KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

FRAMEWORK FOR ASSESSMENT AND REPORTING OF LEARNERS' ACHIEVEMENT AND GROWTH

DRAFT

1.0 BACKGROUND

Kenya joins many countries that have made a competency-based education central to their educational curriculum reform. A competency-based curriculum describes an approach to education that focuses on the development of a competency in a learner as the outcome of the teaching. Competency-based curriculum has a primary focus on what the learner can actually do as an outcome of learning. A competency is a combination of knowledge, skills, attitudes, and abilities needed to perform a specific task (Voorhees, 2001). When education system is build on a competency-based curriculum with necessary standards, assessments, and conducive learning environments, learners will be more engaged in a learning process and be better prepared for 21st century world of work and well-being.

Since assessment of learners is central to Kenya's basic education curriculum reform, there is need to align it with ongoing emphasis on competencies. The current assessment practices are entirely summative, with main focus on what learners know, coming usually at the end of primary and secondary school programs' cycles for the purpose of certification. In the context of a competency-based curriculum, there is a shift from a summative assessment towards a more authentic, formative assessment – assessment that provides learners with opportunities to demonstrate what they know, can do with extensive use of a broader array of assessment methods that emphasizes on performance assessment (O'Connor, 2009). Stiggins (2008) suggests that, assessments must evolve from being an isolated occasional event attached to end of teaching to ongoing interrelated events that demonstrate changes in learners learning over time. Keeley (2011) considers formative assessment as being embedded in different stages of instruction, informs next instructional steps and engages learners in critical thinking about their own ideas. In using formative assessment, teachers are able to obtain evidence of a learner acquiring a specific competency from formal and informal learning contexts such as observations, questioning, homework, conferences, peer and self-assessment discussions, demonstrations, projects, portfolios, performances, and the development of success criteria and rubrics.

The Kenya Basic Education Curriculum Reform framework emphasizes education that is learner-centered, embedded in cross-curricular competencies, and with a balance between summative and formative assessments. The Framework for Assessment and Reporting Learner Achievement and Growth is intended to provide quality classroom and national assessment for learners in Kenyan schools.

2.0 VISION

Provide world class assessment and evaluation standards within excellent learning environment that is supported by outstanding teaching and instructional leadership.

3.0 MISSION

Designing, administering and reporting assessments that provide accurate and comprehensive statements of learners' competencies in meeting curriculum learning outcomes.

4.0 DEFINITION OF TERMS

Assessment: is a systematic process of gathering information about what learners know, understand and perform tasks that are aligned to specific curriculum learning outcomes.

Learning Area/Subject Strand: is a major area of knowledge, skills and attitude into which the curriculum is organized.

Essence Statements: are the unique characteristics of a subject/learning area.

General learning outcomes: are statements that identify what learners are expected to know and be able to do upon completion of study in a learning area or subject. They are overarching statements about what learners are expected to learn in each strand from pre-primary to grade 12.

Specific learning outcomes: are statements that identify the specific skills, understanding and knowledge learners' are required to attain by the end of a give

grade. They are statements that identify what learners' are expected to know and be able to do at a particular grade level.

Achievement: is a learner's' ability to demonstrate knowledge, skills and attributes related to grade level learning outcomes in the Kenya basic education learning area or subject.

Growth: are the changes that occur in learners over time, measured against a learning area or subject outcomes.

Evaluation: is the process of analysing, reflecting upon and summarizing assessment based upon the information gathered about learner learning and achievement.

Reporting: is the process of providing information regarding a learner's performance, development and growth.

Grading: is the process of using summative evidence of learners' achievement of the learning outcomes to determine a progress report in form of a letter or numerical grade.

Performance indicators: are statements that identify specific expectations of the depth, breadth, and expectations for the outcome. Teachers use these statements to determine whether learners have achieved the corresponding specific curriculum outcome.

Credit Hour: is a unit of measure used to represent the number of classroom hours per week per term of teaching/instruction.

Rubric: is assessment tool that includes a set of performance indicators, often organized into several levels, for a given task or set of skills.

Benchmarks: are specific assessment tools and activities to determine if learners at key stages or levels in their learning are achieving appropriate levels of proficiency of mastery of identified performance indicators to

ensure their on-going achievement of designated curriculum learning outcomes.

Reliability: is the ability of an assessment process to provide consistent and stable information to enable the teacher make statements about learners' achievement.

Validity: is accuracy of the interpretation and use of assessment information that has a good match among the intended assessment methods, the intended learning outcomes, and decisions teachers make about learners' achievement.

Learners' Record-Keeping: is a record of classroom assessment accumulated over time that support decisions made about learner's achievement.

Assessment Tools: are the instruments teachers use to gather information about a learner's achievement. Examples of assessment tools include but not limited to learner's work samples, presentations, debates, portfolios, tests/quizzes, debates, labs, demonstrations, and anecdotal notes.

Descriptive Feedback: the specific information (e.g., oral, written, exemplars, rubrics) that helps learners understand what they are doing well, understand what they need to do next in order to improve, and to think and talk about their own learning (metacognition).

Performance Standards: are pre-determined statements that describe expected levels of performance on a given task or a set of learning outcomes. A rubric is an example of classroom performance standard.

Norm-referenced assessment: is an assessment of a learner's performance that is compared to a group of learners of the same grade level.

Criterion-referenced assessment: is an assessment based on a predetermined set of performance indicators.

5.0 THEORIES OF LEARNING

The framework for assessment is informed by learning theories espoused by Piaget (1970), Dewey (1933), Vygotsky (1978), Bruner (1990), and Gardner (1983).

5.1 Piaget's Cognitive Development Theory

Piaget's theory (1970) deals with how humans gradually come to acquire, construct, and use knowledge. Piaget had posited that individuals learn by making their own mental interpretations of what they are taught. The main tenet of this theory is that learners can construct their own interpretations from knowledge that they are presented with and this differs from one individual to another. It posits further that learners learn by re-constructing ideas to make their own understanding. This reconstruction is dependent upon the learners' expectations, prior knowledge and present thinking.

5.2 Dewey's Social constructivism

Dewey's theory (1933) emphasized the need for educators to understand the nature of human experience as informed by the principles of interaction and experience. He believed learning should be organized around learners' prior experiences and the society. Dewey suggested that learners be provided with opportunity to engage in real world experiences, practical learning through creativity, and innovation to fully participate in the society. This theory underscores the emphasis of life long learning, participatory and experiential learning.

5.4 Vygotsky's Social-cultural Theory

The theory emphasized that teaching and learning are highly social activities and that interactions with teachers, peers and instructional materials influence the cognitive and affective developments of learners. Vygotsky's theory (1978) emphasizes that while adults may learn independently, children require mediation from others before they can learn on their own. He called this process of moving from being mediated by others to learning independently *scaffolding*. This theory informs the use of classroom learner-centered activities that include journaling, experiential activities, collaborative and cooperative learning.

5.5 Bruner's cognitive development theory

Influenced by Vygotsky, Bruner's (1990) theory posits that learning is activity that occurs in a social context, enabling learners to construct and reconstruct new knowledge. Bruner believed that any subject could be taught at any stage of development in a way that fits the child's cognitive abilities. Bruner advocated for a discovery learning approach in education.

5.6 Howard Gardner's Multiple Intelligence theory

Gardner's theory (1983) states that learners possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. He identified 8 multiple intelligences, these are: logical-mathematical; visual/spatial; bodily-kinesthetic; naturalist; verbal-linguistic; intra-personal; interpersonal; and musical/rhythm. There is recognition that integration of multiple intelligences has the potential to improve learners learning and achievements. It requires a teacher to prepare learning activities, which appeal to diverse intelligences among the learners with one or more of the eight intelligences. Knowledge of pedagogical and assessment approaches under this theory emphasize the need for a construction of learner-centered classroom and multiple forms of learner assessment.

6.0 CORE-CURRICCULUM COMPETENCIES OF BASIC EDUCATION

Basic Education Curriculum Reform Framework (BECRF) has outlined seven (7) core curricular competencies that are expected of all learners graduating from the basic education system at grade 12. The teachers must have capacity to integrate and be able to assess these competencies in their respective teaching areas. The seven competencies are:

6.1 Communication and Collaboration

Learners are expected to interpret and express themselves through a variety of media. They are expected to participate in critical dialogue, listen, read, view and create information for enrichment and enjoyments. The learners are clear, empathetic, patient, and responsible in their communication.

6.2 Critical Thinking and Problem Solving

Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning. They are also able to inquire, make decisions, and solve problems.

6.3 Imagination and Creativity

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, technics and products.

6.4 Citizenship

Learners are expected to contribute to quality and sustainability of their communities, environment, and society. Able to analyze cultural, environmental, economic, social issues, make decisions, judgment, solve problems and act as stewards in a local, national and global context.

6.5 Digital Literacy

Learners are expected to use and apply technology to collaborate, communicate, be analytical, creative, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

6.6 Learning to Learn

Learners are expected to gain knowledge and skills, understanding through experience, study, and interactions with others. They understand own multiple intelligence and learning styles, manage their own learning, value individual strengths and set goals.

6.7 Self-Efficacy

Learners are expected to become self-aware and self-directed to set and pursue goals. They make thoughtful decisions, regarding their health and well-being, finance and career pathway.

7.0 MANDATE OF KENYA NATIONAL EXAMINATION COUNCIL

Kenya National Examination Council recognizes that assessment programs must be an integral part of effective teaching, inform instruction, and should be designed to provide opportunities to a wide range of diverse learners. The assessment should effectively inform learners, parents, teachers, curriculum developers and other stakeholders about learner performance in relation to the expectation of approved curriculum learning outcomes at different grade levels. Kenya National Examination Council is mandated to perform the following mandates:

7.1 Set and maintain examination standards.

7.2 Administer public academic, technical and other national examinations within Kenya at basic and tertiary levels.

7.3 Award certificates.

7.4 Undertake research on educational assessment.

In addition, KNEC will perform the following mandates:

7.5 Development of policies and guidelines related to classroom assessment, grading and reporting from pre-primary to grade 12.

7.6 KNEC will establish the Kenya Assessment of Learner Achievement (KALE) division to develop, administer and report national assessments in grade 3, 6, and 9 of Kenya's Basic Education.

7.7 Development of policies and guidelines related to development, administration and reporting of KALE.

7.8 KNEC will establish the Kenya Certificate of Basic Education (KCBE) division to develop, administer, and report national examination in grade 12 of Kenya's Basic Education.

7.9 Development of policies and guidelines related to development, administration, and reporting of KCBE.

7.10 Development of policies and guidelines related to roles and responsibilities of learners, parents, teachers, principals, and education administrators in assessment.

7.11 Development of policies and guidelines related to academic integrity and teacher professional judgment related to assessment and examinations.

7.12 Coordinate the registration and reporting of the Kenyan learners participation in the international-based educational assessments such as (PISA) or any appropriate international assessments.

8.0 PURPOSES OF ASSESSMENT

In keeping with the expectations of Basic Education Curriculum Reform framework, *Teaching Standards* outlined in the Framework for Teacher Education, and other policy documents, the purposes of assessment are:

8.1 To provide valid and reliable information to learners and parents about the progress they are making towards achievement of curriculum outcomes and competencies in a learning area or subject.

8.2 To identify areas of learners' strength and areas of concern in relation to the defined curriculum learning outcomes/competencies as a basis for providing appropriate teaching.

8.3 To help learners to improve their performance by providing appropriate feedback.

8.4 To help learners develop skills as self-assessors who are responsible for their own learning.

8.5 To inform teaching decisions for classroom teachers and principals as instructional leaders.

8.6 To inform Ministry of Education and curriculum developers on areas to target for improvement.

9.0 PRINCIPLES OF ASSESSMENT

The following guiding principles provide a foundation for the development of classroom assessments, national assessments, and reporting of learners achievement and growth.

The assessment should be:

9.1. fair, transparent, meaningful and responsive to all learners.

9.2. focused on learners' knowing, doing and understanding.

9.3. formative approach providing learners with frequent descriptive feedback for all curriculum learning outcomes and competencies.

9.4 ongoing, timely, specific, and embedded in day to day teaching and learning.

9.5 provide a varied of performances for learners to demonstrate their learning.

9.6 a collaborative process that involves self, peer, and teacher assessment of learners learning.

9.7 aligned to curriculum learning outcomes and competencies with clear rubrics and criteria for assessment that is communicated to learners in advance.

9.8 a collection of learners' information on assessment accumulated over time to provide a full profile of the learner and learning.

9.9 undertaken with understanding that grading and reporting of learners' achievement is a caring, sensitive process that have teachers' professional judgment.

9.10 able to communicate clearly to the learners and parents where the learner is in relation to curriculum learning outcomes and competencies, what they are working towards, and ways that learning can be supported.

10.0 TYPES OF ASSESSMENTS

10.1 Formative Assessment (Assessment for Learning)

In formative assessment or assessment for learning, teachers use assessment as exploratory tool to monitor the progress of an individual learner in meeting a representative number of outcomes in a subject or learning area. It involves gathering data during the learning process, and provides feedback to both the learner and teacher to help improve learning.

This approach help build an accurate and detailed profile of a learner's understanding of a curriculum and inform teaching so that appropriate support can be provided to further assist learners become successful.

In formative assessment, a teacher uses focused observations, questioning, conversations, quizzes, digital-based assessments, journals, or any other methods to find out where his or her learners are and what support should be provided.

In formative assessment, the teacher encourages learner self-reflection, peer coaching, goal setting and monitoring of achievement of goals. The teacher also helps learners practice in applying, demonstrating and, extending knowledge, skills and attributes.

10.1.1 Reliability in Formative Assessment

Teachers use a range of assessment methods such as oral, visual, kinesthetic, written, at different times to get a clear picture of a learner's achievement progress and growth in a learning area or subject.

10.1.2 Validity in Formative Assessment

Teachers can assess the validity of the assessment methods by monitoring how well the formative assessment processes demonstrates the progress of learners' achievement along the continuum of curriculum learning outcomes in a learning area or a subject.

10.1.3 Reporting in Formative Assessment

Teachers ensure quality formative assessment when they keep detailed learners' records, not for comparing among learners but to provide individualized descriptive feedback to further a learner's progress and development in the curriculum learning outcomes. Reporting in formative assessment should be frequent and ongoing communication between the teacher and the learner, and with the parents about the progress the learner is making towards meeting the curriculum outcomes. The reporting should focus on a series or cluster of learning outcomes.

10.2 Assessment As Learning

Assessment as learning occurs when the teacher helps a learner develop a capacity to be independent, autonomous and be able to set individual goals, monitor own progress, self assess, and reflect on his/her learning.

10.2.1 Reliability in Assessment As Learning

Reliability in assessment as learning rests on consistency of a learner's self-reflection, self-monitoring, and development of skills of own learning in relation to expected curriculum outcomes.

10.2.2 Validity in Assessment as Learning

A learner is able to self assess when provided with a clear picture of steps required to reach proficiency, a set criteria that have a variety of examples or models of good work for comparison.

10.2.3 Reporting in Assessment as Learning

It is the responsibility of the learner to articulate and defend own learning, understanding of the topic, personal strengths and areas they needed to develop further. A learner keeps records of own learning, which could

include reflections of what he or she has accomplished, and feedback from the teacher is core to assessment as learning.

10.3 Summative Assessment (Assessment of Learning)

Summative assessment, also referred to assessment of learning, occurs at the end of important stages or significant period of learning and summarizes learner achievement of that learning.

It is a process used to summarize and communicate what a learner knows and can do with respect to curriculum learning outcomes expectations at a specified time. Because summative assessment comes at the end of a unit or tier or a term, the feedback to learners has less impact on learner's learning.

Summative evidence is used to determine level of achievement. Summative assessments do not include only tests and examinations, but may include a variety of learning products and demonstration of learning such as: - performances, presentation, portfolios, and a variety of written, oral and visual methods.

Summative assessment provides feedback to educators, parents, learners, and post secondary institutions about a learner's achievement to make decisions for appropriate placements or further studies.

10.3.1 Reliability in Summative Assessment

To be reliable, summative assessments must reflect accuracy, consistency, fairness and free from bias. The assessment of learners is in relation to curriculum learning outcomes.

10.3.2 Validity in Summative Assessment

Summative assessments are often statements about a learner's wide area of curriculum study. The assessment tasks must reflect key knowledge, skills and abilities in the curriculum and the statements and inferences must be upheld by evidence that is collected.

10.3.3. Reporting of Summative Assessment.

The reporting of summative assessment by teachers should be honest, fair and provide sufficient detail and contextual information. Teachers need to keep detailed records of various components of assessment with descriptions of what each component of the assessment measured, accuracy, against the criteria and learning outcomes and supporting evidence.

10.4 Performance Assessment

It is assessment in which learners demonstrate their achievement of designated curriculum learning outcomes and performance standards through performance or doing activities during the assessment process. It is an assessment that requires learners to perform a task, as opposed to merely writing about it. Performance assessment encourages a learner to engage in specific processing strategies to reach desired outcomes.

10.5 Assessment for Differentiated Learning

It is a fair assessment of learners including those with special needs when teachers are able to modify assessment tools to suit wide range of abilities and learning styles of learners. It adheres to the principle of differentiated classroom learning environment.

10.6 Authentic Assessment

It is a quality assessment in which a learner is assessed in a manner that is consistent with the kinds of performances required in which they are being evaluated.

10.7 Portfolio Assessment

Portfolio is a systematic, integrated, and meaningful collection of a learner's day-to- day work that provide a visual representation of own learning, progress and achievement in one or more subjects over a period of time. An essential requirement of portfolio is that a learner should include written reflections that explain why each sample was selected. Journal entries, creative writing and graphic designs, peer reviews, parent comments on work, teacher comments, self-evaluations, evidence of

collaboration with other learners are examples of items a learner could include in his or her portfolio.

11.0 ASSESSMENT TOOLS

Teachers will decide what tools of assessment to use in collecting and providing evidence of a learner's achievement. When choosing assessment tools, teachers need to ask themselves:

a) How do my practices help every learner to succeed?

b) How do I ensure that my assessment gather evidence of all learner's expected outcome of the learning area or subject?

c) To what extent are the assessment tools I use consistent with the learning outcomes and my teaching?

d) To what extent I am assessing the cross-curricular competencies?

e) How do I provide feedback to learners that is encouraging and helping them in growth and achievement in the learning area and subject**?**

11.1 Types of Assessment Tools

Teachers could use a variety of assessments to help them gather evidence of a learner's achievement and growth in a learning area or subject. The table below provides categories of tools that teacher could utilize for assessment.

Category	Assessment Tools	What It Assesses
Observations	• Conferences • Anecdotal records	Immediate assessment and feedback of learning, focus on specific learner expectations, knowledge into context and levels of understanding, attitude, ability to synthesize, etc.
Learning Logs	• Reflective journals • Personal response journals	Assessment of understanding processes, written ability, connections to concepts, personal experience, background knowledge, etc.
Performance Tasks	• Demonstrations • Labs • Presentations • Simulations • Portfolios	Assessment of creativity, understanding, group work, application of skills, reasoning skills, analysis, process, etc.
Projects	• Experiments • Models • Work samples • Investigations • Surveys	Assessment of knowledge, application, planning and research skills, demonstration, organization, process, collaboration

Written Assignment	• Essays • Research papers • Script • Word puzzles • Stories • Articles • Proposals	Assessment of logical organization, comprehension, writing skills, interpretation, expression, understanding, research skills, initiative, etc.
Oral language	• Debate • Story boards • Interviewing • Poetry • Questions/responses • Games	Assessment of comprehension, ability to synthesize, listening and speaking skills, reasoning, prior knowledge, perspective, organization, attitude, ability to analyze, interpretation, etc.
Visual communication	• Illustrations • Design • Collages • Story boards	Assessments of prior knowledge, comprehension, organization, creativity, depth of conceptualization, application, ability to synthesize, process, and apply knowledge and skills, etc.
Tests/Quizzes	• Multiple choices	Pre and post test knowledge, content mastery, recall,

	• True/false • Short answer • Paper and pencil • Matching	recognition,

11.2 Assessment Rubric

A rubric consist of a set of score points and related descriptors that articulate the criteria and performance levels of what counts in a learning arranged according to a measure of quality. The criteria describe what a successful completed piece of work or product looks like.

Rubrics have become a common tool for assessing a learner's performance in relation to curriculum learning outcomes. Powerful rubrics are those designed with a learner's input. When learners are involved in determining what a quality product should look like, they become aware of what they need to do so as to reach acceptable performance levels.

11.3 Developing quality rubric

To develop a rubric, consider the following:

- What are the specific curriculum outcomes in the task?
- Do learners have some experience with this or similar task?
- What does excellent performance look like? What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

- Is description qualitatively different from others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to the learners?

11.4 Guidelines for Developing Scoring Criteria of a Rubric

The achievement can be reported at different levels as follows:

Level 4: is the Standard of Excellence level (or A, or 80 – 100%)

Descriptors should indicate that all aspects of work exceed grade level expectations and show exemplary performance or standards.

Level 3: is approaching the Standard of Excellence or Proficient level (or B or 65 – 79%)

Descriptors should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding.

Level 2: Meets grade level expectations or Adequate Level (or C or 50 – 64 %)

Descriptors should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough.

Level 1: Does not meet grade level standards (or D or 0 – 49%)

This level indicates what is not adequate for grade level expectations and indicates that a learner has serious errors, omissions or misconceptions.

11.5 Sample of a Rubric for "Plants" Grade 3 Science

CRITERIA	Level 1 Limited	Level 2 Adequate	Level 3 Proficient	Level 4 Exemplary
Inquiry Question	Has difficulty posing an inquiry question	Needs some help to pose an inquiry question	Independently poses a inquiry question	Possesses a thoughtful inquiry question
Gathering data	Has difficult organizing ideas and presenting information	Needs some help to gather, record, and organize data	Independently gathers, records, and organizes data	Gathers, records, and organizes data effectively
Communication	Has difficulty organizing ideas and presenting information	Needs some help to present information so that it is clear and organized	Independently presents information	Presents information clearly, is articulately and precisely
Information supported with data	Has difficult using data collected to support ideas presented	Needs some help to use data collected to support ideas presented	Independently uses data collected to support ideas presented	Effectively uses data collected to support ideas presented so they are clear and informative

12.0 CLASSROOM ASSESSMENT: GRADING AND PROGRESS REPORT CARDS

While grades and report cards serve many functions, their primary purpose is to report a learner's achievement to a variety of audiences. Grading and reporting will be conducted in a fair manner and according to the Principles of Assessment. Grades and report cards will be based solely upon individual learning and will accurately reflect achievement of the learning outcomes and competencies as outlined in the Basic Education curriculum.

12.1 Grading

Suggested guidelines for grading:

12.1.1 Grading procedures shall be related to the curriculum strands and learning outcomes.

12.1.2 Criterion-referenced standards shall be used to distribute grades and marks. There should be clear descriptions of performance standards represented by a summary of symbols used on report cards. It is important to have an expanded description of what the symbol or letter means in performance standards.

12.1.3 Grades will be based solely on achievement – the demonstration of a learner's knowledge, skill and understanding of the component of the standards. Grades of a learner will not be based on measures such as learners' social development and work habits, learner absences, missed/late assignments, group scores, neatness, etc.

12.1.4 A learner is expected to submit all expected work and shall be provided opportunity to do so. Learner's work that is not submitted shall be considered incomplete until submitted. Zeros will not be used for work not submitted.

12.1.5 In determining grades, teachers must decide whether they have sufficient evidence of a learner's achievement collected from learners' formative and summative assessments. If not, the grade

recorded shall be incomplete. Where credits are involved, there will be no credit until missing work is submitted.

12.1.6 Teachers should provide several assessment opportunities, varying in methods and number. Where several assessments are made of similar knowledge, skills and attitude, the more recent mark shall replace previous marks for grade determination.

12.1.7 Grades will be based on individual achievement rather than on the achievement of any learning group a learner is part of.

12.1.8 Involve learners in assessment and how all grades will be determined throughout the teaching and learning process.

12.1.9 Teachers must develop and use assessment rubrics for all learners' work.

12.1.10 Have schools use only Ministry of Education and KNEC authorized progress report cards.

12.1.11 Formative assessment should be conducted regularly at least bi-weekly and recorded in a learner's profile.

12.2 Guidelines for Progress Report Cards.

12.2.1 Communicate a learner's performance on curriculum outcomes of the grade level a learner's progress report is being made.

12.2.2 Clearly indicate learner's progress/growth over time relative to grade-level curriculum expectations.

12.2.3 State the performance standards with criteria and descriptors.

12.2.4 Include a section detailing the strands and general curriculum learning outcomes of the learning area or subject that the progress report is being made.

12.2.5 Make it understandable by learners and parents. Use a language that can be readily understood.

12.2.6 Include opportunity for parents, students and teachers to be involved:

- Comments focused on strengths and areas of improvement
- Parental action and response
- Next steps for parents, teachers, and students

12.2.7 Provide information on lateness and absences from school and classes.

12.2.8 Separate learner's achievement from behavior or habits. Provide a separate section where a classroom teacher and other teachers could make comments of a learner's performance that is related to social and behavior standards.

12.2. 9 Include as part of an overall communication system the formal and informal opportunities to communicate learner achievement, progress, and behaviors (phone call, conferences, etc.).

12.3 Sample of Progress Report

Below is a sample of a school progress report of grade 1-3 (For other grade levels, visit the appendices).

Sample School Progress Report Cards

Lower Primary Grade 1 – 3

Name of Learner: Student National Enrolment I.D: Enrolment Grade:	
Class Teacher: Progress Report: Year/Month: Term:	Total Days Absent: Total Days Present:

Learner Performance:

The quality of performance, or how well your child is demonstrating curriculum expectations, is reported by one of the following rating systems.

Performance Level	Letter	Descriptors
4	A	Learner achieves all learning outcomes all of the time and demonstrates **exemplary** performance
3	B	Learner achieves all outcomes most of the time and demonstrates **proficient** performance
2	C	Learner achieves most outcomes most of the time and demonstrates **adequate** performance
1	D	Learner achieves some outcomes all of the time and demonstrates **limited** performance

Description of Curriculum of Grade 1 - 3

Curriculum is the statements of outcomes for learner performance, stated in terms of knowledge (what we want learners to know and understand), skills (what we want students to be able to do), and attitudes (how we want learners to feel about what they have learned). These statements define the key learning that learners will demonstrate as a result of teaching:

1. Literacy The Learner: ……	2. **Kiswahili language activities or Kenyan Sign Language** The Learner: …….
3. English Language activities The Learner: Listens, speaks, reads, writes, views and represents • explore thoughts, ideas, feelings and experiences • comprehend and respond personally and critically to oral, print and other media texts • manage ideas and information • enhance the clarity and artistry of communication • respect, support and collaborate with others	**4. Indigenous language activities** The Learner: ……
5. Mathematical activities The Learner: …… • uses mathematical knowledge confidently to solve problems • communicates and reasons	**6. Science** The Learner: …… • develop an understanding of the nature of science, of the relationship between science and technology,

mathematically • appreciates and values mathematics • makes connections between mathematics and its applications • engages and perseveres in mathematically tasks and projects • takes risks in performing mathematics tasks **7. Hygiene and nutrition activities** The Learner……. **8. Religious Education activity area** The Learner: ……	and of the social and environmental contexts of science and technology • construct knowledge and understandings of concepts in life science, physical science and earth and space science, and apply these understandings to interpret, integrate and extend their knowledge • develop the skills required for scientific and technological knowledge inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions • develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment **9 Movement and creative activities (art, craft, music and physical education)** The Learner: …….

TEACHER COMMENTS ON LEARNER PERFORMANCE

OF CURRICULUM OUTCOMES

Learning Area / Name of Subject Teacher	**Performance Level/Letter/Percentage**			**Teacher Comments on Performance of Curriculum Outcomes**
	Assessment Task score /date Jan – April	Assessment Task score /date May -July	Assessment Task score /date Sept – Nov	
1. Literacy				
2. Kiswahili or Sign Language				
3. English language Act				
4. Indigenous language Act				
5. Mathematical activities				
6. Environmental activities (science, social and agriculture activities)				
7. Hygiene and nutrition activities				

8. Religious Education and life skills activities				
9. Movement and creative activities (art, craft, music and physical education)				

Class Teacher	**Comments:**	**Signature**
School Principal:	**Comments:**	**Signature**
Parent/Guardian:	**Comments:**	**Signature**

SOCIAL / BEHAVIORAL REPORT

Key: **S - Satisfactory**

I – Improvement Needed

Report Completed by the Class Teacher

Consideration for others	
Respect for school property	
Organization	

Accepts responsibility	
Works independently	
Works well with others	
Completes assignments at school	
Completes assigned homework	
Participates in community service learning	
Uses time wisely	

Other comments from other Teachers:

13.0 CLASSROOM ASSESSMENT: ROLES AND RESPONSIBILITIES

The teachers, learners, parents, school principals, KICD, and MOE Quality Assurance and Standards Officers have responsibilities in classroom assessment.

13.1 Responsibility of the School Principal

13.1.1 Ensuring that appropriate classroom assessments and evaluation practices are being implemented by teachers.

13.1.2 Monitoring learners' progress and provide regular feedback to teachers about their teaching.

13.1.3 Ensuring that teachers appropriately use the school systems to track learners' achievement and ensure progress reports are prepared in a timely manner and communicated to the learners and parents.

13.1.4 Establishing school-wide early intervention strategies for learners requiring more time and support to complete the classroom assessments and any other assessments, especially learners with special needs.

13.1.5 Using data from KALE to ensure a consistent and continuous school-wide focus on improving teaching and learning.

13.2. Responsibilities of a Classroom Teacher

13.2.1 Ensuring that assessments and reporting of learners' performance are aligned with curriculum learning outcomes in a subject area/strand.

13.2.2 Designing assessment tools and strategies to ensure that all learners are given equitable opportunities to demonstrate their achievement of the curriculum learning outcomes.

13.2.3 Interpreting assessment results with a learner's personal and social context in mind.

13.2.4 Providing learners and parents with information on expected curriculum learning outcomes in the learning area or subject, methods of assessment, and grading criteria.

13.2.5 Developing assessment criteria and guidelines that is either teacher-generated, learner-generated, or developed collaboratively and, where possible, be accompanied by examples of quality performance or product for each level of proficiency.

13.2.6 Analyzing evidence of learning from multiple sources and a variety of assessment tools.

13.2.7 Focusing on learners' growth and achievements in relation to expected learning outcomes, rather than on learners' characteristics and/or non-academic achievement.

13.2.8 Involving learners in the assessment process by discussing achievement targets and classroom assessment practices with them.

13.2.9 Demonstrating professional judgment in all assessment processes, marking, and reporting.

13.3 Responsibilities of a Learner

13.3.1 All assignments have due dates and learners are responsible for completing all assignments.

13.3.2 Learners who do not adhere to the extended deadlines will have missed that opportunity to demonstrate achievement towards the outcomes addressed in that assignment.

13.3.3 Learners should be prepared to learn all the time, participate, and complete all classroom-based assessments as required by the teacher.

13.4 Responsibilities of the Ministry of Education (Quality Assurance and Standards Officers)

13.4.1 Examine assessment reports to see where learners do well and where learning could be improved in school and nationally.

13.4.2 Developing resources to facilitate teaching and learning.

13.4.3 Carry out action research for purposes of providing feedback and professional development of the teacher.

13.4.4 Sensitize the teachers on institutional quality based assessment.

13.4.5 Monitoring the implementation of competency-based curriculum.

13.4.6 Ensuring that proper records of classroom assessments are kept.

13.4.7 Providing feedback to the stakeholders on the status of learning and assessment in the country.

13.5 Responsibilities of Kenya Institute of Curriculum Developers

13.5.1 Using feedback from assessments to establish the achievement levels of the curriculum-learning outcomes.

13.5.2 Initiating curriculum reviews on emerging issues.

13. 6 Responsibilities of a Parent or Guardian

13.6.1 Ensuring that his or her child is ready to learn and attends school all the time.

13.6.2 Ensuring that her or his child is completing homework assignments as expected by the teacher.

13.6.3 Consulting the class teacher regularly on the progress of his or her child.

13.6.4 Providing feedback on a child's progress as required.

14.0 PHASES OF LEARNER ASSESSMENT

While teachers will use assessment for, as and of learning to conduct classroom assessments of learners at the pre-primary to grade 12, KNEC will develop and administer the Kenya Assessment Learners Achievement (KALE) at end of grade 3, 6, and 9. KNEC will also develop and

administer the Kenya Certificate of Basic Education (KCBE) for Senior School.

14.1 Kenya Assessment of Learners' Achievement of Education (KALE)

Learners in grades 3, 6, and 9 will participate in writing KALE which is developed as a result of cumulative learning experiences covered by learners at the three key-level curriculum stages. The key-level curriculum outcomes are statements that identify what learners are expected to know and be able to do at the end of grades 3, 6, and 9 as a result of cumulative learning experiences in a learning area /subject. The purpose of KALE is to determine whether learners are learning what they are expected to learn, to inform Kenyans about how well learners are achieving the basic education curriculum. All Kenyan learners in grades 3, 6, and 9 are expected to write KALE for their grade levels.

Teachers will score the written tasks of KALE at scoring sessions under KNEC supervision. The selected responses from multiple-choice questions will be scored electronically by KNEC.

Performance in KALE will not count in the learner's overall marks awarded for the KCBE grade 12 examinations.

On completion of KALE, individual learner reports are produced for each assessment and are accessed by parents.

KALE provides:

- Teachers with information to help plan teaching and take early intervention in learning areas with low scores.
- Parents with information about how their children are doing in subject/learning areas.
- The Ministry of Education with information that will be used to make decisions on curriculum implementation.
- Teachers Service Commission with information on how to build capacity of teachers to achieve better learning outcomes.

- Kenya National Examinations Council with information on the validity and reliability of the assessment tools.
- KNEC with information on the achievement levels of the curriculum learning outcomes and suggest interventions for improvement where necessary.

14.2 Organization of KALE for Grade 3, 6 and 9

The assessments of learning areas/subjects will be developed and administered by KNEC as follows:

Lower Primary - Grade 3
1. Mathematics Activities
2. Literacy- Reading and Writing
3. Science

Upper Primary - Grade 6
1. Mathematics
2. Literacy – Reading and Writing
3. Science

Lower Secondary - Grade 9
1. Mathematics
2. English
3. Integrated Science
4. Social Studies
5. Kiswahili/ Kenyan Sign Language
6. Pre-vocational Studies

Learners in grade 3 and 6 will sit for KALE in three learning areas: Numeracy, Literacy and Science. Scores in KALE will be reported using four levels of performance in grade 3 and 6 assessments. Learners who score at Level 3 and above will be considered as having met all the curriculum outcomes in the subject or learning areas.

Level 4 - Learner achieves all learning outcomes all of the time and demonstrates **exemplary** performance

Level 3- Learner achieves all outcomes most of the time and demonstrates **proficient** performance

Level 2 - Learner achieves most outcomes most of the time and demonstrates **adequate** performance

Level 1 - Learner achieves some outcomes all of the time and demonstrates **limited** performance

In grade 9, KALE will be expanded to include 6 subjects: Mathematics, English, Integrated Science, Social Studies, Kiswahili/Kenya Sign Language, and Pre-vocational Studies.

The percentages and letter grades will be used to report the assessment at end of grade 9.

Letters	Percentage	
A	80-100%	Learner achieves all learning outcomes all of the time and demonstrates **exemplary** performance
B	65-79%	Learner achieves all outcomes most of the time and demonstrates **proficient** performance

C	50 - 64%	Learner achieves most outcomes most of the time and demonstrates **adequate** performance
D	0 – 49%	Learner achieves some outcomes all of the time and demonstrates l**imited** performance

14.3 ASSESSMENT OF LEARNERS IN SENIOR HIGH SCHOOL

For learners in grade 10–12, the contact time per subject will be counted in hours or credits towards their high school graduation.

A minimum of eight subjects will be taken which total 2592 hours or 72 credits.

The assessment marks from grade 10 for each subject will contribute 70% of the KCBE overall mark.

The percentage and letter grades will be used to report performance for grades 10 – 12.

Letters	**Percentage**	
A	80-100%	Learner achieves all learning outcomes all of the time and demonstrates **exemplary** performance
B	65-79%	Learner achieves all outcomes most of the time and demonstrates **proficient** performance
C	50 – 64%	Learner achieves most outcomes most of the time and demonstrates **adequate** performance

D	0 – 49%	Learner achieves some outcomes all of the time and demonstrates **limited** performance

SAMPLE SENIOR HIGH SCHOOL

LEARNER PROGRESS REPORT

Learner Name: Learner Id.
Reporting Period: Total Absent
Total Present:

Subject	Credit value/ Hrs. 3	Named of Teacher	1st	2nd	3rd	4th	Final Mark
Mathematics	3						
English	3						
Science	3						

Class Teacher	**Comments:**	**Signature**
School Principal:	**Comments:**	**Signature**
Parent/Guardian:	**Comments:**	**Signature**

SOCIAL / BEHAVIORAL REPORT

Key: S - Satisfactory
I – Improvement Needed

Report Completed by the Class Teacher

Consideration for others	
Respect for school property	
Organization	
Accepts responsibility	
Works independently	
Works well with others	
Completes assignments at school	
Completes assigned homework	
Participates in community service learning	
Uses time wisely	

Other comments from other Teachers:

14.4 Senior High School Graduation Requirements

Senior high graduation requirement checklist will be made available to grade 10 learners. For a learner to graduate from Senior High School, one must complete a minimum of eight subjects. Each subject will have a minimum of 9 credits, where one (1) credit is equivalent to 36 hours. The credit hours are arrived at as follows:

For example, if time allocated to a subject is an average of 3 hours a week, then the breakdown per month, term and year will be as follows:

Hour Allocated / Subject	Total Week Hours.	Total Month Hours	Total Term Hours	Total Yr.1 Hrs.	Total Yr. 2 Hrs.	Total Yr. 3 Hrs.	A learner enrolled in a minimum of 8 subjects will accumulate hours of instruction in grade 10 – 12 as follows: Grade 10 = 864 Hours Grade 11 = 1728 Hours Grade 12 = 2592 Hours
1	3	12	36	108	216	324	
2	3	12	36	108	216	324	
3	3	12	36	108	216	324	
4	3	12	36	108	216	324	
5	3	12	36	108	216	324	
6	3	12	36	108	216	324	
7	3	12	36	108	216	324	
8	3	12	36	108	216	324	

Conversion of hours to credits
Credit hour is a unit of measure used to represent the number of classroom hours per week per term of teaching/instruction. For example, 36 hours of instruction per term could be equivalent to 1 credit hour, 108 hours a year will be 3 credits, and 324 hours will be 9 credits.

First School Year, Grade 10
Single subject/1st year =108 hours/36 = 3 credits.
Single subject/2nd year =216 hours/36 = 3 credits.
Single subject/ 3rd year = 324 hours/36 = 9 credits.

8 Subjects in first year = 864 hours/36 = 24 credits.

Second School Year, Grade 11
Single subject/1st year =108 hours/36 = 3 credits.
Single subject/2nd year =216 hours/36 = 3 credits.
Single subject/ 3rd year = 324 hours/36 = 9 credits.

8 Subjects in first year = 864 hours/36 = 24 credits.

Third School Year, Grade 12
Single subject/1st year =108 hours/36 = 3 credits.
Single subject/2nd year =216 hours/36 = 3 credits.
Single subject/ 3rd year = 324 hours/36 = 9 credits.

8 Subjects in first year = 864 hours/36 = 24 credits.

Total hours of learning /credits
End of grade 12 learning hours completed in 8 subjects = 2592 hours/36 = 72 credits.
For high school graduation, a learner must complete eight subjects totalling 2592 hours or 72 credits.

14.5 KENYA CERTIFICATE OF BASIC EDUCATION (KCBE)

KCBE will be awarded to learners who have completed the required senior high school subjects. Learners enrolled in senior high school will have three (3) pathways to select from. Each Pathway has a number of tracks from which a learner is supposed to select subjects of their choice. Each track has core subjects and options required for high school graduation. The pathways and tracks are designed to provide learners with opportunity to take core and optional subjects that are linked to entry requirements of the post secondary studies, training, or employment. The learners will have access to post-secondary details related to entrance requirements to a future program of interest. All public and private post-secondary institutions in Kenya should avail their online program admission links to a school career teacher.

Classroom assessment in senior high school will constitute a 70 percentage of a total marks towards KCBE certificate that are earned commencing at grade 10. The learners will be expected to sit for a KCBE final examination developed and administered by KNEC that will account for 30 percent of the overall mark awarded at the end of grade 12. The learner's final mark will be based on the combination of a KCBE examination score with a learner's school mark on the basis of 30:70.

Sample of Grade 12 Academic Transcript

Legal Name: **Learner Id:**

Subject Code	**Subject Name**	**Final Mark**	**Credits**	**School Year**	**School Code**	School Mark **100%**	**KNEC Exam Mark** **100%**
ENG 100	English	49/21 = 70%	9	2016	K-001	70	70
SS100	Social Studies	54/17=71%	9	2016	K-001	77	59
KIS200	Kiswahili	42/24=66%	9	2016	K-001	60	80

School mark accounts for 70 percent of overall mark for grade 12.

KNEC Examination mark accounts for 30 percent of overall mark for grade 12.

15.0 HIGH SCHOOL GRADUATION CHECKLIST

Graduation Requirement: 72 Credits Minimum

All students must successful complete 8 subjects from 3 groups listed below to qualify for award of grade 12 KCBE.

Group 1: 4 compulsory subjects = 36 Credits

1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili Language or Kenya Sign Language

Group 2: 2 compulsory subjects= 18 credits

1. Community Service Learning
2. Physical Education

Group 3: any 2 subjects from a Pathway Track = 18 Credits

16.0 HIGH SCHOOL GRADUATION: PATHWAYS AND TRACKS SUBJECTS

PATHWAY: ARTS AND SPORTS SCIENCE

TRACK 1: PERFORMING ARTS

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits
1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Group 3: 2 subjects required = 18 Credits

3a. Legal and Ethical Issues in Arts - compulsory
3b. Choose any of the following

- Music
- Dance
- Theatre and Elocution

PATHWAY: ARTS AND SPORTS SCIENCE

TRACK 2: VISUAL AND APPLIED ARTS

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits

1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Group 3: Minimum 2 subjects required = 18 Credits
3a. Legal and Ethical Issues in Arts - compulsory
3b. Choose any of the following:
Fine Art
Applied Art
Time-Based Media
Crafts

PATHWAY: ARTS AND SPORTS SCIENCE

TRACK 3: SPORTS SCIENCE

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits
1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Group 3 = Minimum 2 subjects required = 18 Credits
3a. Human Physiology, Anatomy and Nutrition
Sports Ethics – compulsory
3b. Choose any of the following:
Ball Games
Athletics
Indoor Games
Water Sports
Boxing
Martial Arts
Outdoor Pursuits
Advanced Physical Education

PATHWAY: SOCIAL SCIENCES

TRACK 1: HUMANITIES AND BUSINESS STUDIES

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits
1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Group 3: 2 Subjects required = 18 Credits
Choose any two of the following
History and Citizenship,
Geography,
Business Studies,
Christian Religious Education or
Islamic Religious Education
or
Hindu Religious Education

PATHWAY: SOCIAL SCIENCES

TRACK 2: LANGUAGES AND LITERATURE

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits
1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Cluster 3: 2 Subjects required = 18 Credits
Choose any two of the following:
Literature in English
Fasihi ya Kiswahili
Indigenous Languages
Arabic
French
German
Mandarin Chinese

PATHWAY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

TRACK 1: PURE SCIENCES

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits

1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Group 3: 2 Subjects required = 18 Credits

3a Information Computer Technology – compulsory

3b. Choose one subject from the following:

Mathematics Alternative A
Physics
Chemistry
Biology

PATHWAY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

TRACK 2: APPLIED SCIENCES

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits

1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Group 3: 2 Subjects required = 18 Credits

3a Information Computer Technology – compulsory

3b. Choose one subject from the following

- Agriculture
- Computer Science
- Foods and Nutrition
- Home Management

PATHWAY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

TRACK 3: TECHNICAL AND ENGINEERING

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits
1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Group 3: 2 Subjects required = 18 Credits
3a Information Computer Technology – compulsory
3b. Choose one subject from the following:

- Agricultural Technology
- Geosciences Technology
- Marine and Fisheries Technology
- Aviation Technology
- Wood Technology
- Electrical Technology
- Metal Technology
- Power Technology
- Clothing Technology
- Construction Technology
- Media Technology
- Electronics Technology
- Manufacturing Technology
- Mechatronics

PATHWAY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

TRACK: CAREER AND TECHNOLOGY STUDIES (CTS)

Graduation Requirement: 72 Credits Minimum

Group 1: 4 compulsory subjects = 36 Credits

1. Mathematic Alternative A or Mathematics Alternative B
2. English Language
3. General Science or Any of the 3 Pure Sciences (Biology, Physics and Chemistry)
4. Kiswahili

Group 2: 2 subjects compulsory = 18 Credits

1. Community Service Learning
2. Physical Education

Cluster 3: 2 Subjects required = 18 Credits

3a Information Computer Technology – compulsory

3b. Choose one subject from the following

- Fashion and Interior Design
- Leather Work
- Culinary Arts
- Hairdressing and Beauty Therapy
- Plumbing and Ceramics
- Welding and Fabrication
- Tourism and Travel
- Air Conditioning and Refrigeration
- Animal Keeping
- Exterior Design and Landscaping
- Building Construction
- Garment and Dressmaking

	• Photography • Graphic Designing and Animation • Food and Beverage • Motor Vehicle Mechanics • Carpentry and Joinery • Fire Fighting • Metalwork • Electricity • Land Surveying • Science Laboratory Technology • Electronics • Printing Technology • Crop Production

Appendix 1: Sample Progress report for Pre- primary

LEARNER PROGRESS REPORT – PP 1 – PP2

Name of Learner: Learner I.D: Enrolment Grade:	
Class Teacher: Progress Report: Year/Month: Term:	Total Days Absent: Total Days Present:

Learner Performance.
The quality of performance, or how well your child is demonstrating curriculum expectations, is reported by one of the following rating systems.

Letters	**Performance Levels**	**Descriptors**
4	A	Learner achieves all learning outcomes all of the time and demonstrates **exemplary** performance
3	B	Learner achieves all outcomes most of the time and demonstrates **proficient** performance
2	C	Learner achieves most outcomes most of the time and demonstrates **adequate** performance
1	D	Learner achieves some outcomes all of the time and demonstrates **limited** performance

Description of Curriculum of PP1 – PP2

Curriculum is the statements of outcomes for learner performance, stated in terms of knowledge (what we want learners to know and understand), skills (what we want learners to be able to do), and attitudes (how we want learners to feel about what they have learned). These statements define the key learning that learners will demonstrate as a result of teaching:

<table>
<tr>
<td>1. Language activity area
The Learner:
Listens, speaks, reads, writes, views and represents
• explore thoughts, ideas, feelings and experiences
• comprehend and respond personally and critically to oral, print and other media texts
• manage ideas and information
• enhance the clarity and artistry of communication
• respect, support and collaborate with others</td>
<td>2. Mathematical activity area
The Learner:
• Develops number sense
• Uses patterns to describe the world and to solve problems
• Uses direct and indirect measurements to solve problems
• Describes the characteristics of 3 –D objects and 2 –D shapes, and analyzes the relationship among them</td>
</tr>
<tr>
<td rowspan="2">3. Psychomotor and creative activity area
The Learner:
……..</td>
<td>4. Religious Education activity area
The Learner:
……</td>
</tr>
<tr>
<td>5. Environmental Activities
The Learner:
……</td>
</tr>
</table>

Learner Name …….. Learner National School I.D:

Classroom Teacher: Enrolment Grade

Learning Area	Performance on Curriculum Outcomes
Language activity area	listens, speaks, reads, writes, views and represents • explore thoughts, ideas, feelings and experiences • comprehend and respond personally and critically to oral, print and other media texts • manage ideas and information • enhance the clarity and artistry of communication • respect, support and collaborate with others
Mathematical activity area	• has developed number sense • uses patterns to describe the world and to solve problems • uses direct and indirect measurements to solve problems • describes the characteristics of 3 –D objects and 2 –D shapes, and analyzes the relationship among them
Environmental activity area	
Psychomotor and creative activity area	

Religious Education activity area	
Community Service Learning	

Class Teacher	**Comments:**	**Signature**
School Principal:	**Comments:**	**Signature**
Parent/Guardian:	**Comments:**	**Signature**

Appendix 2

SAMPLE UPPER PRIMARY SCHOOL
LEARNER PROGRESS REPORT – GRADE 4-6

Name of Learner: Learner National Enrolment I.D: Enrolment Grade:	
Class Teacher: Progress Report: Year/Month: Term:	Total Days Absent: Total Days Present:

Learner Performance.

The quality of performance, or how well your child is demonstrating curriculum expectations, is reported by one of KNEC recommended rating systems.

Performance Level	Percentages	Letter	Descriptors
4	80-100%	A	Learner achieves all learning outcomes all of the time and demonstrates **exemplary** performance
3	65 – 79%	B	Learner achieves all outcomes most of the time and demonstrates **proficient** performance
2	50 – 64%	C	Learner achieves most outcomes most of the time and demonstrates **adequate** performance
1	0 – 49%	D	Learner achieves some outcomes all of the time and demonstrates **limited** performance

Description of Curriculum of Grade 4 - 6

Curriculum is the statements of outcomes for learner performance, stated in terms of knowledge (what we want learners to know and understand), skills (what we want learners to be able to do), and attitudes (how we want learners to feel about what they have learned). These statements define the key learning that learners will demonstrate as a result of teaching:

1. English The Learner: Listens, speaks, reads, writes, views and represents • explore thoughts, ideas, feelings and experiences • comprehend and respond personally and critically to oral, print and other media texts • manage ideas and information • enhance the clarity and artistry of communication • respect, support and collaborate with others	2. **Kiswahili language or Kenyan Sign Language** The Learner ……
3. Home Science **The Learner:** **……**	**4. Agriculture** The Learner: ……

6. Science and Technology The Learner: • develop an understanding of the nature of science, of the relationship between science and technology, and of the social and environmental contexts of science and technology • construct knowledge and understandings of concepts in life science, physical science and earth and space science, and apply these understandings to interpret, integrate and extend their knowledge • develop the skills required for scientific and technological knowledge inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions • develop attitudes that support the responsible acquisition and application of scientific and technological	**5. Mathematical activities** The Learner: • uses mathematical knowledge confidently to solve problems • communicates and reasons mathematically • appreciates and values mathematics • makes connections between mathematics and its applications • engages and perseveres in mathematically tasks and projects • takes risks in performing mathematics tasks **7. Religious Education activity area** The Learner: …… **8. Creative Arts (art, craft and music)** The Learner: …… **10. Social Studies (citizenship, geography, history)** The Learner: ……

knowledge to the mutual benefit of self, society and the environment 9. **Physical and Health Education** The Learner: ……..	**11. Foreign Languages (Arabic, French, German, Mandarin Chinese)** The Learner: ……

SAMPLE UPPER PRIMARY SCHOOL
LEARNER PROGRESS REPORT

Learner Name
Learner National School I.D:
Classroom Teacher:
Enrolment Grade
Days Absent:

Days Present:

Subject / Name of Subject Teacher	**Performance Level/Letter/Percentage**			**Teacher Comments on Performance of Curriculum Outcomes**
	Assessment Task score /date Jan – April	Assessment Task score /date May -July	Assessment Task score /date Sept – Nov	
English				
Kiswahili or Kenyan Sign Language				
Home Science				
Agriculture				
Science and Technology				
Mathematics				
Religious Education (CRE/IRE/HRE) and Life Skills Education				

Creative Arts (art, craft and music)				
Physical and Health Education				
Social Studies (citizenship, geography, history				
Foreign Languages (Arabic, French, German, Mandarin Chinese)				

Class Teacher	**Comments:**	**Signature**
School Principal:	**Comments:**	**Signature**
Parent/Guardian:	**Comments:**	**Signature**

SOCIAL / BEHAVIORAL REPORT

Key: **S - Satisfactory**

I – Improvement Needed

Report Completed by the Class Teacher

Consideration for others	**I or S**
Respect for school property	
Organization	
Accepts responsibility	
Works independently	
Works well with others	
Completes assignments at school	
Completes assigned homework	
Participates in community service learning	
Uses time wisely	

Other comments from other Teachers:

Appendix 3

SAMPLE LOWER SECONDARY SCHOOL GRADE 7 - 9

CLASSROOM PROGRESS REPORT

Name of Learner: Learner National Enrolment I.D: Enrolment Grade:	
Class Teacher: Progress Report: Year/Month: Term:	Total Days Absent: Total Days Present:

Learner Performance:
The quality of performance, or how well your child is demonstrating curriculum expectations, is reported by one of KNEC rating systems

Performance Level	**Percentages**	**Letter**	**Descriptors**
4	80-100%	A	Learner achieves all learning outcomes all of the time and demonstrates **exemplary** performance
3	65 – 79%	B	Learner achieves all outcomes most of the time and demonstrates **proficient** performance
2	50 – 64%	C	Learner achieves most outcomes most of the time and demonstrates **adequate** performance
1	0 – 49%	D	Learner achieves some outcomes all of the time and demonstrates **limited** performance

Description of Curriculum of Grade 7 - 9

Curriculum is the statements of outcomes for learner performance, stated in terms of knowledge (what we want learners to know and understand), skills (what we want learners to be able to do), and attitudes (how we want learners to feel about what they have learned). These statements define the key learning that learners will demonstrate as a result of teaching:

1. English The Learner: Listens, speaks, reads, writes, views and represents • explore thoughts, ideas, feelings and experiences • comprehend and respond personally and critically to oral, print and other media texts • manage ideas and information • enhance the clarity and artistry of communication • respect, support and collaborate with others	2. **Kiswahili language or Kenyan Sign Language** The Learner. ……
3. Mathematical activities The Learner: • uses mathematical knowledge confidently to solve problems • communicates and reasons mathematically • appreciates and values mathematics • makes connections between mathematics and its applications • engages and perseveres in mathematically tasks and projects	**4. Integrated Science** The Learner: • develop an understanding of the nature of science, of the relationship between science and technology, and of the social and environmental contexts of science and technology • construct knowledge and understandings of concepts in

• takes risks in performing mathematics tasks	life science, physical science and earth and space science, and apply these understandings to interpret, integrate and extend their knowledge • develop the skills required for scientific and technological knowledge inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions • develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment
5. Health Education The Learner: …… 8. **Religious Education – learners choose one of the following: Christian Religious Education, Islamic Religious Education, Hindu Religious Education** The Learner: …… **9. Business Studies** The Learner: ……	**6. Pre-Technical and Pre-Career Education** The Learner: …… **7. Social Studies** The Learner: …… **10. Agriculture** The Learner: …… **11. Life Skills Education** The Learner: …… **12. Sports and Physical Education** The Learner: ……

SAMPLE LOWER SECONDARY SCHOOL

Learner Name
Classroom Teacher:
Absent:
Present:

Learner National School I.D:
Enrolment Grade

Subject / Name of Subject Teacher	**Performance Level/Letter/Percentage**			**Teacher Comments on Performance of Curriculum Outcomes**
	Assessment Task score /date Jan – April	Assessment Task score /date May -July	Assessment Task score /date Sept – Nov	
English				
Kiswahili or Kenyan Sign Language				
Mathematics				
Integrated Science				
Health Education				
Pre-Technical and Pre-Career Education				
Social Studies				

Religious Education – CRE, IRE, HRE				
Business Studies				
Agriculture				
Life Skills Education				
Sports and Physical Education				
Class Teacher		**Comments:**		**Signature**
School Principal:		**Comments:**		**Signature**
Parent/Guardian:		**Comments:**		**Signature**

SOCIAL / BEHAVIORAL REPORT

Key: **S - Satisfactory**

I – Improvement Needed

Report Completed by the Class Teacher

Consideration for others	I or S
Respect for school property	
Organization	
Accepts responsibility	

Works independently	
Works well with others	
Completes assignments at school	
Completes assigned homework	
Participates in community service learning	
Uses time wisely	

Other comments from other Teachers:

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References

Keeley, P. (2011). Formative assessment probes: How far did it go? Science and Children, 48(5), 24-26.

O'Connor, K (2009). How to grade for learning, K – 12. Thousands Oaks, CA: Corwin

Stiggins, R. (2008). Assessment Manifesto: A call for the development of balanced assessment systems. Portland, OR: Education Testing Service.

Voorhees, R. A. (2001, Summer). Competency-Based Learning Models: A Necessary Future. New Directions For International Research, (110), 5-13.