



THE KENYA NATIONAL EXAMINATIONS COUNCIL

KENYA EARLY YEARS ASSESSMENT

GRADE 3

YEAR: 2023

INTEGRATED LEARNING ASSESSMENT

THEME

DEVELOPING AND NURTURING MORAL VALUES IN LEARNERS FOR AN ETHICAL SOCIETY

INSTRUCTIONS TO SCHOOLS

1. *The task will be carried out within a duration of **two months** culminating in an exhibition day where Grade 3 learners will showcase activities that promote moral values.*
2. *The teacher will guide the learner to carry out every step of the task as required.*
3. *Core competencies and Core values embedded in the sub-tasks will be assessed.*
4. *Sub task 3(d) will assess Critical Thinking and Problem Solving.*
5. *Each learner is required to develop and maintain an **assessment portfolio** as evidence of achievement. The entries in the portfolio should reflect:*
 - i. *Samples /evidence of the learner's work on each of the sub-tasks.*
 - ii. *Teacher's scores, comments on the learner's work.*
 - iii. *Learner's reflection on their work.*
 - iv. *Date when each sub task was undertaken and assessed.*
6. *The assessment portfolio may be physical, electronic (e-portfolio) or both.*
7. *The teacher will use the assessment tools and scoring guides provided for each task to assess the learner's work.*
8. *The teacher will assign a facility or a resource in the school to each group of learners as expounded in subtask. (b)*
9. *Learners should be guided to observe safety while undertaking the tasks.*
10. *Assessment of learners should be done prior to the Exhibition Day.*

1.0 TARGETED GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By the end of early years' education, the learner should be able to:

- a) Demonstrate basic literacy and numeracy skills for learning.
- b) Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
- c) Demonstrate appropriate etiquette in social relationships.
- d) Apply creativity and critical thinking skills in problem solving.
- e) Explore the immediate environment for learning and enjoyment.
- f) Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
- g) Demonstrate the acquisition of emotional, physical, spiritual, aesthetic, and moral development for balanced living.
- h) Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
- i) Apply digital literacy skills for learning and enjoyment.

THEME: DEVELOPING AND NURTURING MORAL VALUES IN LEARNERS FOR AN ETHICAL SOCIETY

2.0 STANDARDS

The learner can/mwanafunzi aweza:

- a) Demonstrate responsible ways of taking care of facilities and resources in school.
- b) Kufahamu hadithi aliyoisoma au aliyosomewa ili kupata mafunzo ya hadithi.
- c) Use new words in a familiar tune for effective communication.
- d) Observe rules when pushing and pulling for own and others safety.

3.0 PERFORMANCE TASK

3.1 With the guidance of teachers, parents/guardians/ learners will:

- a) Observe photographs and use digital devices to watch selected video clips with messages that can help develop and nurture morals values among learners
(The teacher to provide photographs/video on activities that develop and nurture moral values among the learners.)
- b) In groups of 10-15, identify various facilities or resources (*classrooms, furniture, toilets, school bus, school playground, school garden, animals, laboratories, staffroom, library, stores, kitchen, dining hall, dormitories etc*) found within a school environment.
- c) Source for locally available tools /materials for use in maintaining the school facilities or resources. (*Schools are discouraged from charging learners/ parents/ guardians towards the accomplishment of the ILA task.*)
- d) Demonstrate ways of taking care of one of the facilities or resources identified.
- e) Wanafunzi wakiwa kwenye vikundi vya 10-15, wasomewe kifungu kifuatacho **mara mbili** kisha:
 - i) kila mwanafunzi aandike hoja **tano** kuhusu mafunzo aliyopata kutokana na kifungu.
 - ii) wjadiliane kwenye vikundi kuhusu mafunzo hayo.
 - iii) wawasilishe hoja darasani kupitia kwa kiongozi wa kikundi.
 - iv) mwalimu ahakikishe kila mwanafunzi anachangia kwenye kikundi.

Bi. Neema ni mwalimu wetu wa somo la Kiswahili. Jana wakati wa kipindi cha Kiswahili, alitusomea kifungu kuhusu kijiji cha Mulika. Watu wanaoishi katika kijiji hiki ni wenye bidii kama mchwa. Viongozi wa kijiji hiki wanashirikiana vizuri na wanakijiji. Kwa sababu hiyo, kijiji cha Mulika kina maendeleo mengi.

Ukitembelea kijiji hiki utajifunza mambo mengi. Barabara zake zimetunzwa vyema. Vilevile soko kuu lina mapipa ya kutupia taka. Kwa hivyo, soko ni safi sana. Wanaofanya kazi mbalimbali kijijini humo, wanawahudumia watu wote kwa heshima na upendo bila ubaguzi. Elimu inayotolewa katika shule za Mulika ni elimu bora. Wanafunzi wa shule zao nao ni wenye nidhamu.

Bi Neema alitukumbusha kuwa tunafaa kuiga mambo mazuri ya wanakijiji hicho. Tuishi kwa amani na umoja. Wanakijiji hao wamekuwa mfano mwema kwa vijiji vingine. Mwalimu alituomba tukitembelee kijiji cha Mulika ili tujifunze mambo mengi.

- f) In groups of 10-15, learners will be guided by the teacher to:
- i. Come up with words and phrases that portray moral values.
 - ii. Select an existing familiar tune and set the text in (i) above to it.
 - iii. Learn and prepare the song for presentation.
 - iv. Perform the song to communicate their messages on moral values.
- g) Participate in a tug of war while observing rules of pulling and pushing. (*The teacher to decide the number of learners on each side.*)
- h) Individually learners to keep a weekly log of the activities undertaken in the performance of the sub tasks.

3.2 The school to organize for an Exhibition Day where Grade 3 learners will:

- i) Sing the Kenya National Anthem and the East African Anthem at the beginning of the Exhibition Day.
- ii) Display posters, charts and patterns bearing messages that promote moral values in the society.
- iii) Present the various songs to communicate their messages on moral values.
- iv) Participate in the tug of war for entertainment
- v) Showcase their assessment portfolios.

3.3 Targeted Learning Areas and References

| Learning Area | Volume | Grade | Strand | Sub strand | Page |
|----------------------------------|--------|-------|--------|------------|-----------|
| Environmental Activities | Vol. 2 | 1 | 3.0 | 3.1, 3.2 | 76, 77 |
| Movement and Creative Activities | Vol. 4 | 2 | 1.0 | 2.1 | 78 |
| | Vol. 4 | 3 | 2.0 | 2.2 | 352 |
| English Activities | Vol. 1 | 2 | 1.0 | 1.1 | 228 |
| | Vol. 1 | 2 | 2.0 | 2.5 | 259 |
| | Vol. 1 | 3 | 1.0 | 1.1 | 268 |
| Literacy Activities | Vol. 1 | 1 | 2.0 | 2.4 | 132 |
| | Vol. 1 | 2 | 1.0 | 1.3 | 150 |
| | Vol. 1 | 2 | 1.0 | 1.4 | 162 |
| | Vol. 1 | 3 | 2.0 | 2.2 | 179 |
| Kiswahili Activities | Vol. 1 | 1 | | | 29 |
| | Vol. 1 | 2 | 2.0 | 2.3 | 41 |
| | Vol. 1 | 2 | 2.0 | 2.5 | 56 |
| Religious Activities | Vol. 3 | 3 | 4.0 | 4.4 | 158 (IRE) |
| | Vol. 3 | 3 | 4.0 | 4.5 | 72 (CRE) |

3.4 Core Competencies Targeted

- a) **Communication and Collaboration** as learners work in groups and participate in the pull and push games.
- b) **Creativity and Imagination** as learners make posters, charts and patterns with messages that promote moral values in the society.
- c) **Critical Thinking and Problem Solving** as the learners identify facilities in the school and as they devise appropriate tools and methods that would aid in the care of the facilities.
- d) **Digital literacy** as learners search for video clips that help to promote moral values.
- e) **Self-efficacy** as learners make various presentations.
- f) **Learning to learn** as learners prepare and rehearse for the Exhibition Day activities.
- g) **Citizenship** as learners demonstrate various ways that promote desirable moral values in the society.

3.5 Link to Values

- a) **Responsibility** as learners observe safety measures as they undertake various activities.
- b) **Love and unity** as learners assist one another as they work in groups.
- c) **Patriotism** as learners take care of school facilities and resources.
- d) **Integrity** as learners dutifully take up their respective roles.
- e) **Respect** as learners take instructions from the teachers and accommodate each other's opinions while undertaking the tasks.

3.6 Link to PCIs

- a) **Life Skills** as learners make decisions and set goals on how perform tasks at hand as they acquire the desired moral values.
- b) **Health Education** as they care for various facilities in their environment through cleaning and safe disposal of wastes.
- c) **Community Service Learning** as learners apply the acquired competencies in the society.

SCORING GUIDE

INSTRUCTIONS TO THE TEACHER

1. *This guide will help the teacher score the learner's work and be able to give learner feedback on the tasks to be undertaken.*
2. *The teacher should read the scoring guide to understand the assessment criteria before embarking on assessing learners' performance.*
3. *The scoring should be done objectively.*
4. *The table below shows the tool to be used in assessing each of the given sub tasks.*

| Sub task | Assessment Rubric/Tool | Score |
|---------------|------------------------|--|
| 3.1 (b, c &d) | Checklist | Indicate Performance level eg 3, 2 or 1 |
| 3.1 d | Observation Schedule | Indicate Performance level eg 4, 3, 2 or 1 guided by the score range given. |
| 3.1 e, f & g | Scoring Rubric | Indicate Performance level eg 4, 3, 2 or 1 |

OBSERVATION SCHEDULE FOR ASSESSING CRITICAL THINKING AND PROBLEM SOLVING

School/ Institution Name:

Names of learners in the Group:

- 1.
- 2.
- 3.

Date of Assessment:

Teacher's name:

Core Competency Assessed

Critical Thinking and Problem Solving.

Criteria to be observed

- Identification of different school facilities or resources that require care.
- Sourcing of appropriate materials / tools for use in taking care of the resources or facilities.
- Exploring different ways of taking care of the facility identified and choosing the most appropriate.
- Seeks help from peers and teachers when undertaking the task.

Teacher's observation on learners' attainment of the set criteria

-
-
-
-

Group Leader Signature:

Date:

Teacher's Signature:

Date:

CHECKLIST FOR ASSESSING VALUES

| S/No. | CRITERIA | Responsibly uses, cleans and keeps the tools used in taking care of the environment. | | | Shares with others the available tools provided for taking care of the environment | | | Makes effort to show peers appropriate use of the tools provided to care for the environment | | | Punctual to the chosen tasks in the care of the environment | | | Teacher's Remarks |
|------------------------|----------|--|---------------|---------------|--|---------------|---------------|--|---------------|---------------|---|---------------|---------------|-------------------|
| FREQUENCY | | Always (3) | Rarely (2) | Hardly (1) | Always (3) | Rarely (2) | Hardly (1) | Always (3) | Rarely (2) | Hardly (1) | Always (3) | Rarely (2) | Hardly (1) | |
| NAMES OF GROUP MEMBERS | | | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | |

SCORING RUBRICS

| Level Criteria | Exceeding Expectation (4) | Meeting Expectation (3) | Approaching Expectation (2) | Below Expectation (1) | Evidence in Portfolio |
|--|--|--|--|---|--|
| <p>Ufahamu suala lengwa (Mafunzo)</p> <ol style="list-style-type: none"> i. Tunafaa kuwa bidii kazini ii. Kushirikiana kunaleta manufaa. iii. Tudumishe usafi wa mazingira. iv. Tuhudumie watu kazini bila ubaguzi/kwa haki. v. Tuwe watu wenye heshima na upendo. vi. Tuwe na nidhamu. vii. Tuishi kwa amani na umoja | <p>Kikundi kupitia kwa kiongozi wao kinatoa zaidi ya hoja 5 sahihi kuhusu mafunzo yaliyomo kwenye kifungu kwa wepesi.</p> | <p>Kikundi kupitia kwa kiongozi wao kinatoa hoja 5 sahihi kuhusu mafunzo yaliyomo kwenye kifungu.</p> | <p>Kikundi kupitia kwa kiongozi wao kinatoa kati ya hoja 3-4 sahihi kuhusu mafunzo yaliyomo kwenye kifungu.</p> | <p>Kikundi kina changamoto kuelewa mafunzo yaliyomo kwenye kifungu. Wanakikundi wanatoa chini ya hoja 2.</p> | <p>Ufahamu suala lengwa</p> <ul style="list-style-type: none"> • <i>zingatia hoja walizoandika.</i> • <i>Hoja wanazowasilisha</i> |
| <p>Using new words in a familiar tune</p> | <p>Syllables of the new words are imaginatively and creatively fitted to a very appropriate familiar tune for effective communication.</p> | <p>Syllables of the new words are well fitted to a familiar tune for effective communication.</p> | <p>Some syllables of the new words are not correctly fitted to the familiar tune, affecting effecting communication.</p> | <p>Most syllables of the of the new words are not correctly fitted to the familiar tune, completely interfering with communication.</p> | <p>New words on moral values written on a piece of paper. Title of the chosen familiar tune.</p> |
| <p>Singing the Song</p> | <p>Expressively sings the song together with others in unison, paying attention to accuracy in pitch and rhythm.</p> | <p>Sings the song together with others in unison, with accurate pitch and rhythm.</p> | <p>Sings the song together with others, with some inaccuracies in unison singing, pitch and rhythm.</p> | <p>Exhibits difficulty in singing the song together with others, not keeping to unison. singing accurate pitch and rhythm.</p> | <p>Photographs, Video/ audio clips. Teachers' comments. Learner Self – reflection notes.</p> |

| Level Criteria | Exceeding Expectation (4) | Meeting Expectation (3) | Approaching Expectation (2) | Below Expectation (1) | Evidence in Portfolio |
|---|--|---|---|---|--|
| Observe rules and instructions when pushing in different directions <i>(towards right, left, forward and backwards)</i> | The learner observes rules (instructions) that relate to all the 4 directions assessed. | The learner observes rules (instructions) that relate to 3 out of the 4 directions assessed. | The learner observes rules (instructions) that relate to 2 out of the 4 directions assessed. | The learner observes rules (instructions) that relate to 1 or none out of the 4 directions assessed. | Photographs / Video / Audio Clips. Teacher’s comments |

ASSESSMENT SCORE SHEET FOR SUBTASK 3.1(d)

| | Names of Group Members | Identification of different school facilities or resources that require care. (2 marks) | Sourcing of appropriate materials/ tools for use in taking of facilities and resources. (5 marks) | choosing the most appropriate ways of taking care of the facility identified (10 marks) | Follows the given instruction to complete the given tasks. (3 marks) | Score |
|---|-------------------------------|--|--|--|---|--------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| | | | | | | |
| | | | | | | |

Key

18-20 scores = Level 4
 12-17 scores = Level 3
 6 – 11 scores = Level 2
 0- 5 score = Level 1

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