



LEARNER'S DETAILS

Name: _____ . School: _____

Assessment Number: _____ . Date: _____

School Code: _____ . Signature: _____

FOR EXAMINER'S USE

SECTION	GRAMMAR	COMP	READING	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	20 MARKS	30 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS					8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE												

TEACHER'S COPY

Time: 15 minutes per learner

Section A assesses **Listening and Speaking Skills**. It includes three exercises:

- Face-to-face conversation
- Listening comprehension
- Reading aloud

General Instructions

- Inform all learners that the assessment will be conducted individually, one learner at a time.
- Let learners know that this section has three exercises:
 - ✓ Face-to-face conversation
 - ✓ Listening comprehension
 - ✓ Reading aloud

3. Prepare a chair or desk where the learner will sit facing the teacher.
4. Introduce each exercise clearly before starting.
5. Inform the learner when each exercise is complete.
6. Assess and record performance using the marking guide provided.

EXERCISE 1A: FACE-TO-FACE CONVERSATION

Specific Instructions

- i. Create a friendly environment and welcome the learner.
- ii. Greet the learner and invite them to sit.
- iii. Introduce yourself by saying: “*I am teacher _____.*”
- iv. Ask the learner their name.
- v. Begin by saying:

“Today I would like us to talk about school activities.”

Questions

1. There are many activities we do at school.
Which activity do you enjoy most?
(*Learner responds*)
2. School activities help us learn new things.
Mention two benefits of participating in school activities.
(*Learner responds*)
3. Your friend does not like joining group activities.
What advice would you give them?
(*Learner responds*)
4. When we work together, we cooperate.
Give another word that means the same as **cooperate**.
(*Learner responds*)

EXERCISE 1B: LISTENING COMPREHENSION

Specific Instructions

- i. Read the passage below to the learner **twice**.
- ii. Inform the learner that they will answer questions after the second reading.

Last Friday, James and his mother went to the market early in the morning. They wanted to buy food for the weekend. The market was very busy with many people buying and selling different items.

James saw fresh vegetables and asked his mother to buy some. His mother agreed and also bought fruits and rice. After shopping, they paid the shopkeeper and were given a receipt.

When they got home, James helped his mother carry the items into the house. His mother thanked him for being helpful. James felt proud of himself and promised to always assist at home.

Questions

5. Who did James go to the market with?
(*Learner responds*)
6. Name two things they bought at the market.
(*Learner responds*)
7. Why did James' mother thank him?
(*Learner responds*)
8. James felt proud of himself. What does the word **proud** mean?
(*Learner responds*)

EXERCISE 2: READING ALOUD

Specific Instructions

- i. Explain the expectations of the reading task.
- ii. Give the learner a copy of the passage.
- iii. Listen and record the number of words read in one minute.
- iv. Mark with a slash (/) where the learner reaches after one minute.
- v. Allow the learner to finish reading.
- vi. Underline mispronounced or skipped words.
- vii. Record correctly read words.
- viii. Assess using the reading rubric.
- ix. Keep proper records for all learners.

When ready, say:

“Now please read this passage aloud.”

Reading Passage

Our school teaches us many important lessons every day. Teachers guide us to become responsible and respectful learners. They encourage us to listen carefully and complete our work on time.

In class, we often work in groups. This helps us share ideas and learn from one another. Each learner is expected to take part and do their best. Hard work helps us succeed in school.

At home, we are given simple duties by our parents. These duties teach us to be responsible and independent. We learn to take care of our environment and respect others.

Good behaviour is important both at school and at home. Children who follow rules are loved and trusted by everyone.//

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K.P.S.E.A

PRIMARY SCHOOL EDUCATION ASSESSMENT

TERM 2: ENDTERM ASSESSMENT 2026

GRADE 4 – ENGLISH LISTENING AND SPEAKING

Time: 1 Hour 30 Minutes



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MARKINGS CHEME

EXERCISE 1A: FACE-TO-FACE CONVERSATION (10 MARKS)

Question 1: Which activity do you enjoy most? The learner should name a specific school activity. Examples: Football, skipping, singing, drawing, or cleaning the compound.

Question 2: Mention two benefits of participating in school activities. The learner should give two logical benefits. Examples: It helps us stay healthy, we make new friends, we learn new skills, it makes school fun, or it helps us learn to work together.

Question 3: What advice would you give a friend who does not like group activities? The learner should provide helpful or encouraging advice. Examples: Tell them that working together makes work easier, explain that they can learn from others, or invite them to join in so they aren't lonely.

Question 4: Give another word that means the same as "cooperate". Accept any of the following: Work together, collaborate, help one another, unite, or join hands.

EXERCISE 1B: LISTENING COMPREHENSION (10 MARKS)

Question 1: Who did James go to the market with? Answer: His mother.

Question 2: Name two things they bought at the market. Accept any two: Vegetables, fruits, or rice.

Question 3: Why did James' mother thank him? Answer: Because he was helpful / he helped her carry the items into the house.

Question 4: What does the word "proud" mean? Answer: Feeling pleased or satisfied with oneself / feeling good about something you have done.

EXERCISE 2: READING ALOUD (10 MARKS)

This section is marked using a rubric based on the learner's performance during the one-minute reading task.

Reading Performance Levels:

Exceeding Expectations (9-10 Marks)

Reads with 100% accuracy and great fluency. Observes all punctuation marks (pausing at commas and full stops).
Reads with appropriate expression and pace.

Meeting Expectations (7-8 Marks)

Reads most words correctly (over 90%). Follows most punctuation marks. The reading flow is smooth with very few hesitations.

Approaching Expectations (4-6 Marks)

Reads several words correctly but struggles with difficult words. Frequently stops to sound out words. May ignore punctuation marks.

Below Expectations (1-3 Marks)

Struggles to read many simple words. Reading is very slow and disconnected. Needs significant help from the teacher to finish sentences.

SUMMARY SCORE CONVERSION

Total Score (/30)	Points Awarded	Performance Level
27 – 30 Marks	8 Points	Exceeding Expectations (EE)
23 – 26 Marks	7 Points	Exceeding Expectations (EE)
18 – 22 Marks	6 Points	Meeting Expectations (ME)
13 – 17 Marks	5 Points	Meeting Expectations (ME)
09 – 12 Marks	4 Points	Approaching Expectations (AE)
06 – 08 Marks	3 Points	Approaching Expectations (AE)
03 – 05 Marks	2 Points	Below Expectations (BE)
01 – 02 Marks	1 Point	Below Expectations (BE)