



# THE KENYA NATIONAL EXAMINATIONS COUNCIL

## SCHOOL BASED ASSESSMENT-2023

### Physical and Health Education

### Grade 4 (For learners with Physical Impairment)

#### PERFORMANCE TASKS (18 marks)

##### Instructions to the teacher

1. This is section B of grade 4 PHE 2023 SBA that consist of performance-based assessment tasks and the assessment of core competencies and core Values.
2. Section A (Written task) will be uploaded and administered later as per the circular to schools on the administration of 2023 SBA.
3. The assessment tasks are to be undertaken by **all** learners in Grade 4.
4. Tasks are structured as follows:

Task 1- Performance task: Bounce pass. (6marks).

Task 2- Demonstration of the core competency of Communication and Collaboration(3 marks).

Task 3- Performance task: First Aid: Control of Nose Bleeding. (6 marks).

Task 4- Demonstration of the value of responsibility. (3 marks).

5. Each learner is required to attempt **all** the tasks.
6. Learners with disabilities should be assessed using the adapted assessment tools. Teachers **may modify the adaptations suggested/Tasks** based on individual learner's needs but should not compromise the assessment of the outcome targeted.
7. Teachers in the school should collaborate where necessary to ensure successful administration of the assessment.
8. The teacher to:
  - a. Familiarize with the tool before administration.
  - b. Use the appropriate mode of communication when instructing the learner.
  - c. Guide and support the learner accordingly in the performance of all tasks.
  - d. Ensure that the assessment is done within the prescribed period.
  - e. Organize for advance provision of materials required for the assessment.
  - f. Use the available or improvised materials where necessary.
  - g. Always ensure the **safety** of each learner during the assessment.
  - h. Share and discuss the assessment instructions with learners so that they are aware of what is expected of them as far as performance of the assessment tasks is concerned.
  - i. Maintain evidence of each learner's performance in all the tasks for reference.

## **Guidelines for the adaptation of Performance-Based Assessment tasks for learners with physical impairment**

- i. Since physical impairment varies significantly from one learner to the other, the performance-based assessment tasks should be adapted and individualized as may be necessary.
- ii. Learners with Physical Impairment should be guided and supported appropriately during the performance of all the tasks.
- iii. Appropriate pairing of learners for the purpose of assistance, prompting, guiding, spotting, or offering any necessary support is encouraged and recommended.
- iv. Learners with Physical Impairment that do not limit their potential to perform the activities like peers who do not have impairment should perform the assessment activities and be assessed as, and with the peers who have no impairment.
- v. Appropriate/adapted/improvised/assistive technology, facilities and equipment required for the assessment should be availed to facilitate the performance of the assessment tasks.
- vi. Learners with Physical Impairment that limit their potential to perform the activities like peers who have no impairment, due to limitations such as weak limbs/limited functionality of limbs or missing limbs among others, should be allowed to use either the alternative parts of the body or assistive devices/technology to perform the assessment activities.
- vii. Teachers may modify the tasks to suit each learner with reference to curriculum outcome and learning experiences, and in the way learning and instructions for the skill being assessed was delivered to the learner.
- viii. Learners with impairment that impede performance of the assessment task even with adaptations or with the use of assistive devices/technology should be allowed to illustrate or articulate by explaining/describing verbally or non-verbally how the skill being assessed is executed: the process/procedure/steps followed when performing the skill including parts of the body and facility/equipment (where applicable) used when performing the task.
- ix. The explanations/descriptions/illustrations of the skill should be in line with the descriptors provided in the checklists against which marks are awarded.
- x. Assessment guidelines, checklists, scoring guides and assessment instructions provided should guide the teacher in assessing and rating the performance of such learners.

## Performance Tasks

This section consists of performance tasks. Learner's acquisition of Core Competency and demonstration of values is to be assessed as they interact with each other and as they perform the specified assessment tasks. All learners should undertake all the tasks given.

### Task 1 and 2: Bounce pass (6 marks) and Demonstration of the Core Competency of Communication and Collaboration (3 marks)

#### Instructions to the teacher:

##### The teacher to:

- i. Identify a safe area for performing the task.
- ii. Ensure **safety of all learners** as they perform the task.
- iii. Provide appropriate ball(s) /improvised ball(s) for performing the activity.
- iv. Organise the learners in appropriate pairs so that the one who is being assessed will perform the bounce pass to a partner.
- v. A peer teacher or any other authorised personnel could also be receiving the bounce pass from learners as the receiver.
- vi. Instruct members of the pair to maintain appropriate distance between them as they perform the pass.
- vii. Instruct learners to perform the bounce pass when ready.
- viii. Assess each learner individually.
- ix. Use the checklist provided to assess learner's competency in bounce pass and the demonstration of the core competency of communication and collaboration.
- x. Use the scoring guide provided to rate each learner's performance.
- xi. Learner(s) with disability should be guided / supported by peers/teachers/Teacher Aides or any other authorised personnel to undertake the task.

#### Checklist for assessing the learner's competency in performing bounce pass and demonstration of the Core Competency of communication and collaboration.

Task 1: Assessment of learner's competency in performing bounce pass			
Skills to be performed		Descriptors	marks
1	Stance	The learner to be in standing position with knees slightly bent and feet comfortably apart either at one level or one foot slightly ahead of the other	1
2	Grip	Ball is held at the chest level with open palms and fingers spread behind the ball	1
3	Release	Extending the arms and flick the wrist to release the ball	1
4	Focus	Focussing the eyes on the receiver	1
5	Ball bounce	Bouncing the ball at approximately $\frac{3}{4}$ of the distance between the one passing and the receiver	1
6	Follow through	Extending the arms fully towards the direction of throw/pass and stepping forward with the rear leg for stability if necessary	1
<b>Total</b>			<b>06</b>

<b>Task 2: Assessment of the Core Competency</b>		
<b>Core competency</b>	<b>Attributes</b>	<b>Marks</b>
<b>Communication and collaboration</b> ( <i>Observe manifestation of at least 3 attributes</i> )	<ul style="list-style-type: none"> <li>✓ Communicates effectively with or to others.</li> <li>✓ Asks questions for clarification.</li> <li>✓ Pays attention/listens to instructions.</li> <li>✓ Take turns in a communication or in the activity.</li> <li>✓ Can repeat instructions given to others in a logical manner.</li> <li>✓ Coordinates appropriately with the partner</li> </ul>	<b>(3)</b>

**Task 3 and 4: First Aid Skills-Controlling nose bleeding (6 marks) and demonstration of the value of responsibility (3 Marks)**

**Instructions to the teacher:**

**The teacher to:**

- i. Prepare safe and sufficient space for performance of the task.
- ii. Organize learners into appropriate pairs.
- iii. Give clear instructions on the activity to be assessed.
- iv. Ensure safety of all learners as they perform the task.
- v. Issue the necessary first aid materials/ improvised materials/ models of materials to the pair of learners performing the assessment activity.
- vi. Instruct the learners to perform a simulation of controlling nose bleeding in pairs: one to simulate the casualty while the other simulates the first aider. The paired learners will take turns to apply nosebleed control to each other.
- vii. Use the check list provided to assess the learner's competency in controlling nose bleeding and the demonstration of the value of responsibility.
- viii. Use the scoring guide provided to rate each learner's performance.

**Checklist for assessing learner's competency in controlling nose bleeding and demonstration of the value of responsibility.**

<b>Task 3: Assessment of First Aid Skills-Controlling nose bleeding</b>			
<b>Skill to be assessed</b>		<b>Skill description/ descriptors (To be simulated by the First Aider, who is being assessed)</b>	<b>Marks</b>
1	Preparation by the first aider	Washing of hands, wearing of gloves or any other appropriate protective action	1
2	Preparation of the casualty before first aid/Positioning of the casualty	Asking the casualty to sit/supporting the casualty to sit where there is free flowing fresh air.	1
3	Pinching of the casualty's nostrils.	Guiding the casualty sit with head slightly tilted forward and pinch the soft part of the nose with the thumb and the index finger/ or the first aider pinching the nose of the casualty appropriately	1
4	Breathing by the casualty	Guiding the casualty to breathe through the mouth	1
5	Cold compression	Performing a cold compression on the forehead of the casualty by running cold water on the forehead or placing an ice pack:- crushed and wrapped on a towel/ a piece of cloth dampened with cold water. (NB. This is a simulation and materials can be improvised)	1
6	Reassurance and disposal of the casualty	Encouraging/advising the casualty not to blow the nose and informing casualty that all is well. Releasing the casualty or taking the casualty for medical attention.	1
<b>Total</b>			<b>6</b>
<b>Task 4: Demonstration of the value of responsibility</b>			
<b>Core Value</b>		<b>Attributes</b>	<b>Marks</b>
	<b>Responsibility</b>  (Observe manifestation of at least 3 attributes )	<ul style="list-style-type: none"> <li>✓ Observes safety for self and others.</li> <li>✓ Empathises with the casualty and others.</li> <li>✓ Shows respect to teachers and peers.</li> <li>✓ Displays leadership and guidance skills.</li> <li>✓ Observes punctuality.</li> <li>✓ Always follows instructions and completes the assigned tasks effectively before, during and after the assessment</li> </ul>	<b>(3)</b>