

The Assessment Approaches

- Summative Assessment:
- Purpose is to evaluate the extent to which learners have achieved the intended learning outcomes
- Done both at school through Activities of Integration (AOI) at the end of each topic and at national level through the end of cycle Examination.
- This topical assessment replaces the tests and examinations that were previously administered at the beginning of term, mid-term and end of term.
- The nature of assessment items to be used for summative assessment are Scenario-Based, both at school level and end of cycle.
- End of cycle assessment will be guided by Assessment constructs (simply Construct) that have been specified in each of the subject
- A construct is a unifying concept that brings together related topics and their learning outcomes.

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Constructs and Assessment Papers Per Subject

#	Subject	#Constructs	# Papers
1	Agriculture	4	2
2	Arabic	1	2
3	Art& Design	2	2
4	Biology	4	2
5	Chemistry	3	2
6	Chinese	1	2

#	Subject	#Constructs	# Papers
7	CRE	5	2
8	Clothing and Textile	3	2
9	Economics	4	2
10	Entrepreneurship	3	2
11	Food & Nutrition	4	2
12	French	1	2

Constructs and Assessment Papers Per Subject

#	Subject	#Constructs	# Papers
13	General Paper	2	1
14	Geography	4	2
15	German	1	2
16	History	4	2
17	IRE	5	2
18	Kiswahili	2	2

#	Subject	# Constructs	# Papers
19	Latin	1	2
20	Literature	2	2
21	Local Languages	3	2
22	Metal Work	2	2
23	Music	4	3
24	Physics	4	2

Constructs and Assessment Papers Per Subject

#	Subject	# Constructs	# Papers
25	Principal Maths	5	2
26	Sub ICT	4	2
27	Sub Maths	4	1
28	Technical Drawing	4	3
29	Wood Work	1	2

Scoring

- Scoring will follow an analytical rubric based on a five-level scale

	Basis of assessment	Score 4	Score 3	Score 2	Score 1
Output	Introduction (Interpretation of task/context) a) Comprehension of the task in respect to the scenario/context	Demonstrates comprehensive understanding of the task by identifying all the important aspects of the task, clearly positions the task within the scenario/context with a clear line of argument	Demonstrates general understanding of the task, identifying most aspects of the task, enough to position the task within the scenario/context with minor omissions.	Demonstrates partial understanding of the task, identifying some aspects of the task, with limited reference or linkage to the scenario/ context	Demonstrates limited understanding of the task. The work does not clearly address the task requirements and makes little or no reference to the context provided. (Ideas are not related to the scenario)

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Scoring ... Ctd

	Basis of assessment	Score 4	Score 3	Score 2	Score 1
	Generating and presenting ideas a) Generates ideas that address the task	Presents several ideas that address the task. The ideas relate to the requirements of the task and are appropriate to the scenario.	Presents some ideas that address the task, though some parts of the task/scenario may not be fully addressed.	Presents a few ideas related to the task. Some ideas address the task while others are not clearly connected to the scenario being addressed.	Presents ideas that show limited connection to the task and scenario. Few ideas address the task requirements and several ideas are not related to the scenario or unclear.
	b) Makes connections within and between ideas and context 03/06/2026	Shows strong and logical connections between ideas and context and demonstrates how the ideas fit within the context of the task.	Establishes logical connections among most ideas and relates them appropriately to the context, but the connections are not well maintained throughout the response.	Some connections among ideas are made without clear explanation of how they relate to each other or the context. A few references to the scenario are made but the relationships are not clearly explained.	Shows little or no connection among the ideas presented. Ideas appear separately and are not clearly related to the scenario or to one another.

Scoring ... Ctd

	Basis of assessment	Score 4	Score 3	Score 2	Score 1
	Generating and Presenting Ideas c) Presents ideas coherently	Ideas are presented in a, logical, and fluent manner; transitions are smooth and enhance meaning	Presentation is mostly coherent with logical sequencing and clear transitions; minor lapses do not hinder understanding	Ideas are understandable but may lack smooth flow or have occasional lapses in logic or organisation	Presentation lacks clear organisation; ideas appear disjointed or loosely connected
	Making informed Judgement a) Use the acquired knowledge to form an informed opinion/ conclusion or judgement	Forms an opinion/conclusion that is informed, insightful, and well-reasoned based on comprehensive understanding and application of knowledge	Forms an opinion/conclusion that is clear, logical, and supported by relevant evidence; shows sound understanding and some evaluation though less deep	Forms an opinion/conclusion that is generally relevant and based on knowledge; reasoning is adequate but lacks clarity.	Forms an opinion/conclusion that shows limited use of knowledge; reasoning is weak with minimal evidence or clarity

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Scoring

- Scoring an item with 5 bases of assessment
 - Maximum score possible = 20
 - Minimum score possible = 5
 - Range = $20 - 5 = 15$.
- Grade Interval =
$$\frac{\text{Range}}{\text{number of grades of achievement}}$$
- $$= \frac{15}{5} = 3 \text{ scores}$$
- **NOTE:** The interval is a whole number, what if it were not?

Scoring Ranges for an Item with 5 bases.

Performance level	Range of Scores
Exceptional	17 - 20
Outstanding	14 - 16
Satisfactory	11 - 13
Basic	8 - 10
Elementary	5 - 7

Scoring

- Scoring an item with 6 bases of assessment
 - Maximum score possible = 24
 - Minimum score possible = 6
 - Range = $24 - 6 = 18$.
- Grade Interval = $\frac{\text{Range}}{\text{number of levels of achievement}}$
- $= \frac{18}{5} = 3.6 \text{ scores}$
- NOTE: Round off 3.6 to 4 scores per grade interval

Scoring Ranges for an Item with 6 bases.

Performance level	Range of Scores
Exceptional	22 – 24
Outstanding	18 – 21
Satisfactory	14 – 17
Basic	10 – 13
Elementary	6 – 9

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Role of a Construct in Test Development and Scoring

- Assessment items are set at the level of a construct.
- Each construct makes a contribution to the assessment paper as guided in the detailed assessment guidelines
- Where a has more than item in a paper, it is recommended that the two or more items are scored differently and the scores to get a single score for that construct.

Grading Learners Performance

- Grading a learner's performance will be determined at the construct level, with each construct contributing to the final grade for the subject.
- The learner's final achievement will be presented by a letter grade A to E where A is the highest achievement and E the lowest.
- Each performance level in a construct will be assigned a grade weight

Grading Learners Performance

Performance level	Grade Weights
Exceptional	5
Outstanding	4
Satisfactory	3
Basic	2
Elementary	1

Getting the final subject grade

- The final subject grade will be determined using the average weight of the weighted scores.

Final Grade	Average Weight	Range
A	4.6 – 5.0	0.4
B	3.7 – 4.5	0.8
C	2.8 – 3.6	0.8
D	1.9 – 2.7	0.8
E	1.0 – 1.8	0.8

E.g
A student with grade weights of 3, 2 and 5 average weights has an average of 3.33 equivalent to C

Reporting Learner's Achievement

Art and Design

	Index Number	Final Grade	Grade Descriptor
1	U000/001	D	Shows limited analysis of art forms with minimal reference to context, expression, or communication. Descriptions may be factual rather than interpretive. Personal judgements are partially informed and lack depth or justification.
			Fairly generates original ideas with little evidence of research, produces artwork(s) following some few of the required creative processes, displays little use of technique, style and technologies to provide an artistic solution to a problem.
2	U000/002	D	Shows limited analysis of art forms with minimal reference to context, expression, or communication. Descriptions may be factual rather than interpretive. Personal judgements are partially informed and lack depth or justification.
			Fairly generates original ideas with little evidence of research, produces artwork(s) following some few of the required creative processes, displays little use of technique, style and technologies to provide an artistic solution to a problem.
3	U000/003	D	Provides little or no meaningful analysis of art forms. Fails to recognize contextual influences or artistic expression. Responses are descriptive, fragmented, or inaccurate; personal judgement is unsupported or absent.
			Satisfactorily generates original ideas with reasonable evidence of research, produces artwork(s) following most of the required creative processes, displays technique, style and use of technologies and provides an artistic solution to a problem.
			Provides little or no meaningful analysis of art forms. Fails to recognize contextual

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