



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
ENGLISH
SECTION A
Grade 8 2024**

TEACHER'S COPY

TASK I: LISTENING AND SPEAKING

Time: 15 Minutes

Instructions to the teacher

1. The teacher informs **all learners** that the task will be a face-to-face assessment, therefore, each learner will be called into the assessment room when his/her turn comes (one after the other).
2. **Task 1** (Listening and Speaking) comprises **Part I** and **Part II**.
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 I**.
6. The teacher indicates the end of **Task 1 Part I** and introduces **Task 1 Part II**.
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.

Part I

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 that happened and then ask you some questions about it”
(Teacher repeats)

On your way to school you meet a stranger who tells you not to go to school. The stranger promises to take you somewhere interesting. ***(Teacher repeats)***

1. What will you do? ***(Learner responds)***
2. What will you tell the stranger? ***(Learner responds)***
3. what will you tell your friends later in school about the stranger? ***(Learner responds)***
4. Why is it bad to follow advice from strangers? ***(Learner responds)***

Part II

The teacher tells the learner:

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

On Friday, Musa walked to a shop next to their house to buy a red pen. There were only black pens in the shop. Musa then went to a second shop across the road. There, he bought two red pens. ***(Teacher repeats)***

Now tell me,

1. How did Musa reach the shop next to their house? ***(Learner responds)***
2. What did Musa buy at the shop? ***(Learner responds)***
3. Why did Musa go to the second shop? ***(Learner responds)***
4. How do we know that Musa changed his mind at the second shop? ***(Learner responds)***

TASK 2: READING ALOUD

Instructions to the teacher

1. The teacher explains to the learner the expectations of **Task 2**.
2. Every 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.”*

There was excitement in the Grade Eight Classroom. The Learners¹⁰ were going to visit a national park the following day.²⁰ This was a trip they had been looking forward to³⁰ for a long time.

“Make sure you pack your lunch⁴⁰ early enough,” the teacher told them. “Nobody will be allowed⁵⁰ to buy food by the road,” she added.

The learners⁵⁰ continued talking about the trip. Each of them named the⁶⁰ animals they would like to see.

“I expect to see⁷⁰ all the animals except the Cheetah, “Juma said. He explained⁸⁰ that this animal was shy and was always hiding. It⁹⁰ only comes out at night to hunt.

Sarah said she¹⁰⁰ longed to see a lion chasing an antelope. The teacher¹¹⁰ heard them and reminded them to bring along their¹²⁰ cameras and take photos if they wanted to enjoy the¹³⁰ trip.

The following day at dawn, the learners got into¹⁴⁰ the bus one by one. The teacher wrote down¹⁵⁰ their names. At six o’clock sharp, the bus left. What an exciting day it would be! **(174 words)**

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