



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
ENGLISH
SECTION A
Grade 5**

TEACHER'S COPY 2024

Task 1 and Task 2

Time: 15 Minutes Per Learner

Instructions to the teacher

1. The teacher informs **all learners** that the task will be a face-to-face assessment, therefore, learners will be called into the assessment room when their turn comes (one after the other).
2. **Task 1** (Listening and Speaking) comprises **Part 1** and **Part 2**.
3. The learner should be given a seat facing the teacher.
4. At the beginning of **Task 1**, the teacher explains the expectations of the task.
5. The teacher asks the questions provided in **Task 1 Part 1**
6. The teacher indicates the end of **Task 1 Part 1** and introduces **Task 1 Part 2**.
7. The teacher assesses and records the competency of each learner based on the provided assessment rubric.
8. The teacher must have an assessment sheet for **Task 1** for each learner.

TASK 1: LISTENING AND SPEAKING

Part 1

The teacher greets the learner. The learner responds. The teacher asks the learner to sit.

The teacher tells the learner:

“I will tell you something and then ask you some questions about it.” (Teacher repeats)

Your teacher is teaching. He turns to write on the blackboard, the learner seated next to you laughs aloud. The teacher asks the class who laughed. No one answers. The teacher says he is going to punish the whole class. ***(Teacher repeats)***

Now tell me;

1. What will you do? ***(Learner responds)***
2. Why will you do that? ***(Learner responds)***
3. Is it good if the teacher punishes the whole class? Why? ***(Learner responds)***
4. After the lesson, what will you say to your classmates who laughed? ***(Learner responds)***

Part 2

The teacher tells the learner:

“Listen carefully to the passage that I am going to read, and then you will answer in English the questions I am going to ask you.”

The Grade 5 English teacher came to class in the morning and asked each learner to write the word “brave” in their books. When she went round checking how they had done it, she realized that many pupils had written the word wrongly. She went to the blackboard and wrote the word correctly. ***(Teacher repeats)***

1. When did the English teacher go to class?
2. What word did she ask the learners to write in their books?
3. What did she find out when she checked the learners’ books?
4. What did the teacher do to help the learners who could not write the word correctly?

TASK 2: READING ALOUD

Instructions to the teacher

1. The teacher explains to the learner the expectations of **Task 2**.
2. The learner should be provided with a copy of the passage.
3. As the learner reads aloud, the teacher listens to the learner and times him/her **for one minute**.
4. The teacher indicates with a **stroke (/)** the point where the learner reaches in the passage at the end of one minute.
5. The teacher allows the learner to continue reading to the end of the passage.
6. The teacher underlines all the words the learner could not read correctly or had difficulty pronouncing.
7. The teacher indicates on the scoring guide the number of words the learner read correctly (*total number of words read within one minute minus the words read with errors*).
8. The teacher assesses and records the competency of the learner based on the assessment rubric provided.
9. The teacher must have an assessment sheet for each learner for **Task 2**.

The teacher says, as he/she points at the passage: *“I would like you to read this passage aloud”*.

The governor was to visit Rahisi primary school to donate¹⁰ computers. Teacher Katana gave Tom of Grade 5 a poem to²⁰ recite on the big day.

“Tom, this poem will take³⁰ you two days to practise,” the teacher said, “read it⁴⁰ quietly first.”

Tom read the poem.

“Teacher, this poem is⁵⁰ quite long. I need at least four days to practise⁶⁰ it.”

“Are you sure?”

“Yes,” Tom answered.

“Good. Now read⁷⁰ the poem aloud.”

The teacher listened as Tom read the⁸⁰ poem. “That word should be pronounced as ‘Perfect’ not ‘Prefect’.⁹⁰ But I am happy with the way you read the¹⁰⁰// poem.”

Tom practiced every morning before lessons began.

On the day of the governors visit, Tom presented the poem so well. Everybody clapped excitedly. The governor gave Tom a present. **(131 words)**

This is the last printed page.