

**KEYA
SBA
SCORING GUIDE
MAY/JUNE 2026**



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**KENYA EARLY YEARS ASSESSMENT
INTERGRATED LEARNING ASSESSMENT
2026
SCHOOL BASED ASSESSMENT
SCORING GUIDE FOR THE TEACHER**

This scoring guide consists of 8 printed pages

Turn over

The learners will be assessed on the ability to:

1. use imperatives for receiving and giving instructions against wastage,
2. identify and collect different types of waste,
3. group objects according to specific attributes to create sets of similar objects,
4. sort and group objects according to different attributes within the classroom,
5. make a soap gel from left over soap,
6. make decorative items out of paper using rolling/twisting/folding/curling,
7. decorate plastic bottles using coloured paper,
8. collect different types of locally available materials and tools from the environment that can be used to make simple mosaic picture,
9. decorate eggshells to make mosaic picture,
10. improvise percussion instruments using locally available materials for creativity and imagination,
11. improvise percussion accompaniment to songs and dances for enjoyment.
12. Kutambua *“Umuhimu wa kutumia taka kwa manufaa ya jamii.”*
13. Kuzungumza kuhusu suala lengwa akizingatia matamshi bora na ishara zifaazo.

Suggested responses.

3 (a) (i) How waste can be reused:

Waste can be reused instead of being thrown away. Reusing waste helps to reduce pollution and save natural resources. Many items we call “waste” can still be useful. For example, plastic bottles can be washed and used to store water or made into flower pots. Glass jars can be reused to keep food or small items. Old clothes can be turned into cleaning rags or donated to others. Paper waste can be reused for writing short notes or making crafts.

When waste is reused, less trash goes to landfills, and the environment becomes cleaner and safer.

Simple sentences about reuse

1. I reuse plastic bottles at home.
2. Old clothes can be reused as cleaning rags.
3. We reuse paper to make drawings.
4. Glass jars can be reused to store food.
5. Reusing waste helps to protect the environment.
6. I reuse bags when I go shopping.
7. Paper waste can be reused for writing short notes or making crafts.

(g) Hoja kuhusu umuhimu wa kutumia taka kwa manufaa ya jamii

1. Kulinda mazingira kwa kupunguza uchafuzi wa ardhi, maji na hewa.
2. Kupunguza mrundo wa taka katika makazi ya watu.
3. Kuokoa rasilimali za asili kama miti na madini.
4. Kupunguza gharama za uzalishaji wa bidhaa mpya.
5. Kutoa ajira kwa wanajamii kupitia ukusanyaji na uchakataji wa taka.
6. Kuongeza kipato kwa jamii kwa kuuza bidhaa zilizotengenezwa kutokana na taka.
7. Kukuza ubunifu na ujuzi wa vitendo kwa vijana na watu wazima.
8. Kuboresha afya ya jamii kwa kupunguza magonjwa yanayosababishwa na uchafu.
9. Kuhamasisha uwajibikaji na ushirikiano katika jamii.
10. Kuweka mazingira safi na salama kwa vizazi vya sasa na vijavyo.

Tanbihi: Hakiki hoja za wanafunzi ipasavyo.

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)	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
	Packaging of soap gel -clear label -colour -neatly glued	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 -cutting /tearing skills -sticking skill,	90–100% of the bottle is fully covered with paper. All pieces are firmly and neatly glued.	About 70–90% of the bottle is covered with paper. Most pieces are firmly glued with minimal gaps.	About 50–70% of the bottle is covered with paper. Some pieces are firmly glued while others are loose.	Less than 50% of the bottle is covered with paper. Many pieces are not firmly glued. Paint is rarely	Decorated bottle

TASK	CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1	EVIDENCE IN PORTFOLIO (page)
	<i>-coverage of bottle, -pattern</i>	Paint is carefully applied to create clear and well-organised patterns. Work is neat complete.	Paint is applied to create simple, clear patterns. Work is fairly neat and well finished.	Paint is applied but patterns are unclear or incomplete. Some gaps and uneven finish are visible	applied or does not form clear patterns. Work is untidy with visible large gaps and poor finish.	
3.1 e	(ii) Mosaic <i>- Colouring of Eggshells</i> <i>-eggshell placement to create patterns</i> <i>-gluing</i>	- All shells neatly coloured; - Accurately arranged, neat and creative pattern, even spacing throughout; no overlap -glue evenly applied and eggshells firmly stuck	-Most shells well coloured -Clear simple pattern or picture even spacing; minimal overlap -Most shells firmly fixed; fairly neat.	Some shells coloured pattern; Inconsistent spacing; some overlap and/or gaps, Some shells not firm; glue uneven	Few shells coloured, - 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, combining short and long sounds and silences.	Improvises and creates rhythmic accompaniment to the song, combining short and long sounds and silences.	Improvises and creates rhythmic accompaniment to the song with some inaccuracies in combining the short and long sounds.	Exhibits difficulty Improvising and creating rhythmic accompaniment to the song.	Video clips

TASK	CRITERIA	EXCEEDING EXPECTATIO N 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1	EVIDENCE IN PORTFOLIO (page)
3.1 (g)	(i) Kuandika hoja nne 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. Hoja alizoandika mwanafunzi.
	(ii) Mawasiliano (matamshi, kiimbo na kusikika wakati wa wasilisho katika 3g (ii))	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 ufao katika kujadili umuhimu wa kutumia taka kwa manufaa ya jamii Hasikiki vyema na asemayo hayaeleweki	Video Picha



THE KENYA NATIONAL EXAMINATIONS COUNCIL

INTEGRATED LEARNING ASSESSMENT TASK

GRADE 3 – 2026 - REGULAR LEARNERS

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	

	Improvising rhythmic accompaniment to the song				Kuandika kuhusu umuhimu wa kutumia taka kwa manufaa ya jamii.				Mawasiliano (matamshi, kiimbo na kusikika wakati wa wasilisho katika 3g (ii))																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				

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

Official school stamp

OBSERVING 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

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