KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

TERM 3: SECOND ASSESSMENT 2026

GRADE 4 – ENGLISH COMPOSITION ACTIVITY

Time: 40 Minutes

LEARNER'S DETAILS

Name: _____. **SCHOOL** _____ _.

ASST/UPI Number: _____. **Date** _____ _.

Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

FOR EXAMINER'S USE

SECTION	% SCORE	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations	Assessor's Remarks
SCORE RANGE (Out of 20)		15–20	8–14	5–7	1–4	
LEARNER SCORE						
LEVEL		4	3	2	1	
TICK LEVEL		☐	☐	☐	☐	

Write an interesting story about:

MY PET

ANSWERS AND MARKING SCHEME
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EXPECTED COMPOSITION

Topic: MY PET

Sample Answer

My Pet

I have a lovely pet called Bruno. Bruno is a small brown dog that lives with us at home. He has a long tail, bright eyes and soft fur. He is very friendly and playful.

Every morning, I give Bruno food and clean water. I also take him outside to exercise. He enjoys running around the compound and playing with a ball. In the evening, I make sure that he has a clean and comfortable place to sleep.

Bruno is also very useful because he helps to guard our home. Whenever a stranger comes near our compound, he barks loudly. He is kind to all the members of our family and especially loves playing with me.

I love my pet very much because he is friendly, helpful and enjoyable to have around. I always take good care of him.

MARKING SCHEME – 10 MARKS

Area Assessed	Description	Marks
Relevance to the Topic	Composition is about **My Pet** and remains focused on the topic.	**2**
Content Development	Gives clear details about the pet, its appearance, care, activities and importance.	**3**
Organization	Has a clear beginning, middle and ending; ideas are arranged logically.	**2**
Grammar and Sentence Structure	Uses correct simple grammar, tense, punctuation and sentence construction.	**2**
Spelling and Vocabulary	Correct spelling and appropriate Grade 4 vocabulary are used.	**1**
TOTAL		**10**

PERFORMANCE LEVELS

EXCEEDING EXPECTATIONS – 9–10 MARKS

- Composition is fully relevant to the topic.
- Ideas are well developed.
- Clear beginning, middle and ending.
- Very good grammar and sentence construction.
- Few or no spelling and punctuation errors.

MEETING EXPECTATIONS – 7–8 MARKS

- Composition is relevant to the topic.
- Ideas are adequately developed.
- Organization is generally clear.
- Has minor grammar, spelling or punctuation errors that do not affect meaning.

APPROACHING EXPECTATIONS – 5–6 MARKS

- Contains some relevant ideas.
- Ideas are limited or not fully developed.

- Organization may be weak.
- Several grammar, spelling or punctuation errors are present.

BELOW EXPECTATIONS – 1–4 MARKS

- Little or no relevance to the topic.
- Composition is very short or incomplete.
- Ideas are poorly developed.
- Many grammar and spelling errors make the composition difficult to understand.

0 MARKS

- No attempt.
- Completely unrelated response.

DETAILED SCORING GUIDE

Score	Interpretation
10	Excellent composition with rich content, correct grammar and clear organization.
9	Very good composition with only minor errors.
8	Good composition with adequate details and generally correct language.
7	Satisfactory composition with a few important details missing.
6	Fair attempt with limited ideas and noticeable errors.
5	Basic attempt with weak organization and limited development.
4	Poor composition with very limited relevant content.
3	Very poor composition; ideas are unclear or poorly developed.
2	Minimal writing related to the topic.
1	Extremely limited response.
0	No attempt or completely unrelated response.

ASSESSOR'S RECORDING TABLE

Learner Score	Level	Performance
9–10	**4**	Exceeding Expectations
7–8	**3**	Meeting Expectations
5–6	**2**	Approaching Expectations
1–4	**1**	Below Expectations