KENYA NATIONAL EXAMINATIONS COUNCIL

MONITORING LEARNERS' PROGRESS

GRADE 3

2019

INTEGRATED LEARNING AREAS

INSTRUCTIONS

a) *The teacher will guide the learner to carefully read through the performance task, carry out every step as required, and build a portfolio.*

b) *The task will be carried out within a duration of **two months**.*

c) *The task involves a clean up of the market place next to the school.*

d) *The teacher should seek permission from the local authorities to carry out the task*

e) *The teacher will use the Assessment Rubrics provided for each task to assess the learner's work.*

f) *Samples of work that show the learner's performance on the tasks should be maintained in the assessment portfolio.*

g) *Samples of work selected for the portfolio should aim at illustrating the learner's progress and achievement in learning.*

h) *Each learner is required to develop and maintain a portfolio as evidence of learning.*

THEME: A CLEAN ENVIRONMENT FOR GOOD HEALTH AND WELL BEING

1.0 GENERAL OUTCOMES FOR EARLY YEARS EDUCATION

a) Explore the immediate environment for learning and enjoyment;

b) Practice hygiene, nutrition, sanitation and safety skills to promote health and wellbeing;

c) Apply creativity and critical thinking skills in problem solving;

d) Apply digital literacy skills for learning and enjoyment.

2.0 STANDARD

The learner can

a) Describe ways of keeping the market place clean;

b) Participate in cleaning the market place;

c) Observe safety when disposing waste;

d) Demonstrate appreciation of a clean environment.

3.0 PERFORMANCE TASK

3.1 Learners will be involved in the following activities

a) Watching video clips / viewing photographs/ pictures of a clean-up exercise and identifying the cleaning activities observed.

b) Pre-visit to the nearest marketplace to observe the state of cleanliness. Guided by the teacher, learners to identify specific areas that require cleaning.

c) i) Identification of the cleaning materials/tools that can be used in cleaning the market place.

ii) With the help of their parents/ guardians, each learner to improvise at least **one** relevant material for cleaning the market place.

d) Learners to visit the marketplace for a clean-up exercise.

(*Before the actual cleanup exercise, the teacher should put learners in groups of 4 – 6 and assign cleaning areas to each group*).

e) Guided by the group leaders, learners to do stretch up exercises to warm up before carrying out the cleaning activity.

f) Learners to carry out the cleaning exercise in their assigned areas while observing safety measures.

g) Learners to safely sort and dispose off the collected waste.

h) Mwanafunzi aandike njia mbalimbali za kutunza usafi sokoni.

i) Learn and sing a song of their choice on cleaning the environment (individually and in groups).

j) Individually draw any two objects used in cleaning the market place (such as litter bins, brooms, brushes etc.). Mount the completed drawings in the learner's assessment portfolio.

3.2 Targeted Learning areas Reference

a)	Environmental Activities	*Vol. 2, G3, Pg. 126, S2.0, ss 2.1.1* *Vol. 2, G3,Pg 134,S3.0, ss 3.3*
b)	Movement and Creative Activities	*Vol. 4, G3, Pg. 340, S1.0, ss 1.1* *Vol. 4, G2, S1.0, ss 1.1,* *G1 pg. 13, S1.0 ss 2.1*
c)	Religious Activities	*Vol. 3, G3, Pg. 132, S6.0, ss 6.3*
d)	English Activities	*Vol. 1, G3, Pg. 287, S1.0, ss 1.3*
e)	Kiswahili Activities	*Vol. 1, G3, Pg. 98, S6.0, ss 6.4*
f)	Mathematics Activities	*Vol. 2, G1, Pg. 4, S1.0, ss 1.1*
g)	Hygiene and Nutrition Activities	*Vol. 2, G3, Pg. 200, S1.0, ss 1.4*

3.3 Core Competences Targeted

a) Communication and collaboration as they work in groups.

b) Critical thinking and problem solving as they improvise cleaning materials,

c) Imagination and Creativity as they draw, label and mount objects.

d) Digital literacy as they watch video clips and take photos of the cleaning activities.

e) Self-efficacy as they sing individually.

f) Learning to learn as they clean the market place.

3.4 Link to Values

Responsibility, love, unity, honesty, cooperation and respect as they work in groups.

3.5 Link to PCIs

a) Citizenship, Environmental education, Health Education, Life Skills,

b) Community Service Learning as they clean the market.

c) Education for Sustainable Development

4.0 SCORING RUBRIC FOR THE ILA TASK

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1	EVIDENCE IN THE PORTFOLIO (PAGE)
Identification of materials for cleaning the market place	Correctly identifies most of the materials that can be used for cleaning the market and groups them according to their use.	Correctly identifies most materials that can be used for cleaning the market.	Correctly identifies some of materials that can be used for cleaning the market.	Correctly identifies few materials that can be used for cleaning the market with assistance from the teacher.	
Improvisation of materials for cleaning the market place	Improvises an exemplary and appropriate material for cleaning the market place.	Improvises an appropriate material for cleaning the market place.	Improvises material for cleaning the market place.	Has difficulties in improvising material for cleaning the market place.	
Stretching up for warm up	Demonstrates outstanding body posture while stretching the body upwards, downwards and sideways with ease.	Demonstrates the correct body posture while stretching the body upwards, downwards and sideways.	Demonstrates the correct body posture with prompt while stretching the body upwards, downwards and sideways.	Has difficulty demonstrating correct body posture and stretching even with prompts.	
Cleaning the market place	Correctly and systematically cleans all the assigned areas and observes safety. measures.	Correctly cleans all the assigned areas and observes safety measures.	Correctly cleans some of the assigned areas and sometimes observes safety measures.	Has difficulty in correctly cleaning the assigned areas and observing safety measures.	

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1	EVIDENCE IN THE PORTFOLIO (PAGE)
Working with others	Consistently works with others to accomplish tasks and follows instructions.	Works with others to accomplish tasks and follows instructions.	Sometimes works with others to accomplish tasks and follows instructions.	Rarely works with others to accomplish tasks and hardly follows instructions.	
Sorting and disposing of the collected waste	Correctly, systematically and sorts the waste.	Correctly and safely sorts the waste.	Sorts some waste.	Has difficulty in sorting the waste.	
	Correctly, systematically and safely disposes the waste.	Correctly and safely disposes the waste.	Disposes some waste.	Has difficulty in disposing the waste.	
Observing safety measures	Observes safety measures throughout the cleaning exercise and guides others.	Observes safety measures throughout the cleaning exercise.	Sometimes observes safety measures during the cleaning exercise.	Hardly observes safety measures during the cleaning exercise.	
Kuandika njia mbalimbali za kutunza usafi sokoni.	Anaandika njia za kutunza usafi sokoni kwa ubunifu, hati nadhifu na kwa kuzingatia msamiati ufaao.	Anaandika njia za kutunza usafi sokoni kwa hati nadhifu na kwa kuzingatia msamiati ufaao.	Anaandika njia za kutunza usafi sokoni, kwa kuzingatia baadhi ya msamiati ufaao.	Anahitaji usaidizi ili kuandika njia za kutunza usafi sokoni kwa ubunifu, hati nadhifu na kwa kuzingatia msamiati ufaao.	
Singing a song on cleaning the environment	Confidently and exemplarily sings the song on cleaning the environment with a good tone quality, volume appropriate expression.	Confidently sings the song on cleaning the environment with a good tone quality, volume appropriate expression.	Sings the song on cleaning the environment with a fair tone quality, volume moderate expression.	Exhibits difficulties in singing the song on cleaning of the environment.	
Drawing objects	Drawing is a complete 3-dimensional form with all basic features correctly placed	Drawing is a 2-dimensional form with all basic features correctly placed	The drawing is in 2 dimensional with some of the features not drawn in position	The drawing is doodled and the features are not distinct.	
Mounting technique	Makes smooth cuts accurately along the picture.	Makes smooth cuts using small snips.	Makes inconsistent cuts.	Has difficulty in cutting the pictures.	
	Firmly and neatly glues all pieces.	Firmly glues the picture flat.	Uses excess/little glue.	Has difficulty in properly gluing.	