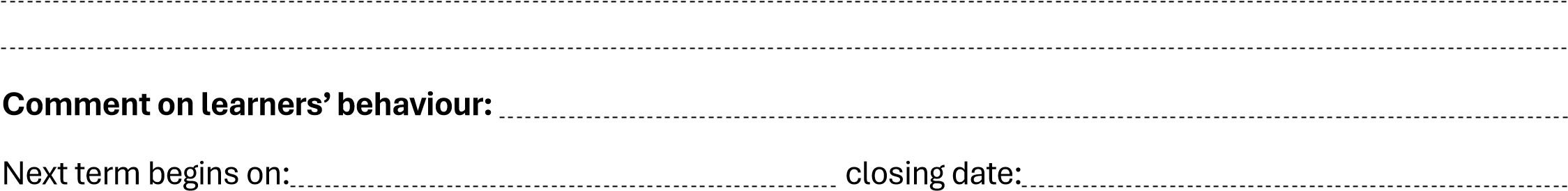
## END TERM ONE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |

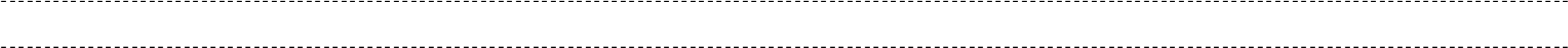
**C.R.E ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |

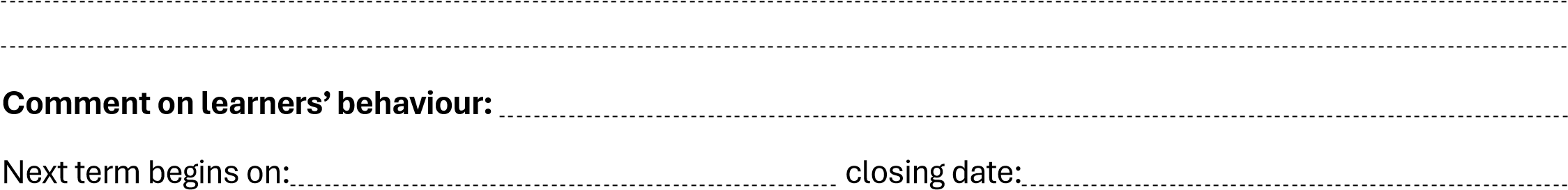
## END TERM TWO SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**

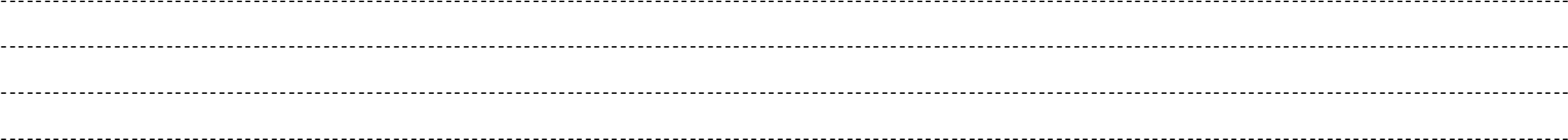
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **THE CHURCH** | **CAT1** | **CAT 2** | **END TERM** | **Perf. level** | **TEACHER COMMENT** |
|  | a. Good citizens |  |  |  |  |  |
|  | b. Interpersonal relationships among Christians |  |  |  |  |
| **2** | **CHRISTIAN LIVING**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



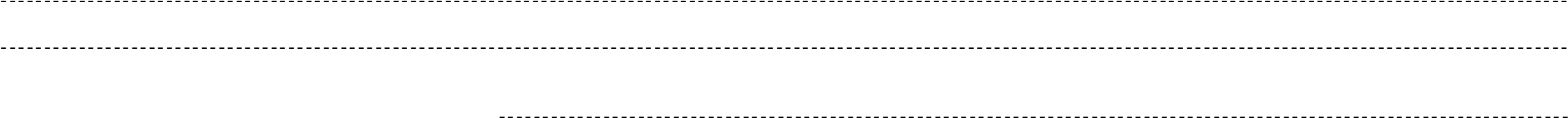
## END TERM THREE SUMMATIVE ASSESSMENT

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

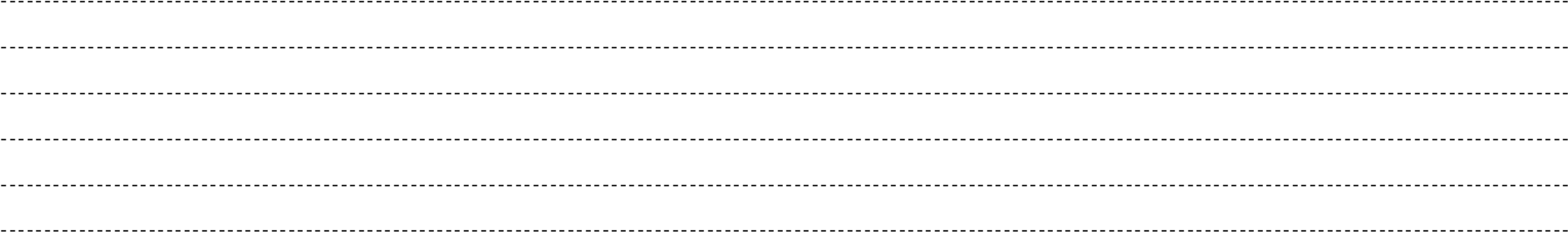
**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**

**Comment on learners’ behaviour:**

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



Next term begins on: closing date:

Stamp and Signature