



THE KENYA NATIONAL EXAMINATIONS COUNCIL

DESCRIPTORS PER LEARNING AREA PER PERFORMANCE LEVEL

Level	Level 3	Level 2	Level 1
Description of Level	Meets Expectation	Approaches Expectation	Below Expectation
Learning Area			
Communication, Social and Literacy Skills			
<p>At the intermediate level learners are required to apply verbal and non-verbal communication skills for social interaction.</p> <p>The assessment required learners to read simple words and sentences verbally/ in signing or tactual signing, for communication; respond to up to 4 action instructions for</p>	<p>The learner correctly reads/signs/tactual signs 4 or 5 sentences out of the 5 given; responds to 4 or 5 instructions out of the 5 specified and correctly writes 7 to 10 words out of the 10 given.</p> <p>This implies that the learner is at the maintenance level of skill masterly since they can</p>	<p>The learner correctly reads/signs/tactual signs 2 or 3 sentences out of the 5 given; responds to 2 or 3 instructions out of the 5 specified and correctly writes 4 to 6 words out of the 10 given.</p> <p>Such a learner is at the fluency level of skill masterly</p>	<p>The learner correctly reads/signs/tactual signs 1 or none of the 5 sentences given; responds to 1 or none of the 5 instructions specified and correctly writes 3,2,1 or none of the 10 words given.</p> <p>This implies that the learner is at the acquisition level of skill masterly. The learner is yet to master the skill.</p>

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Learning Area			
guidance; and write or braille own name, names of objects and places in the immediate environment.	keep performing the tasks as required.	since they can consistently perform the tasks.	
Daily Living Skills and Religious Education			
By the end of the intermediate level the learner is expected to apply appropriate self-care for good grooming. The task the learner was required to use the correct procedure for washing different types of clothes, identify different	The learner demonstrates 4 or 5 out of 5 skills of washing different types of clothes, identifies 6 to 8 out of the 8 denominations of Kenyan money presented and exhibit 4 or 5 out the 5 prayer attributes specified.	The learner demonstrates 2 or 3 out of 5 skills of washing different types of clothes, identifies 3 to 5 out of the 8 denominations of Kenyan money presented and exhibit 2 or 3 out the 5 prayer attributes specified.	The learner demonstrates 1 or none of the 5 skills of washing different types of clothes, identifies 1, 2 or none of the 8 denominations of Kenyan money presented and exhibited 1 or none of the 5 prayer attributes specified.

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denominations of Kenyan money, identify a place of worship and recite a prayer.	Such a learner is at the maintenance level of skill masterly since they can repeatedly perform the tasks as desired.	At this stage a learner is at the fluency level of skill masterly. This learners can consistently since they can repeatedly perform the tasks as expected.	This learner is at the acquisition level of skill masterly. The learner is yet to develop the skill to the desired level.
Sensory Motor Integration and creative activities			
At this level the learner was required to determine position in space to make coordinated movement to perform various activities and make ornamental items for creativity, earning and aesthetic value under art and	The learner demonstrates acquisition of 4-5 attributes out of the 5 assessed in each of the 3 sub-tasks assessed i.e. maintaining appropriate posture while working, making a bracelet and playing a musical instrument.	The learner demonstrates acquisition of 2-3 attributes out of the 5 assessed in each of the 3 sub-tasks assessed i.e. maintaining appropriate posture while working, making a bracelet and playing a musical instrument.	The learner demonstrates only 1 or none of the 5 attributes specified in each of the 3 sub-tasks assessed i.e. maintaining appropriate posture while working, making a bracelet and playing a musical instrument.

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<p>craft while in music they are required to express their ideas, thoughts and feelings through performing music.</p> <p>The task assessed learners' ability to maintain appropriate posture while working where attributes measured included maintaining steady posture, uprightness, adjustment to self, balancing and coordination in sensory motor integration. Art and craft attributes assessed size appropriateness, coordination, firmness, safety and creativity while the task covering music required learners to play a musical instrument (Drum)</p>	<p>Achievement at this level indicates that the learner is at maintenance level of skill masterly meaning that they a mastery of the desired skills.</p>	<p>A learner achieving at this level shows that at the fluency level of skill mastery. This implies that the learner can consistently apply the skill to perform the task.</p>	<p>At this level such a learner is at the acquisition stage of skill mastery. This I means that the learner can level shows that at the fluency level of skill mastery. This implies that the learner applies the skill seldomly.</p>

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according to the tune and rhythm of a song. For music the attributes measured included appropriate of the drum sticks, self-positioning, keeping to the rhythm and tune of the song.			
Numeracy, Environmental and Psychomotor Activities			
At intermediate level the learners are required to observe safety while caring for plant and animals for sustainable development, apply concept to perform simple addition and subtraction in day to day life	The learner identifies /recognizes or names at least 6 out of 10 animals in the immediate environment, matches at least 8 out of 10 numbers with the corresponding number of objects/ items/ materials and	The learner identifies /recognizes or names at least 4 or 5 out of 10 animals in the immediate environment, matches at least 5 to 7 out of 10 numbers with the corresponding number of objects/ items/ materials and	The learner identifies /recognizes or names at least 3 or less out of 10 animals in the immediate environment, matches at least 4 or less out of 10 numbers with the corresponding number of objects/ items/ materials and

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<p>and develop manipulative skills for fine and gross motor co-ordination.</p> <p>The tasks required the learner to identify 10 animals found in the immediate environment, match numbers 1- 10 with corresponding objects and perform kicking activities whereby positioning self and the ball, kicking , maintaining balance and observing safety was assessed.</p>	<p>demonstrates acquisition of 4 to 5 out of 5 specified attributes in the skill of kicking a ball.</p> <p>This learner is at the maintenance level of skill mastery indicating that the learner has acquired the desired skills satisfactorily.</p>	<p>demonstrates acquisition of 2 to 3 out of 5 specified attributes in the skill of kicking a ball.</p> <p>Such a learner is at the fluency level of skill mastery. This implies that the learner has acquired the desired skills and can consistently apply the skill.</p>	<p>demonstrates acquisition of 1 or none of the 5 specified attributes in the skill of kicking a ball.</p> <p>This learner is operating at acquisition level of the skill mastery. This is an indicator that the learner is yet to master the skills as desired.</p>