



THE KENYA NATIONAL EXAMINATIONS COUNCIL

KENYA EARLY YEARS ASSESSMENT (KEYA)

GRADE 3

2026

INTEGRATED LEARNING ASSESSMENT (FOR LEARNERS WITH VISUAL IMPAIRMENT)

INSTRUCTIONS TO SCHOOLS

1. *The 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 to undertake the subtasks as required.*
3. *Learners should be guided to observe safety while undertaking the task.*
4. *The tasks will assess core competencies embedded in the sub-tasks.*
5. *Each learner is required to build/ 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 determine the group size and ensure that each learner is assigned a role and actively participates.*
7. *Any learner with visual impairment should be paired with a sighted peer.*
8. *The assessment portfolio may be physical, electronic (e-portfolio) or both.*
9. *Assessment of learners to be done prior to the exhibition day.*
10. *Parents/guardians may be invited during the exhibition day.*
11. *The teacher will use this assessment tool and scoring guide provided for each task to objectively assess the learner's work.*

This paper consists of 11 printed pages

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1.0 TARGETED GENERAL OUTCOMES FOR EARLY YEARS EDUCATION

- a) Use verbal and non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day-to-day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interest for self-efficacy.
- e) Make informed decisions as local and global citizens for a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate the country rich and diverse cultural heritage for harmonious living.

2.0 STANDARDS

The learner can or mwanafunzi aweza:

- a) use imperatives for receiving and giving instructions against wastage,
- b) identify and collect different types of waste,
- c) group objects according to specific attributes to create sets of similar objects,
- d) sort and group objects according to different attributes within the classroom,
- e) make a soap gel from left over soap,
- f) make decorative items out of paper using rolling/twisting/folding/curling,
- g) decorate plastic bottles using a variety of materials,
- h) collect different types of locally available materials and tools from the environment that can be used to make simple mosaic picture,
- i) decorate eggshells to make mosaic picture,
- j) improvise percussion instruments using locally available materials for creativity and imagination,
- k) improvise percussion accompaniment to songs and dances for enjoyment.
- l) *Kutambua “Umuhimu wa kutumia taka kwa manufaa ya jamii.”*
- m) Kuzungumza kuhusu suala lengwa akizingatia matamshi bora na ishara zifaazo.

PERFORMANCE TASK



THEME: Reusing Waste to Save the Environment.

3.0 PERFORMANCE TASK

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

- a) in groups of 4-6 discuss how waste can be reused, then individually write **three simple** sentences about reuse.
- b) collect different types of waste from the school and home environment (papers, plastic bottles, bottle tops, eggshells, pieces of soap) among others.
- c) sort the collected items into reusable and non-reusable waste.
- d) In groups of 4 – 6,
 - (i) use the collected soap pieces to make soap gel.
 - (ii) put the soap gel in one of the plastic bottles.
 - (iii) give your soap gel a name and make a simple label for the bottle.
 - (iv) stick the label neatly on the bottle.
- e) **EITHER**
 - (i) Individually, decorate a used plastic bottle using cut pieces of old paper (*e.g. magazines, newspapers, exercise books, calendars*).
 - Cut or tear paper into small pieces.
 - Apply glue on the bottle and stick the paper pieces to cover the surface
 - Ensure the bottle is fully covered with paper
 - Paint the surface of the bottle to make patterns
 - The finished bottle can be reused *as a flower holder, pencil holder, or watering container*.

OR

- (ii) Individually, collect used eggshells from home or nearby kiosks (*schools should not buy eggs*) to make a mosaic picture.
 - Clean and dry the eggshells properly.
 - Crush to produce different textures – smooth, rough
 - Use glue to stick the crushed eggshells of different textures onto a reused A4 surface (such as *old carton box or calendar paper, cereal boxes or any other available stiff paper*).

- Arrange the shells to form a simple pattern or picture.

- f) Use the link [Reduce Reuse Recycle Song for Kids Earth Day Songs for Children The Kiboomers_1080p.mp4](#) to watch/listen to a video of a song on recycling and reusing of waste.

Learners should:

- In groups of 6-8, to create and practice a song on the theme; “Reusing Wastes to Save our Environment”.
 - Individually create an improvised percussion musical instrument such as rattles and shakers using reused bottle tops, bottles, pebbles and other appropriate collected waste materials.
 - In groups of 6 – 8, perform the song accompanied by the percussion instruments, in a language of their choice.
- g) Wanafunzi kwenye vikundi vya 6-8 wafanye mazungumzo kuhusu mada: *“Umuhimu wa kutumia taka kwa manufaa ya jamii.”*

Kisha:

- Kila kikundi kiandike hoja **nne** kuhusu umuhimu wa kutumia taka kwa manufaa ya jamii.
- Kila kikundi kichague mwakilishi wao ambaye atawasilisha hoja zao darasani ili wengine wazitolee maoni.
- Kila mwanafunzi andike hoja zilizowasilishwa na vikundi darasani.
- Mwalimu atathmini hoja za kila kikundi na kuwaelekeza.
- Mwalimu atathmini hoja ambazo kila mwanafunzi ameandika kuhusu umuhimu wa kutumia taka kwa manufaa ya jamii.

3.2 The school should organize an exhibition where learners display the work completed in tasks **(c)**, **(d)**, **(e)** and **(f)**. The school should document the exhibition by taking photographs or videos using available digital devices.

3.3 The school should support Grade 3 learners to set up safe and simple waste disposal methods by separating different types of waste to promote reuse and recycling.

3.3 Targeted Learning areas and References.

Learning Area	Grade	Strand	Sub strand	Page
English Activities	1	3.0	3.5	238
	1	-	-	222
Mathematical Activities	PP1	1.0	1.1	45
Environmental Activities	3	1.3	3.3	81
Creative Activities	1	1.0	1.3	89

(Art and Craft)	2	1.0	1.2	52
	2	1.0	1.5	47
	3	1.0	1.2	87
• (Music)	1	1.0	1.3	262
Kiswahili Mazoezi ya Lugha	1	9.0	9.1	67
	3	6.0	6.1	226
Hygiene and Nutrition Activities	2	1.0	1.7	177
Religious Activities	1 IRE	5.0 IRE	5.2 IRE	24-IRE
	1-CRE	1.0 CRE	1.3 CRE	16-CRE

3.4 Core Competences Targeted

- Learning to learn as learners write their own sentences on reuse of wastes.
- Communication and collaboration as learners work in groups and participate in soap gel making activity, create and present their songs and debate on the importance of reusing wastes.
- Creativity and Imagination as learners reuse bottles to make items for different purposes; creatively name and label their soap gel, create a song on the theme.
- Critical thinking and Problem Solving as learners work on long term safe waste disposal system for the school, home, and community.
- Digital literacy as learners watch/listen to video clips and create songs or use school digital devices to take photographs and videos of their work in progress and of the exhibition day.
- Self-efficacy as learners make various presentations in line with the theme.
- Learning to learn as learners prepare and rehearse for the Exhibition Day and apply the knowledge acquired in school to reuse and manage wastes at home/community.

3.5 Link to Values

- Responsibility as learners observe safety measures during sports activities.
- Love and unity as learners Work harmoniously during debates on reuse of wastes, singing and rehearsing for the exhibition day
- Social justice as learners accord each other equal opportunities to participate and/or contribute in the prescribed activities.
- Patriotism as learners proudly present songs (laden with the reuse of wastes messages) in different languages.

- e) Respect as learners Work and debate harmoniously.

3.6 Link to PCIs

- Citizenship, Life Skills, Health Education as learners Innovatively and harmoniously work in groups labelling the soap gel, presenting the message on reuse of wastes in various languages and embracing each other during group activities.
- Community Service Learning as learners interact with their parents, guardians, and elders Seeking for best ways on how various wastes in their homes/communities can be reused.
- Education for Sustainable Development as learners make branded soap gels during the exhibition day.

4.0 ASSESSMENT RUBRICS

TASK	CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1	EVIDENCE IN PORTFOLIO (page)
3.1 (a)	Sentence construction	writes more than 3 correct sentences that are factual on reuse of wastes with correct use of imperatives	writes 3 correct sentences that are factual on reuse of wastes with correct use of imperatives	writes 2 correct sentences that are factual on reuse of waste with correct use of imperatives	writes one sentence correctly on reuse of waste	Written notes/sentences
3.1 (d)	(i) Making a soap gel from left over soap	Confidently and logically follows the process of making a soap gel	Logically follows the process of making a soap gel	Inconsistently follows the process of making a soap gel	Has difficulty in following the process of making a soap gel	The product
	(ii, iii, iv) Packaging of soap gel <i>-clear label</i> <i>-colour</i> <i>-neatly glued</i>	The label is neat with clarity of text, contrast of colour and is neatly glued	The label has clarity of text, colour and neatly glued	The label has some clarity of text, colour and neatly glued	The label has unclear text, no colour and with smudges of glue	Labelled bottles
3.1(e)	(i) Plastic bottle decoration <i>-cutting</i> <i>/tearing skills</i>	90–100% of the bottle is fully covered with paper. All pieces are	About 70–90% of the bottle is covered with paper. Most pieces are	About 50–70% of the bottle is covered with paper. Some pieces are	Less than 50% of the bottle is covered with paper. Many pieces are not	Decorated bottle

TASK	CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1	EVIDENCE IN PORTFOLIO (page)
	<i>-sticking skill, -coverage of bottle, -pattern</i>	firmly and neatly glued. Paint is carefully applied to create clear and well-organised patterns. Work is neat complete.	firmly glued with minimal gaps. Paint is applied to create simple, clear patterns. Work is fairly neat and well finished.	firmly glued while others are loose. Paint is applied but patterns are unclear or incomplete. Some gaps and uneven finish are visible	firmly glued. Paint is rarely applied or does not form clear patterns. Work is untidy with visible large gaps and poor finish.	
	(ii) Mosaic <i>- Crushing of eggshells to produce different textures -eggshell placement to create patterns -gluing</i>	- Egg shells neatly crushed to produce more than two textures; - Accurately arranged, neat and creative pattern, even spacing throughout; no overlap -glue evenly applied and eggshells firmly stuck	-Egg shells neatly crushed to produce two textures; -Clear simple pattern or picture even spacing; minimal overlap -Most shells firmly fixed; fairly neat	- Egg shells neatly crushed to produce one texture; Inconsistent spacing; some overlap and/or gaps, Some shells not firm; glue uneven	- Egg shells not crushed; - Random placement, no clear pattern -Shells overlapping or too far apart -Most shells loose; glue messy	-Actual mosaic pieces, -photographs of work in progress
3.1 (f)	(ii) Creating an improvised percussion instrument	Improvises an exemplary and functional percussion instrument using reused materials collected from the environment	Improvises a functional percussion instrument using reused materials collected from the environment	Improvises a percussion instrument with some shortfalls in functionality using reused materials collected from the environment	Improvises a non-functional percussion instrument using reused materials collected from the environment	Photographs / Video / audio clips. Teachers' comments. Learner Self – reflection notes.
	(iii) Improvising rhythmic accompaniment to the song	Creatively and imaginatively improvises and creates rhythmic accompaniment to the song,	Improvises and creates rhythmic accompaniment to the song, combining short	Improvises and creates rhythmic accompaniment to the song with some inaccuracies in	Exhibits difficulty Improvising and creating rhythmic	Video clips

TASK	CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1	EVIDENCE IN PORTFOLIO (page)
		combining short and long sounds and silences	and long sounds and silences	combining the short and long sounds	accompaniment to the song	
3.1 (g)	(i) Kuandika kuhusu umuhimu wa kutumia taka kwa manufaa ya jamii.	Anaandika zaidi ya hoja nne kubainisha umuhimu wa kutumia taka kwa manufaa ya jamii.	Anaandika hoja nne kubainisha umuhimu wa kutumia taka kwa manufaa ya jamii.	Anaandika hoja tatu kubainisha umuhimu wa kutumia taka kwa manufaa ya jamii.	Anaandika chini ya hoja tatu kubainisha umuhimu wa kutumia taka kwa manufaa ya jamii.	Nakala za hoja walizoandika wanafunzi kwenye vikundi.
	(ii) Mawasiliano (<i>matamshi, kiimbo na kusikika</i>)	Mwanafunzi anaeleza hoja zake kwa ufasaha na urahisi bila makosa ya kimatamshi na anapozungumza anasikika ipasavyo na asemayo yanaeleweka vyema. Maelezo yake yana mantiki na yanafuatilika kwa urahisi. Anazungumza kama mzawa wa lugha hii.	Mwanafunzi anaeleza hoja zake kwa ufasaha. Ana matamshi yafaayo na kiimbo mwafaka. Ana makosa machache ya kimatamshi na kiimbo lakini anasikika vyema na asemayo yanaeleweka.	Mwanafunzi anaeleza hoja zake kwa kusitasita. Anafanya makosa ya kimatamshi na kiimbo mara kwa mara na hasisikiki vyema. Maana inaweza kukisiwa kutokana na asemayo.	Ana stadi hafifu za kimatamshi na kiimbo. Anafanya makosa mengi ya kimatamshi. Anakosa mantiki /mfuatano ufaao katika kujadili umuhimu wa kutumia taka kwa manufaa ya jamii. Hasikiki vyema na asemayo hayaeleweki	Video Picha



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INTEGRATED LEARNING ASSESSMENT TASK

GRADE 3 – 2026 FOR LEARNERS WITH VISUAL IMPAIRMENT (VI)

SCORING SHEET

CRITERIA LEARNER	Sentence construction				Making a soap gel from left over soap				Packaging of soap gel				Decorating the bottle				Decorating the Mosaic				Creating an improvised percussion instrument				Teacher's comment on learner performance
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	

CRITERIA LEARNER	Improvising rhythmic accompaniment to the song				Kuandika hoja nne kuhusu umuhimu wa kutumia taka kwa manufaa ya jamii.				Mawasiliano (Wakati wa wasilisho kuhusu umuhimu wa kutumia taka kwa manufaa ya jamii)																				Teacher's comment on learner performance
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	

Names of teachers (ILA)		TSC NOs.:		Signatures		Date	
Name of Head Teacher		TSC NO:		Signature		Date	

Official school stamp

TEMPLATE FOR USE FOR OBSRVING PRESENTATIONS ON REUSE OF WASTE MATERIALS						
	Learner's name					Score
1	Sample.....	✓				1
2		✓	✓	✓		3
3		✓		✓		2
4		✓	✓	✓		3

Key:

4 scores = Level 4
 3 scores = Level 3
 2 scores = Level 2
 1 score = Level 1

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