



THE KENYA NATIONAL EXAMINATIONS COUNCIL

MONITORING LEARNER PROGRESS (MLP)

KPSEA: DESCRIPTORS PER SUBJECT PER PERFORMANCE LEVEL

Level	Level 4	Level 3	Level 2	Level 1
Description of Level	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
MATHEMATICS	<p>The learner can;</p> <p>(i) accurately work out all problems involving whole numbers, multiplication, division, fractions and decimals in day to day life.</p> <p>(ii) effectively find solutions to all</p>	<p>The learner can;</p> <p>(i) accurately work out most problems involving whole numbers, multiplication, division, fractions and decimals in day to day life.</p>	<p>The learner can;</p> <p>(i) work out some problems involving whole numbers, multiplication, division, fractions and decimals in day to day life.</p>	<p>The learner can;</p> <p>(i) Seldom work out problems involving whole numbers, multiplication, division, fractions and decimals in day to day life.</p> <p>(ii) rarely find solutions to problems involving length,</p>

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	<p>problems involving length, area, time money, volume and mass.</p> <p>(iii) accurately describe all properties of geometrical shapes (lines, angles and 3-D objects).</p> <p>(iv) accurately collect, represent, analyse data to solve difficult problems.</p> <p>(v) completely analyse information using</p>	<p>(ii) effectively find solutions to most problems involving length, area, time money, volume and mass.</p> <p>(iii) accurately describe most properties of geometrical shapes (lines, angles and 3-D objects)</p> <p>(iv) accurately collect, represent, analyse data to solve problems</p> <p>(v) completely analyse information using</p>	<p>(ii) find solutions to some problems involving length, area, time money, volume and mass.</p> <p>(iii) describe some properties of geometrical shapes (lines, angles and 3-D objects)</p> <p>(iv) attempt to collect, represent, analyse data to solve some problems</p>	<p>area, time money, volume and mass</p> <p>(iii) seldom describe properties of geometrical shapes (lines, angles and 3-D objects).</p> <p>(iv) seldom collect, represent, analyse data to solve problems.</p> <p>(v) rarely analyse information using simple algebraic equations.</p>

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	simple algebraic equations of higher levels of difficulty	simple algebraic equations.	(v) partly analyse information using simple algebraic equations	
ENGLISH	<p>(i) consistently uses relevant words and phrases to express politeness and mood in interactive dialogue.</p> <p>(ii) consistently reads fluently and interpretively to comprehend and infer the meaning of words</p>	<p>(i) Mostly uses relevant words and phrases to express politeness and mood in interactive dialogue.</p> <p>(ii) typically reads fluently and interpretively to comprehend and infer the meaning of words and idioms using</p>	<p>(i) occasionally uses relevant words and phrases to express politeness and mood in interactive dialogue.</p> <p>(ii) Sometimes reads fluently and interpretively to comprehend and</p>	<p>(i) seldom uses relevant words and phrases to express politeness and mood in interactive dialogue.</p> <p>(ii) rarely reads fluently and interpretively to comprehend and infer the meaning of words and idioms using contextual</p>

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	<p>and idioms using contextual clues in order to answer direct and indirect questions; makes connections between events and characters in a text and their life experiences; and summarises and restates in their own words the information in a text.</p> <p>(iii) always uses the following grammatical</p>	<p>contextual clues in order to answer direct and indirect questions; makes connections between events and characters in a text and their life experiences; and summarises and restates in their own words the information in a text.</p> <p>(iii) often uses the following grammatical forms in sentences correctly: determiners,</p>	<p>infer the meaning of words and idioms using contextual clues in order to answer direct and indirect questions; makes connections between events and characters in a text and their life experiences; and summarises and restates in their own words the information in a text.</p>	<p>clues in order to answer direct and indirect questions; makes connections between events and characters in a text and their life experiences; and summarises and restates in their own words the information in a text.</p> <p>(iii) Uses very few of the following grammatical forms in sentences correctly: determiners, prepositions, modal</p>

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	forms in sentences correctly: determiners, prepositions, modal auxiliaries, conjunctions, interrogative pronouns, synonyms, antonyms, and passives.	prepositions, modal auxiliaries, conjunctions, interrogative pronouns, synonyms, antonyms, and passives.	(iii) fairly uses the following grammatical forms in sentences correctly: determiners, prepositions, modal auxiliaries, conjunctions, interrogative pronouns, synonyms, antonyms, and passives.	auxiliaries, conjunctions, interrogative pronouns, synonyms, antonyms, and passives.
KISWAHILI	(i) consistently uses relevant words and phrases to express	(i) mostly uses relevant words and phrases to	(i) occasionally uses relevant words and phrases to express	(i) seldom uses relevant words and phrases to

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	<p>politeness in an interactive dialogue.</p> <p>(ii) consistently reads fluently and interpretively to comprehend and infer the meaning of words and idioms using contextual clues in order to answer direct and indirect questions; makes connections between events and characters in a text and their life</p>	<p>express politeness in an interactive dialogue.</p> <p>(ii) typically reads fluently and interpretively to comprehend and infer the meaning of words and idioms using contextual clues in order to answer direct and indirect questions; makes connections between events and characters in a text and their life experiences; and summarises and</p>	<p>politeness in an interactive dialogue.</p> <p>(ii) Sometimes reads fluently and interpretively to comprehend and infer the meaning of words and idioms using contextual clues in order to answer direct and indirect questions; makes connections between events and characters in a text</p>	<p>express politeness in an interactive dialogue.</p> <p>(ii) rarely reads fluently and interpretively to comprehend and infer the meaning of words and idioms using contextual clues in order to answer direct and indirect questions; makes connections between events and characters in a text and their life experiences; and</p>

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	<p>experiences; and summarises and restates the information in a text.</p> <p>(iii)always uses the following grammatical forms in sentences correctly:</p> <p>(iv)derivational forms, referential particles, cohesive devises, parts of speech, singular and plural forms, noun classes, punctuation, diminutive and</p>	<p>restates the information in a text.</p> <p>(iii)often uses the following grammatical forms in sentences correctly: derivational forms, referential particles, cohesive devises, parts of speech, singular and plural forms, noun classes, punctuation, diminutive and augmentative forms and use of simple</p>	<p>and their life experiences; and summarises and restates the information in a text.</p> <p>(ii)fairly uses the following grammatical forms in sentences correctly: derivational forms, referential particles, cohesive devises, parts of speech, singular and plural forms, noun classes,</p>	<p>summarises and restates the information in a text.</p> <p>(iii)Uses very few of the following grammatical forms in sentences correctly: derivational forms, referential particles, cohesive devises, parts of speech, singular and plural forms, noun classes, punctuation, diminutive and augmentative forms and use of simple stylistic devices in context.</p>

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	augmentative forms and use of simple stylistic devices in context.	stylistic devices in context.	punctuation, diminutive and augmentative forms and use of simple stylistic devices in context.	
KENYAN SIGN LANGUAGE	(i) Consistently and accurately uses the pictorial information given on culture, athletics, food, domestic animals, and patriotic symbolism to demonstrate basic Sign language literacy.	(i) Accurately uses the pictorial information given on culture, athletics, food, domestic animals, and patriotic symbolism to demonstrate Sign language literacy.	(i) Satisfactorily uses the pictorial information given on culture, athletics, food, domestic animals, and patriotic symbolism to demonstrate.	(i) Required some support in using the pictorial information given on culture, athletics, food, domestic animals, and patriotic symbolism to demonstrate (ii) <u>Rarely</u> applies creativity and critical thinking when

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	<p>(ii) <u>Consistently</u> applies creativity and critical thinking when responding to all the questions given on hygiene, giving instructions, displaying notices, time management, interpreting data based on authentic activities.</p> <p>(iii)uses basic KSL structures with a <u>high degree of effectiveness</u> to demonstrate</p>	<p>(ii) Mostly applies creativity and critical thinking when responding to most of the questions given on hygiene, giving instructions, displaying notices, time management, interpreting data based on authentic activities.</p> <p>(iii)uses basic KSL structures with <u>considerable effectiveness</u> to demonstrate</p>	<p>(i) <u>Sometimes</u> applies creativity and critical thinking when responding to some of the questions given on hygiene, giving instructions, displaying notices, time management, interpreting data based on authentic activities.</p> <p>(ii) uses basic KSL structures with <u>some effectiveness</u> to</p>	<p>responding to most of the questions given on hygiene, giving instructions, displaying notices, time management, interpreting data based on authentic activities.</p> <p>(iii)Uses basic KSL structures with <u>limited effectiveness</u> to demonstrate understanding of parameters of signs.</p>

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	understanding of all parameters of signs .	understanding of most parameters of signs.	demonstrate understanding of some parameters of signs.	
INTEGRATED SCIENCE				
SCIENCE AND TECHNOLOGY	(i) The learner interacts with the environment for learning and sustainable development with high degree of effectiveness (Identification of importance of flowering plants, uses and dangers of fungi, effects of air	(i) The learner interacts with the environment for learning and sustainable development with considerable effectiveness (Identification of importance of flowering plants, uses and dangers of fungi, effects of air	(i) The learner interacts with the environment for learning and sustainable development with some effectiveness (Identification of importance of flowering plants, uses and dangers of fungi, effects of air	(i) The learner interacts with the environment for learning and sustainable development with limited effectiveness (Identification of importance of flowering plants, uses and dangers of fungi, effects of air pollution on human beings, uses of atmospheric air and

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	pollution on human beings, uses of atmospheric air and protective devices while handling plants in a forest), exemplarily uses scientific knowledge to observe and explain the natural world (characteristics of animals as living things, uses of good and poor conductors of heat, change of state, functionality of beam balance and effects of	pollution on human beings, uses of atmospheric air and protective devices while handling plants in a forest), proficiently uses scientific knowledge to observe and explain the natural world (characteristics of animals as living things, uses of good and poor conductors of heat, change of state, functionality of beam balance and effects of gravity), mostly uses approaches as well as	pollution on human beings, uses of atmospheric air and protective devices while handling plants in a forest), sometimes uses scientific knowledge to observe and explain the natural world (characteristics of animals as living things, uses of good and poor conductors of heat, change of state, functionality of beam	protective devices while handling plants in a forest), rarely uses scientific knowledge to observe and explain the natural world (characteristics of animals as living things, uses of good and poor conductors of heat, change of state, functionality of beam balance and effects of gravity) and rarely uses approaches as well as critical thinking and problem-solving skills to stimulate scientific inquiry at the local, national

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	gravity) and always uses approaches as well as critical thinking and problem-solving skills to stimulate scientific inquiry at the local, national and global levels for long life learning (rising of hot air and characteristics of clouds).	critical thinking and problem-solving skills to stimulate scientific inquiry at the local, national and global levels for long life learning (rising of hot air and characteristics of clouds).	balance and effects of gravity) and sometimes uses approaches as well as critical thinking and problem-solving skills to stimulate scientific inquiry at the local, national and global levels for long life learning (rising of hot air and characteristics of clouds).	and global levels for long life learning (rising of hot air and characteristics of clouds).
AGRICULTURE	Demonstrates exemplary participation/work in	Demonstrates proficient participation/work in	Struggles to or occasionally participates/works in	With teacher support, help or reminders participates in

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	<p>(i) agricultural activities for environmental conservation: Identification and use of shallow pits in water conservation</p> <p>(ii) growing crops and rearing of livestock to contribute towards nutrition and food security: Identification of crops, nutritional importance, caring practices and harvesting.</p>	<p>(i) agricultural activities for environmental conservation: Identification and use of shallow pits in water conservation</p> <p>(ii) growing crops and rearing of livestock to contribute towards nutrition and food security: Identification of crops, nutritional importance, caring practices and harvesting.</p>	<p>(i) agricultural activities for environmental conservation: Identification and use of shallow pits in water conservation</p> <p>(ii) growing crops and rearing of livestock to contribute towards nutrition and food security: Identification of crops, nutritional importance, caring practices and harvesting.</p>	<p>(i) agricultural activities for environmental conservation: Identification and use of shallow pits in water conservation</p> <p>(ii) growing crops and rearing of livestock to contribute towards nutrition and food security: Identification of crops, nutritional importance, caring practices and harvesting.</p> <p>(iii) application of agricultural technical skills to enhance</p>

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	<p>(iii) application of agricultural technical skills to enhance sustainable agricultural practices: staking, training, appropriate stage of harvesting, harvesting technique and innovative gardening.</p> <p>(iv) appreciation of agriculture as a hobby, career development, further education and training.</p>	<p>(iii) application of agricultural technical skills to enhance sustainable agricultural practices: staking, training, appropriate stage of harvesting, harvesting technique and innovative gardening.</p> <p>(iv) appreciation of agriculture as a hobby, career development, further education and training.</p>	<p>practices and harvesting.</p> <p>(ii) application of agricultural technical skills to enhance sustainable agricultural practices: staking, training, appropriate stage of harvesting, harvesting technique and innovative gardening.</p> <p>(iv) appreciation of agriculture as a</p>	<p>sustainable agricultural practices: staking, training, appropriate stage of harvesting, harvesting technique and innovative gardening.</p> <p>(iv) appreciation of agriculture as a hobby, career development, further education and training.</p>

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			hobby, career development, further education and training.	
HOME SCIENCE	A learner self-sufficiently promotes healthy living practices for the well-being by observing proper storage of shoes after cleaning and identifying non-communicable diseases; accurately and independently plans, prepares and presents	The learner promotes healthy living practices for the well-being by observing proper storage of shoes after cleaning and identifying non-communicable diseases; plans, prepares and presents meals to promote healthy living: through making a budget and	The learner occasionally promotes healthy living practices for the well-being by observing proper storage of shoes after cleaning and identifying some non-communicable diseases with inconsistencies and inaccuracies. Through some support, the	The learner infrequently and with constant support promotes healthy living practices for the well-being by observing proper storage of shoes after cleaning and identifying non-communicable diseases with a lot of inconsistencies and inaccuracies. With constant monitoring and limited

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	meals to promote healthy living: through making a budget and identifying different food groups;with high degree of effectiveness, preserves food (cereals) using traditional method of sun drying; independently and proficiently choose, use and care for clothes and household articles in school and at home explaining in depth mending as laundry work	identifying different food groups; preserves food (cereals) using traditional method of sun drying; choose, use and care for clothes and household articles in school and at home by explaining mending as laundry work procedure, use of care labels and fabric construction.	learner plans, prepares and presents meals to promote healthy living: through making a partial budget and struggles to identify different food groups; and with some degree of ineffectiveness preserves food (cereals) using traditional method of sun drying; requires more practice to choose, use and care for clothes and household articles in school and at home by	understanding, the learner may plan, prepare and present meals to promote healthy living by making a budget and identifying different food groups; preserves food (cereals) using traditional method of sun drying only through one to one assistance ; the learner requires a lot of individual practice and support to be able to choose, use and care for clothes and household articles in school and at

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	procedure, use of care labels and fabric construction.		explaining mending as laundry work procedure, use of care labels and fabric construction.	home: mending as laundry work procedure, use of care labels and fabric construction.
PHYSICAL AND HEALTH EDUCATION	The learner Proficiently and effectively Performs physical and health activities for enjoyment, survival and self-actualization: Performance of Long jump, identification of number of volleyball players, performance of gymnastics sequences,	The learner Performs most physical and health activities for enjoyment, survival and self-actualization: Performance of Long jump, identification of number of volleyball players, performance of gymnastics sequences, development of endurance, performance of over arm	The learner Performs physical and health activities for enjoyment, survival and self-actualization with some effectiveness: Performance of Long jump, identification of number of volleyball players, performance of gymnastics sequences,	The learner rarely Performs physical and health activities for enjoyment, survival and self-actualization: Performance of Long jump, identification of number of volleyball players, performance of gymnastics sequences, development of endurance, performance of over arm serve in volleyball,

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	<p>development of endurance, performance of over arm serve in volleyball, identification of scoring styles and performance or overarm serve in netball</p> <p>Regularly Utilizes knowledge, skills and values acquired through involvement in Physical and Health Education for safety:</p>	<p>serve in volleyball, identification of scoring styles and performance or overarm serve in netball</p> <p>Utilizes knowledge, skills and values acquired through involvement in Physical and Health Education for safety: Observing safety while performing javelin throw, and demonstrating competencies in first aid</p>	<p>development of endurance, performance of over arm serve in volleyball, identification of scoring styles and performance or overarm serve in netball</p> <p>Occasionally Utilizes knowledge, skills and values acquired through involvement in Physical and Health Education for safety: Observing safety while performing javelin</p>	<p>identification of scoring styles and performance or overarm serve in netball</p> <p>Shows limited ability to utilize knowledge, skills and values acquired through involvement in Physical and Health Education for safety: Observing safety while performing javelin throw, and demonstrating competencies in first aid</p>

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	<p>Observing safety while performing javelin throw, and demonstrating competencies in first aid</p> <p>Applies knowledge of health and skill fitness principles to consistently make responsible and informed choices for a functional life: Awareness of the role of water during the performance of physical activities and</p>	<p>Applies knowledge of health and skill fitness principles to Mostly makes responsible and informed choices for a functional life: Awareness of the role of water during the performance of physical activities and embracing of activities that develop fitness</p> <p>Improvises a variety of play equipment and strives to use tactical and social</p>	<p>throw, and demonstrating competencies in first aid</p> <p>Sometimes Applies knowledge of health and skill fitness principles to make responsible and informed choices for a functional life Awareness of the role of water during the performance of physical activities and embracing of activities that develop fitness</p>	<p>With assistance, applies knowledge of health and skill fitness principles to make responsible and informed choices for a functional life</p> <p>Improvises play equipment with teachers support and fairly uses tactical and social skills in outdoor experiences for existence and personal development: Awareness of the role of water during the performance of physical activities and embracing of</p>

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	<p>embracing of activities that develop fitness</p> <p>Demonstrates high level of proficiency in Improvising variety of play equipment and uses tactical and social skills in outdoor experiences for existence and personal development: Preparation of outdoor activities such as food preservation.</p>	<p>skills in outdoor experiences for existence and personal development: Preparation of outdoor activities such as food preservation:</p>	<p>Developing skills to Improve play equipment and occasionally uses tactical and social skills in outdoor experiences for existence and personal development.: Preparation of outdoor activities such as food preservation.</p>	<p>activities that develop fitness: Preparation of outdoor activities such as food preservation.</p>
CREATIVE ARTS AND SOCIAL STUDIES				

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ART AND CRAFT	<p>(i) Accurately creates works of art using a variety of skills and techniques at an accomplished level in decorating items, taking photographs in different views (<i>worms, birds & normal</i>), colour mixing and weaving in coil/stitch.</p> <p>(ii) Understands and applies diverse processes in block</p>	<p>(i) Creates works of art using variety of skills in decorating items taking photographs in different views, (<i>worms, birds & normal</i>) colour mixing, and weaving in coil/stitch</p> <p>(ii) Understands and applies processes in block printing montage and pottery using coil & slab techniques to solve problems.</p>	<p>(i) Creates works of art using some skills in decorating items, taking photographs in different views (<i>worms, birds & normal</i>), colour mixing and weaving in coil/stitch.</p> <p>(ii) Understands and/or applies some processes in block printing, montage and pottery using coil</p>	<p>(i) Create works of art using a few skills in decorating items taking photographs in different views (<i>worms, birds & normal</i>), colour mixing and weaving in coil/stitch</p> <p>(ii) Needs assistance to understand and apply processes in block printing, montage and pottery using coil & slab techniques to solve problems.</p>

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	<p>printing, montage, pottery using coil & slab techniques to solve problems.</p> <p>(iii)Demonstrates exceptional understanding in appreciating, analysing own, and others art works.</p>	<p>(iii)Demonstrates understanding in appreciating, analysing own, and others art works.</p>	<p>& slab techniques to solve problems.</p> <p>(iii)Demonstrates some understanding in appreciating, analysing own, and others art works.</p>	<p>(iii)Demonstrates limited understanding in appreciating, analysing own, and others art works.</p>
MUSIC	Precisely Identifies types of songs stating their functions in the community, outlines various aspects of song	Identifies types of songs stating their functions in the community, outline various aspects of song performance, correctly	Sometimes identifies types of songs stating their functions in the community, inaccurately outlines various aspects	Seldom identifies types of songs with difficulty in stating their functions in the community, vaguely outlines various aspects of song

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	performance with a high level of correctness, accurately identifies different musical instruments paying attention how they are made and played, and consistently demonstrates appreciation of different types of music.	identifies different musical instruments paying attention how they are made and played, and demonstrates appreciation of different types of music.	of song performance, identifies some musical instruments with some inaccuracies in how they are made and played, and demonstrates developing appreciation of different types of music.	performance, incorrectly identifies different musical instruments providing inaccurate information on how they are made and played, and demonstrates little appreciation of different types of music.

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SOCIAL STUDIES	Sufficiently understands and manages the physical and historical built environment and clearly exhibits competencies of solving environmental challenges. proficiently analyses population issues, clearly exhibits understanding of resources and economic activities in Eastern Africa, substantially respects human diversity, human rights and civic	Considerably understands and manages the physical and historical built environment and primarily exhibits competencies of solving environmental challenges. Considerably analyses population issues, firmly exhibits understanding of resources and economic activities in Eastern Africa, primarily respects human diversity, human rights and civic responsibility,	Partially understands and manages the physical and historical built environment and adequately exhibits competencies of solving environmental challenges. analyses population issues, respects human diversity, exhibits understanding of resources and economic activities in Eastern Africa satisfactorily	Intermittently understands, uses and manages the physical and historical built environment and rarely exhibits competencies of solving environmental challenges. fairly analyses population issues. Basically, exhibits understanding of resources and economic activities in Eastern Africa Vaguely respects human diversity , human rights and civic responsibility, inconsistently appreciates

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	responsibility, consistently appreciates historical leaders in our communities and substantially understands the structure of the government.	considerably appreciates historical background of our communities and comprehensively understands the structure of the government.	respects human diversity, human rights and civic responsibility, occasionally appreciates historical background of our communities and understands the structure of the government.	historical background of our communities and with assistance understands the structure of the government.
CRE	Correctly demonstrate an awareness of different ways of developing their talents, accurately applies the teachings of Jesus Christ in his/her	Effectively demonstrate an awareness of different ways of developing their talents, consistently applies the teachings of Jesus Christ in	Has some understanding of different ways of developing their talents, attempts to apply the teachings of Jesus Christ in his/her interactions	Has basic awareness of different ways of developing their talents, intermittently applies the teachings of Jesus Christ in his/her interactions with others to form

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	interactions with others to form harmonious relationships, precisely practices Christian moral values to make informed day to day choices, correctly applies Christian values in the use of digital devices for his/her well-being.	his/her interactions with others to form harmonious relationships, strives to practices Christian moral values to make informed day to day choices, effectively applies Christian values in the use of digital devices for his/her well-being.	with others to form harmonious relationships, adequately practices Christian moral values to make informed day to day choices, partially applies Christian values in the use of digital devices for his/her well-being.	harmonious relationships, rarely practices Christian moral values to make informed day to day choices, seldom applies Christian values in the use of digital devices for his/her well-being.
IRE	Understands and applies meaning of the verses of the Quran and Hadith in day to day life with a high degree of effectiveness.	understands and applies meaning of the verses of the Quran and Hadith in day to day life with considerable effectiveness,	understands and applies meaning of the verses of the Quran and Hadith in day to day life with some effectiveness,	understands and applies meaning of the verses of the Quran and Hadith in day to day life with limited effectiveness, performs some

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	Routinely performs the acts of Ibada accurately and uses social media responsibly while socially interacting with everyone in a cordial manner. Precisely applies lessons from Islamic historical events.	regularly performs the acts of Ibada accurately. Uses social media responsibly while socially interacting with everyone in a cordial manner and applies lessons from Islamic historical events in life.	performs some acts of Ibada accurately, occasionally uses social media responsibly while socially interacting with everyone in a cordial manner and sometimes applies lessons from Islamic historical events in life.	acts of Ibada with difficulty, occasionally uses social media responsibly while socially interacting with everyone in a cordial manner and rarely applies lessons from Islamic historical events in life.
HRE	Exhibits exceptional mastery of desired knowledge, skills, and attitudes.	Displays excellent mastery of desired knowledge, skills, and attitudes.	Partially displays mastery of desired knowledge, skills, and attitudes.	

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	<p>Clearly Understands the basic concept of creation as taught in the four faiths.</p> <p>In-depth understanding of how spiritual and moral values are applied in daily life.</p> <p>Habitually practices Yoga as prescribed in the faith.</p> <p>Depict extraordinary performance regarding evaluation and application of Hindu Religious teachings and values.</p>	<p>Correctly Understands the basic concept of creation as taught in the four faiths.</p> <p>Accurately understands how spiritual and moral values are applied in daily life.</p> <p>Consistently practices Yoga as prescribed in the faith.</p> <p>Depicts very good performance regarding evaluation and application of Hindu religious teachings and values.</p>	<p>Requires some support to understand basic concept of creation as taught in the four faiths.</p> <p>Adequately understands how spiritual and moral values are applied in daily life.</p> <p>practices Yoga as prescribed in the faith.</p> <p>Requires practice in the performance of evaluation and application of Hindu</p>	

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			religious teachings and values.	