



THE KENYA NATIONAL EXAMINATIONS COUNCIL

KENYA EARLY YEARS ASSESSMENT

GRADE 3

YEAR: 2024

INTEGRATED LEARNING ASSESSMENT

INSTRUCTIONS TO SCHOOLS

1. *The ILA task will be carried out within a duration of **two months**.*
2. *Teachers, parents and guardians will be expected to collaboratively work in guiding learners undertake the subtasks as required.*
3. *Learners should be guided to observe safety while undertaking the task.*
4. *Core competencies and Core values embedded in the sub-tasks will be assessed.*
5. *Each learner is required to develop and maintain an **assessment portfolio** as evidence of achievement. The entries in the portfolio should include:*
 - i. *Sample /evidence of the learner's work on each of the sub-tasks.*
 - ii. *Learner's scores and teachers' comments on the learner's work.*
 - iii. *Learner's own reflection on the work.*
 - iv. *Date when each of the sub tasks was undertaken and assessed.*
6. *In group activities, the teacher should ensure that each learner is assigned a role.*
7. *The assessment portfolio may be physical, electronic (e-portfolio) or both.*
8. *The teacher will use this assessment tool and scoring guide provided for each task to objectively assess the learner's work.*
9. *Each school to set out a day for the assessment of the **subtasks 3.1 f (ii) and 3.1(g)**.*
10. *Assessment and uploading of learners' scores should be done within the stipulated timelines.*

This paper consists of 14 pages.

1.0 GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and / or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day-to-day life.
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Develop one's interests and talents for personal fulfilment.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living.

2.0 STANDARDS

The learner can/mwanafunzi aweza:

- a) Construct sentences with the correct subject-verb agreement on daily activities to enhance communication skills.
- b) Kueleza kuhusu kazi mbalimbali wanazofanya watu ili kujipatia riziki. Zoezi hili litakuza stadi ya mwanafunzi ya kuzungumza.
- c) Demonstrate first aid for fainting or nose bleeding to enhance critical thinking and problem-solving skills.
- d) Model and decorate simple clay objects using incising or embedding technique to beautify them.
- e) Use locally available materials to make an improvised string or wind instrument to enhance creativity.
- f) Sing any religious song to foster self- efficacy and communication skills.
- g) Run in different ways for strength, coordination, endurance, balance and for excellence.

3.0 THEME: DEVELOPING LEARNER'S SKILLS FOR INDIVIDUAL GROWTH

3.1 TASK DESCRIPTION

Learning involves acquiring knowledge, skills, values and attitudes. These aspects are important for a balanced education which is needed in the development of an all-round learner. Therefore, learners should be guided to identify relevant knowledge, skills, values and attitudes.

With the guidance of teachers, learners will

- a) use digital devices to search, watch video clips and photographs of people who have excelled in different fields (sports, music, drawing, painting, sculpture, drama, public speaking, culinary arts, fashion and design among others).
- b) in groups of 5-10, discuss:
 - i. Skills that people in different fields have.
 - ii. Importance of having people with different skills in our society.

After the discussion, write down **five** sentences relevant to the skill(s) discussed.

- c) mwalimu arejeelee video au picha walizotazama wanafunzi katika **(3.1a)** za watu waliofanikiwa katika nyanja mbalimbali maishani au awatolee mifano ya watu kama hao kwenye jamii. Kwa muda wa dakika 3-5 mwanafunzi aeleeze yafuatayo:
 - i. Kazi ambayo angependa kufanya baadaye maishani.
 - ii. Sababu **tatu** za kuipenda kazi hiyo.
 - iii. Mambo anayozingatia ili kuweza kufanya kazi hiyo baada ya kuhitimu au kukamilisha masomo.
- d) in groups of 5-10, role-play the administration of first aid for fainting or nose bleeding.
- e) individually model and decorate simple clay object (s) of their choice using either incising or embedding technique.
- f) in groups of 5-10 use
 - i. locally available materials to make a string or wind instrument.
 - ii. the improvised string or wind instrument (s) to accompany the performance of a religious song to foster self- efficacy and communication skills.
- g) participate in any two of the following sporting activities; **one in group and another individually** while observing safety and rules of the game.
 - i. Egg and spoon race (individually)
 - ii. Sack race (individually)
 - iii. Relay (in groups)
 - iv. Fill a bucket (in groups)

Note: Teachers are encouraged to improvise equipment and materials needed for this subtask. For instance, pieces of wood may be used in the place of spoons; stones in the place of eggs and cartons/old bottles for buckets which may be filled with stones, sand, or other accessible objects within the environment.

3.2 The school to set aside a day where Grade 3 learners will:

- a) sing the Kenya National Anthem and the East African Anthem at the beginning of the day's activities,
- b) present various religious songs to foster self- efficacy and communication skills,
- c) participate in various sporting activities as indicated in sub-task **3.1(g)**,
- d) display the string and wind instruments as well as clay objects modelled and decorated by incising or embedding techniques.
- e) Have a guided reflection on the performance of all the tasks focusing on:
 - i. what went on well (strengths/ successes),
 - ii. challenges,
 - iii. suggestions for improvement in future assessments.

3.3 Learning Areas, Strand and Sub strands assessed.

Learning Area	Grade	Strand	Sub strand
Creative Activities	1	1.0	1.3
	1	2.0	2.7
	2	1.0	1.2
	2	2.0	2.5
	3	1.0	1.4
	3	2.0	2.5
English Language Activities	2	2.1	2.3.1
	3	4.3	4.3.1
Kiswahili Language Activities	3	9.1	9.1.1
Mathematical Activities	2	2.0	2.4
	3	3.0	3.1
Religious Education Activities	3	3.0	3.2
Environmental Activities	3	1.0	1.5
	3	3.0	3.4
Indigenous Languages Activities	2	4.1	4.1.1
	3	3.1	3.1.1

3.4 Core Competencies Targeted

- a) **Communication and collaboration** as learners work in groups in sporting activities and in the singing of religious songs.
- b) **Creativity and imagination** as learners make string or wind instruments as well as model simple clay objects decorated by incision or embedding techniques.
- c) **Critical thinking and problem solving** as learners role- play administration of first aid for fainting or nose bleeding.
- d) **Digital literacy** as learners interact with digital devices searching, watching video clips and photographs of people who have excelled in different fields/ occupations.
- e) **Self-efficacy** as learners make various presentations on careers they intend to pursue later in life, perform religious songs and participate in sporting activities.
- f) **Learning to learn** as learners prepare and rehearse for the activities set out in sub-tasks 3.1f & g.
- g) **Citizenship** as learners harmoniously undertake the prescribed activities.

3.5 Link to Values

- a) **Responsibility** as learners observe safety measures as they undertake sporting activities and role play administration of first aid.
- b) **Love and unity** as learners harmoniously work in groups.
- c) **Patriotism** as learners sparingly and responsibly use locally available materials in undertaking the tasks.
- d) **Integrity** as learners observe the rules of the game during the sporting activities.
- e) **Respect** as learners accommodate each other's opinions while undertaking the tasks.

3.6 Link to PCIs

- a) **Life Skills** as learners plan and assemble materials for the performance of the task at hand.
- b) **Health Education** as learners safely and correctly demonstrate administration of first aid for fainting or nose bleeding.
- c) **Community Service Learning** as learners apply the acquired competencies for the benefit of the greater society.

SCORING GUIDE

INSTRUCTIONS TO THE TEACHER

- 1) *This guide will help the teacher to score the learner's work and give feedback on the sub-tasks undertaken.*
- 2) *The teacher is expected to read the scoring guide before assessing the learners' performance.*
- 3) *Use an Observation Schedule together with the Scoring Rubric during the assessment of the role-play for the administration of first aid for fainting or nose bleeding. (Check on sub-task **3.1d**)*
- 4) *Use the Observation Schedule for assessing sporting activity (See sub-task **3.1g**)*
- 5) *Scoring should be done objectively.*
- 6) *Fill in the score sheet using the scoring rubric provided to place learners in the respective performance levels.*

OBSERVATION SCHEDULE FOR ASSESSING SPORTING ACTIVITIES. (Sub-task 3.1 g)	
School/ Institution Name:	
Learner/ Group Name:	Assessment Date:
1. 2. 3.	
Teacher's/ Assessor's Name:	
Assessment Criteria	
a. Individual/ Group coordination during the sporting activities (strategizing, planning, adherence to the rules of the game, teamwork and leadership abilities). b. Learner strength/ endurance (completion of the race, staying focussed on the activity, recovery strategy like picking up after falling). c. Learner's balance while undertaking the sporting activity for instance upright posture, smooth arm swing, head positioning, direction changes e.g. how the runner handles direction changes, curves, and turns, arm and leg coordination, avoiding over-striding, visual focus to the finishing point. d. Speed of individual learner or group while undertaking the sporting activity as an aspect of excellence.	
Teacher's Observations/Assessor's Observation	
.....	
Teacher's/ Assessor's Signature:	Date:

OBSERVATION SCHEDULE FOR ASSESSING THE ADMINISTRATION OF FIRST AID FOR FAINTING OR NOSE BLEEDING ACTIVITY. (Sub-task 3.1d)	
School/ Institution Name:	
learner/ Group Name: 1. 2. 3.	Assessment Date:
Teacher's/ Assessor's Name:	
Assessment Criteria	
a. Improvised items needed during the administration of the first aid. b. Steps/ procedure in the administration of the first aid. c. Safety and calmness during the administration of first aid	
Teacher's /Assessor's Observations 	
Teacher's/ Assessor's Signature:	Date:

SCORING RUBRICS

Sub-tasks	Level Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)	Evidence in Portfolio
b)	Sentence construction <ul style="list-style-type: none"> Subject-verb agreement relevance to the context of learner desired field/occupation. 	<p>The sentence has correct subject-verb agreement with excellent use of grammar, appropriate use of punctuation marks, spelling and capitalization. The message in the sentences is relevant to the various fields/occupations cited by the learner.</p>	<p>The sentence has correct subject-verb agreement with correct use of grammar, punctuation, spelling, and capitalization. The message in the sentences is in line with the fields/occupations cited by the learner.</p>	<p>The sentence has correct subject-verb agreement with some errors of grammar, punctuation, spelling and capitalization. The errors affect reading and meaning relating to fields/occupations cited by the learner.</p>	<p>The sentence defies the subject-verb agreement and has most errors in the use of grammar, punctuation, spelling and capitalization making the reader only guess meaning relating to fields/occupations.</p>	<ul style="list-style-type: none"> Write-ups of sentences constructed by learners. Teacher's comments
c)	Mawasiliano <i>(Ufahamu wa suala lengwa la kazi mbalimbali, ukakamavu na ufasaha wa kueleza mambo anayozingatia kufikia lengo lake.)</i>	<p>Mwanafunzi anaeleza kazi ambayo angependa kufanya baadaye maishani kwa ufasaha na ukakamavu huku akitoa zaidi ya sababu tatu kuhusu uamuzi wake na vilevile kueleza kwa uwazi anayofanya ili kufikia lengo lake.</p>	<p>Mwanafunzi anaeleza kazi ambayo angependa kufanya baadaye maishani kwa ufasaha na kutoa sababu tatu kuhusu uamuzi wake na vilevile kueleza kwa uwazi anayofanya ili kufikia lengo lake. Maelezo yake yana mantiki na</p>	<p>Mwanafunzi anaeleza kazi ambayo angependa kufanya baadaye maishani kwa kutoa chini ya sababu tatu na uamuzi wake unaweza kukisiwa. Anaeleza kwa kiasi fulani anachofanya ili kufikia lengo lake.</p>	<p>Mwanafunzi anaeleza kwa njia hafifu kazi ambayo angependa kufanya maishani. Anakosa mantiki /mfuatano ufaao katika kujieleza. Hasisikiki vyema na asemayo hayaeleweki.</p>	<ul style="list-style-type: none"> Video Picha Hoja alizotoa mwanafunzi. Maoni ya mwalimu

Sub-tasks	Level Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)	Evidence in Portfolio
		Maelezo yake yana mantiki na yanafuatilika kwa urahisi. Anazungumza kama mzawa wa lugha hii.	yanafuatilika kwa urahisi.			
d)	Demonstrating administration of first aid for fainting or nose bleeding. (Use of relevant items and correct procedure)	Correctly role-plays administration of first aid during nose-bleeding or fainting, using varied, relevant first aid items while following the correct procedure and observing safety with ease and precision.	Correctly role-plays administration of first aid for nose-bleeding or fainting, using varied relevant first aid items while following the correct procedure and observing safety.	Correctly role-plays administration of first aid for nose-bleeding or fainting using a few relevant first aid items while omitting some steps.	Incorrectly role-plays administration of first aid for nose bleeding or fainting with a handful of first aid tools while omitting most steps.	<ul style="list-style-type: none"> • Description of the steps to be followed. • Observance of safety. • Relevance/functionality of the tools used.
e) i	Modelling simple clay object (s) (Use of correct procedure)	Follows correct steps for modeling making more complex clay objects with ease.	Follows correct steps for modeling simple clay object(s) with ease.	Models simple clay objects and omits some steps.	Models simple clay objects and omits most steps.	<ul style="list-style-type: none"> • Photographs, video/ audio clips. • Learner self – reflection notes. • Teacher’s remarks.

Sub-tasks	Level Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)	Evidence in Portfolio
ii	Decorating simple clay object using either incising or embedding decoration technique	Applies excellent complete finishing to the modelled clay object (s) using a variety of decorating tools to generate more appealing patterns using either the incising or embedding techniques.	Applies complete finishing to the modelled clay object(s) using a variety of decorating tools to generate appealing pattern using either incising or embedding techniques.	Applies partial finishing to the modelled clay object (s) using a few decorating tools to generate a pattern using either incising or embedding techniques.	Applies partial finishing incorrectly to the modelled clay object (s) using a few decorating tools to generate a pattern using either incising or embedding techniques.	<ul style="list-style-type: none"> • Photographs, video/ audio clips. • Learner self – reflection notes. • Teacher’s remarks.
f) i	Using locally available materials to make improvised string or wind instrument(s) to enhance creativity (Creativity and appropriateness the material used)	Creatively improvises functional string or wind instrument(s) from appropriate locally available materials.	Improvises functional string or wind instrument(s) from appropriate locally available materials.	Improvises string or wind instrument(s) from appropriate locally available materials.	Makes a string or wind instrument(s) from inappropriate locally available materials.	<ul style="list-style-type: none"> • Notes/photographs of the (locally available) materials, • Dates undertaken • Finished product(s)

Sub-tasks	Level Criteria	Exceeding Expectation (4)	Meeting Expectation (3)	Approaching Expectation (2)	Below Expectation (1)	Evidence in Portfolio
ii	Singing a religious song accompanied by improvised string or wind instrument (s). (Pitch and rhythm)	Sings a religious song accompanied by either a string or wind instrument (s) with attention to accuracy in pitch and rhythm in unison with others for enjoyment.	Sings a religious song accompanied by either a string or wind instrument(s) with attention to accuracy in pitch and rhythm for enjoyment.	Sings a religious song accompanied by either a string or wind instrument(s) with little attention to accuracy in pitch and rhythm for enjoyment.	Sings a religious song accompanied by either a string or wind instrument (s) without attention to accuracy in pitch and rhythm.	<ul style="list-style-type: none"> • Photographs, video/ audio clips. • Learner self – reflection notes. • Teacher’s remarks.
g.	Participating in the following sporting activities: i. Egg and spoon race (Individual) ii. Sack race (Individual) iii. Relay (Group activity) iv. Fill a bucket (Group activity)	Learner/ group consistently shows excellent coordination, endurance, balance, and appropriate speed while engaging in the selected sporting activity/activities while observing safety and rules of the game.	Learner/ group shows proper coordination, endurance, balance and appropriate speed while engaging in the selected sporting activity/activities while observing safety and rules of the game.	Learner/ group shows some coordination, endurance, balance and appropriate speed while engaging in the selected sporting activity/activities while observing safety and rules of the game.	Learner/group shows some coordination, endurance, balance and speed while engaging in the selected sporting activity/activities with partial observance of safety and rules of the game.	<ul style="list-style-type: none"> • Videos • Photos • Teacher’s comments • Peer and self-reflection

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Continuation...

<div>CRITERIA</div> <div>LEARNER</div>	Decorating simple clay object using either incising or embedding decoration technique				Using locally available materials to make an improvised string or wind instrument (s) to enhance creativity				Singing a religious song accompanied by the improvised string or wind instrument (s)				Participating in sporting activities				Teacher's comments on learner performance
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	

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