KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

TERM 3: SECOND ASSESSMENT 2026

GRADE 6 – 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 ending with the following sentence:

…….that is the day I will never forget

ANSWERS AND MARKING SCHEME

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Marks: 20

COMPOSITION TASK

Write an interesting story ending with the following sentence:

"…that is the day I will never forget."

SAMPLE COMPOSITION

That Is the Day I Will Never Forget

It was a bright Saturday morning when I woke up feeling very excited. My parents had promised to take me to the town to buy new school shoes. I quickly took my breakfast, dressed up and waited for my father.

After a short while, we left home and travelled by bus. When we reached the town, the streets were very busy. My father held my hand tightly as we walked through the crowded market. We bought the shoes and some books before deciding to go home.

As we were walking back to the bus stop, I noticed an old man looking worried. He was searching through his pockets and looking around. I asked him what was wrong. He told us that he had lost his wallet, which contained money and important documents.

My father and I helped him look for the wallet. We searched near the shops and along the road. Suddenly, I saw something lying under a bench. I picked it up and discovered that it was the old man's wallet.

The old man was very happy when I gave it back to him. He thanked me and told me that my honesty had saved him from a lot of trouble. My father was also proud of me. On our way home, I felt very happy because I had helped someone in need.

When I reached home, I told my mother everything that had happened. She hugged me and encouraged me always to be honest and helpful. **That was the day I realised that even a small act of kindness can make a big difference. That is the day I will never forget.**

MARKING SCHEME – 20 MARKS

Area Assessed	Description	Marks
Relevance to the Topic	The story is interesting and develops towards the given ending. The final sentence is used appropriately.	**4**
Content and Development of Ideas	Clear characters, setting, events, problem/challenge, actions, climax and resolution are presented.	**6**
Organization and	The story has a clear beginning, middle and ending. Events	**4**

Coherence	follow a logical sequence.	
Grammar and Sentence Construction	Correct use of tenses, subject-verb agreement, sentence structure, punctuation and other grammatical forms.	**4**
Spelling and Vocabulary	Correct spelling and appropriate Grade 4 vocabulary are used.	**2**
TOTAL		**20**

PERFORMANCE LEVELS

LEVEL 4 – EXCEEDING EXPECTATIONS (15–20)

The learner:

- Writes a complete and interesting story.
- Remains focused on the given task.
- Develops ideas creatively and clearly.
- Uses appropriate characters, setting and events.
- Has a strong beginning, middle and ending.
- Uses mostly correct grammar and sentence structures.
- Uses appropriate vocabulary.
- Uses punctuation and spelling accurately.
- Ends the story naturally with the given sentence.

LEVEL 3 – MEETING EXPECTATIONS (8–14)

The learner:

- Writes a relevant story.
- Develops the main ideas adequately.
- Has a recognisable beginning, middle and ending.
- Events are generally arranged logically.
- Uses simple and understandable sentences.
- Has some grammar, spelling or punctuation errors.
- Uses appropriate vocabulary.

LEVEL 2 – APPROACHING EXPECTATIONS (5–7)

The learner:

- Gives a few relevant ideas.
- Story development is limited.
- Some events may not follow a clear sequence.
- Beginning or ending may be weak.
- Several grammar and spelling errors are present.
- Vocabulary is limited.
- The given ending may not be connected well to the story.

LEVEL 1 – BELOW EXPECTATIONS (1–4)

The learner:

- Writes very little.
- Gives few or unrelated ideas.
- Has poor story organization.
- Shows limited understanding of the task.
- Makes many grammar and spelling errors.
- Uses very limited vocabulary.
- May fail to use the required ending correctly.

0 MARKS

- No attempt.
- Completely unrelated response.
- No meaningful composition.

DETAILED SCORING GUIDE

Score	Description
19–20	Outstanding story with excellent development, creativity, organization and language use.
17–18	Excellent composition with well-developed ideas and very few errors.
15–16	Very good composition with clear organization and good language control.
13–14	Good composition with adequate content and generally correct language.
11–12	Satisfactory composition with relevant ideas but some weaknesses in development or language.
9–10	Fairly good attempt with basic organization and noticeable errors.
7–8	Limited but relevant composition with weak development and several errors.
5–6	Weak attempt with few ideas and poor organization.
3–4	Very weak composition with minimal relevant content and many errors.
1–2	Extremely limited response with little meaningful writing.
0	No attempt or completely unrelated response.

ASSESSOR'S RECORDING TABLE

Learner Score	Level	Performance
15–20	**4**	Exceeding Expectations
8–14	**3**	Meeting Expectations
5–7	**2**	Approaching Expectations
1–4	**1**	Below Expectations

Important marking note

Learners **do not have to reproduce the sample composition**. Any original story should receive appropriate marks as long as it develops the prompt meaningfully and ends with or appropriately incorporates:

"…that is the day I will never forget."