



THE KENYA NATIONAL EXAMINATIONS COUNCIL



**USER GUIDE
FOR
THE MANAGEMENT AND ADMINISTRATION
OF
KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT
AND
KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT**

2025 EDITION

PREFACE

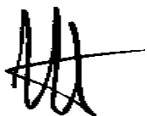
The Kenya National Examinations Council (KNEC) is mandated to undertake educational assessment at Basic Education level (KNEC Act, 2012; Basic Education Curriculum Framework, 2017). In line with the education reforms instituted by the Government of Kenya through the Ministry of Education (MoE), KNEC developed Competency Based Assessment Frameworks (CBAF) to support implementation of Competency Based Education (CBE).

To ensure that all stakeholders (candidates, heads of institutions, field officers, parents and other partners) involved in the management and administration of assessments are well guided and informed, KNEC issues guidelines to actualize the CBAFs. Subsequently, KNEC has developed the User Guide for Management and Administration of the Kenya Primary School Education Assessment (KPSEA) and the Kenya Junior School Education Assessment (KJSEA), to complement the Frameworks in place for the two assessments.

The manual aims to provide an all inclusive point of reference for management and administration of formative and summative assessments at Primary and Junior School levels of Basic Education, for Centre Managers, Supervisors, Invigilators and other field officers.

The User Guide has been developed in line with the practice as at the year of publication and any reviews to the contents herein shall be communicated through circulars, corrigenda and/or review of the document. It must therefore be read in conjunction with other regular communication to be issued by KNEC.

The Kenya National Examinations Council appreciates the role played by all the stakeholders, and is receptive to any feedback that is deemed useful towards effective and efficient management and administration of national assessments.



Dr. David Njengere, MBS

CHIEF EXECUTIVE OFFICER, KNEC

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ACRONYMS AND ABBREVIATIONS

ACC	Assistant County Commissioner
BECF	Basic Education Curriculum Framework
CA	Classroom Assessment
CBA	Competency Based Assessment
CBAF	Competency Based Assessment Framework
CBAF-EYE	Competency Based Assessment Framework for Early Years Education
CDE	County Director of Education
CIPU	Critical Infrastructure Protection Unit
DCC	Deputy County Commissioner
EMD	Education Officer Manning Distribution Centre
HoI	Head of Institution
ICT	Information, Communication and Technology
KEYA	Kenya Early Years Assessment
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute for Special Needs
KJSEA	Kenya Junior School Education Assessment
KNEC	Kenya National Examinations Council
KPSEA	Kenya Primary School Education Assessment
MLP	Monitoring of Learners' Progress
MoE	Ministry of Education
OMR	Optical Mark Reader
PSTR	Primary School Transition Report
QASO	Quality Assurance and Standards Officer
RDE	Regional Director of Education
SBA	School Based Assessment
SCDE	Sub County Director of Education
SCXO	Sub County Examination Officer
SNE	Special Needs in Education
SCPC	Sub County Police Commander
SYR	School Year Report
TSC	Teachers Service Commission
TSC CD	TSC County Director
TSC RD	TSC Regional Director
TSC SCD	TSC Sub County Director

OPERATIONAL DEFINITION OF TERMS

Achievement:	Measure of a learner's ability to demonstrate knowledge, skills and attributes related to grade or level learning outcomes in a learning area or subject.
Age-Based Curriculum Pathway:	A curriculum for regular learners and learners with disabilities who follow the regular curriculum adaptation.
Assessment:	A process where a variety of methods are used to measure and document learning progress, acquisition of skills or educational needs of learners. It can also be defined as a process of finding out what learners know, understand and/or are able to do in regard to specific curriculum learning outcomes using a variety of methods.
Assessment Number:	A unique number that identifies a learner under Competency-Based Assessment. It is an auto generated number once a learner is successfully registered in the KNEC CBA portal.
Assessment Tools:	Instruments used by teachers and educators to gather information about a learner's achievement. Examples of assessment tools are: assessment rubrics, questionnaires, debates, portfolios, tests, quizzes, laboratory demonstrations, learner's profiles and anecdotal notes.
Authentic Assessment:	A form of assessment in which learners perform real - life tasks that demonstrate application of knowledge and skills.
Classroom Assessment:	Activities carried out during instruction to determine the level of achievement of the learning outcomes. The assessment is diagnostic in nature; it is used to establish the level of learner's acquisition of expected learning outcomes so as to inform the teaching and learning process.
Competency:	A combination of knowledge, skills and attitudes needed to perform a specific task.
Competency Based Assessment:	A process of determining the capability of a learner to apply knowledge, skills and attitudes to successfully perform tasks in a particular setting.
Formative Assessment:	A type of assessment used to determine learners' level of acquisition of skills, knowledge and attitudes during the learning process.
Functional Assessment:	An evaluation that helps identify a learner's ability, and the level of support and resources required.
General Learning Outcomes:	Statements that identify what learners are expected to know and be able to do upon completion of study in a learning area or subject. They are overarching statements about what learners are expected to learn in each strand.

Grade:	Summative evidence of learners' achievement of the learning outcomes to determine a progress report in form of a letter or numerical grade.
Learners' Progress Record:	A record of classroom assessment accumulated over time that supports decisions made about learner's performance.
Learners with Special Needs in Education:	Learners with identified disabilities, health conditions, difficulty circumstances or special abilities requiring early intervention, special education or other specialized services and support.
Learning Area:	A major area of knowledge, skills and attitudes into which the curriculum is organized.
Portfolio:	A systematic purposeful collection of a learner's work created over time in response to specific learning outcomes.
Primary School Transition Report	An achievement report prepared by the teachers on learners' assessment on transition from one level to another.
Rubric:	An assessment tool that includes a set of criteria, performance levels and descriptors for a given task.
Specific Learning Outcomes:	Statements that identify the specific skills, attitudes and knowledge learners are expected to attain by the end of a given sub strand. They are statements that identify what learners are expected to know and be able to do at a particular grade level.
Summative Assessment:	A type of assessment used to find out a learner's level of acquisition of skills, knowledge and attitudes at the end of specific period of learning.
School Based Assessment:	An assessment which is carried out during the teaching and learning process using standardized and non-standardized tools. The purpose is to measure and enhance achievement of competencies at the various levels.
School Year Report:	A comprehensive annual progress report for the learner that contains qualitative and quantitative information for each learning area and other aspects of learning, including values and participation in community service learning.
Stage-Based Curriculum Pathway:	Curriculum for learners with intellectual and developmental disabilities, autism, deaf blindness and multiple disabilities. It is divided into foundation, intermediate, pre-vocational and vocational levels.
Strand:	A major area of knowledge, skills and attitude into which the curriculum is organized.
Sub-strand:	A smaller area of knowledge skills and attitude within a strand.

1.0 REGISTRATION OF ASSESSMENT CENTRES AND LEARNERS

1.1 Procedure for registration and coding of institutions (Assessment Centres)

- 1.1.1 Institutions wishing to be considered for registration as KNEC assessment centres shall apply to KNEC through their respective Sub-County Directors of Education (SCDE), submitting the following documents:
- i) Valid provisional or full Certificate of Registration issued by the County Education Board;
 - ii) Application form downloaded from KNEC website www.knec.ac.ke, dully filled by the headteacher.
- 1.1.2 Head teachers of new schools wishing to enrol learners for Kenya Early Year Assessment (KEYA) will be required to apply to KNEC through the Sub County Director of Education (SCDE) for coding of the schools and activation into KNEC data base as assessment centres.
- 1.1.3 The SCDE shall assign the institution a code and forward the application to KNEC for inspection/ uploading and activation of the new school details into KNEC portal (**www.cba.knec.ac.ke**).
- 1.1.4 The headteacher shall confirm the activation of the school code (Assessment Centre number) on the KNEC CBA portal by using the school code as a user name and password. Headteachers are encouraged to change the password upon confirmation of registration of the school.
- 1.1.5 Schools which will not meet the requirements will have their learners hosted by nearby approved assessment centers as advised by the SCDE.
- 1.1.6 KNEC will inspect assessment centers from time to time to ascertain their preparedness for administration of KNEC assessments.
- 1.1.7 Schools with Integrated programmes or Special Units for learners with Special Needs in Education (SNE) shall use the codes of their host schools to register learners during national assessments in the appropriate

curriculum pathway. This implies that a school can register learners in both two pathways.

- 1.1.8 All schools with less than 30 candidates will be hosted by schools with 30 candidates and above during the conduct of KPSEA and KJSEA. The host and the hosted schools shall be within the same zone and served from one distribution point (container). Special schools are however exempted from this rule.
- 1.1.9 Assessment centres with less than five (5) learners will not be allowed to register learners for KPSEA or KJSEA. Such centres shall liaise with their respective SCDEs to identify nearby approved assessment centre for registration of their candidates for National assessments.

2.0 REGISTRATION AND CODING OF STORAGE FACILITIES (DISTRIBUTION CENTRES)

- 2.1 To ensure adequate security of the assessment materials, centralized storage and distribution points (containers) have been installed by KNEC at the Deputy/ Assistant County Commissioners' premises.
- 2.2 The Sub County Director of Education shall ensure that all Assessment Centers are aligned to the nearest Distribution Centre (Container).
- 2.3 Sub County Directors of Education for the newly created Sub-Counties shall submit the following documents to KNEC to facilitate installation of containers:
 - 2.3.1 Application letter;
 - 2.3.2 Gazette notice on creation of the new Sub County;
 - 2.3.3 List of Assessment Centers to be served from the new distribution center (container).

3.0 REGISTRATION OF LEARNERS FOR FORMATIVE/SCHOOL BASED ASSESSMENTS

Learners are expected to register for KNEC formative assessments at Grade 3 and Grade 7 as follows:

3.1 Registration in Primary School

For primary level, all learners MUST be registered at Grade 3, to acquire their Assessment Number, which will be used to identify learners and link them to their biodata and School Based Assessment (SBA) scores throughout their Basic Education.

3.1.1 The registration shall be done **online**.

3.1.2 The following instructions will guide the registration of learners at grade 3:

- i. The headteacher shall use learner's birth certificate issued by the Director Civil Registration Services to capture the learners' biodata.
- ii. Parents/guardians' National Identification numbers will be captured for the purpose of tracking the learner and avoiding double registration.
- iii. Heads of Institutions (HoIs) will log onto the KNEC portal: www.cba.knec.ac.ke platform using the school/center registration username and password as provided by KNEC, and enter their learners' details.
- iv. The registration system will auto-generate an Assessment Number for each learner.
- v. Learners with the following categories of special needs may be registered under the Age Based Curriculum:
 - a. Visual Impairment - low vision and blind;
 - b. Hearing impairment– hard of hearing and deaf;
 - c. Physical Impairment - mild cerebral palsy, epilepsy, amputees, malformed limbs among others.
- vi. The headteacher MUST issue a **Registration Slip** and sensitize the learners and parents/guardians on the importance of the Assessment

Number since it shall be used to track learners from Grade 3 to the end, at Grade 12.

- vii. During the registration of learners at Grade 3, headteachers will be allowed to edit the registration data of the learners, add or delete a learner from the portal.

3.2 **Registration in Junior School**

3.2.1 A fresh registration shall be done at the point of entry into **Junior School at Grade 7**, using learners' details as they appear in their KPSEA reports. The learners' biodata shall be carried forward to Grades 8 and 9 in Age-Based Curriculum Pathway.

3.2.2 All learners **MUST** have KPSEA Performance Report in order to register in Junior school.

3.2.3 Registration shall be done **online**.

3.2.4 At Junior School, biodata amendment shall only be done by KNEC upon receipt of a request from the school. The request must be accompanied by supporting documents from the parent/guardian.

4.0 **REGISTRATION OF CANDIDATES FOR SUMMATIVE ASSESSMENTS**

4.1 For KNEC to administer summative assessments in an Assessment Centre, centres will be required to register their learners **afresh** as candidates for KPSEA (at the beginning of the year when they join Grade 6) and KJSEA (at the beginning of the year when they join Grade 9).

4.2 Registration will be done through the KNEC **online** registration system, in the CBA portal. KNEC will issue circulars at the commencement of each assessment cycle.

4.3 Strict timelines will apply during registration of learners for KPSEA and KJSEA.

4.4 Heads of Institutions (HoIs) shall be held solely responsible for **accurate** and **timely** registration of their candidates, and non-adherence to this will

be treated as an assessment malpractice, whose handling shall be guided by the KNEC Act (2012) and the prevailing Rules and Regulations.

- 4.5 HoIs shall therefore be required to verify the accuracy of the biodata of all their registered learners. Any amendments post the registration period will attract a penalty, to be determined by the Council.
- 4.6 The Government of Kenya will meet the cost of the assessment for all its citizens. Non-citizen candidates will be required to pay assessment fees, to be determined by the Council.

5.0 REGISTRATION OF CANDIDATES FOLLOWING THE STAGE BASED CURRICULUM

- 5.1 Learners following the **Stage Based pathway** will be registered at Foundation, Intermediate or Pre-Vocational levels and may include those with the following severe/profound disabilities, that inhibit them from coping with learning under the age-based pathway:
 - 5.1.1 Intellectual Disabilities;
 - 5.1.2 Deaf-Blindness;
 - 5.1.3 Severe Autism;
 - 5.1.4 Multiple Handicaps;
 - 5.1.5 Severe Cerebral Palsy;
 - 5.1.6 Any other profound disabilities, as may be identified.
- 5.2 Such learners may join the system at any of the three levels, as guided by the Functional Assessment Reports by the Educational Assessment Resource Centres (EARCs) and/or the Kenya Institute for Special Needs (KISE).
- 5.3 Learners' readiness for the **summative** assessments will be determined by their teachers, who will register them either for the Kenya Intermediate Level Education Assessment (KILEA) or Kenya Pre-vocational Level Education Assessment (KPLEA).

- 5.4 Upon successful login, the head of institution of the special school/ special unit shall upload the learners' details (bio-data), including the required details on the learner's special needs.
- 5.5 The registration system will auto-generate an Assessment Number for each learner.
- 5.6 The HoI is expected to issue a registration slip and inform the learners and their parents/guardians on the importance of the Assessment Number which shall be used to track learners from the Foundation, Intermediate, Pre-vocational and Vocational Levels of the Stage Based Curriculum Pathway.

6.0 GENERAL INSTRUCTIONS ON REGISTRATION OF CANDIDATES

- 6.1 KNEC shall issue circulars regarding registration of learners / candidates as the need may be.
- 6.2 Registration of learners/candidates for all KNEC formative and summative assessments shall be done **online**, and in adherence to the the provisions of Sections 25, 26 and 29 of the *Data Protection Act of 2019*. As such, all Centre Managers will therefore be expected to:
 - 6.2.1 seek consent of the parents/guardians of the learners/candidates during collection of personal data;
 - 6.2.2 inform parents/guardians that the data collected will be solely used for purpose of conducting the assessment, and that KNEC will adhere to all the regulations and requirements to ensure data protection.
- 6.3 All HoIs are expected to download the nominal rolls, verify their accuracy and have the learners/candidates or their parents/guardians sign as proof of verification of accuracy. In case a learner is duplicated, the HoI shall delete the duplicated entry.

- 6.4 Other key details that must be confirmed include:
- 6.4.1 The **status** of citizenship of the learners that must be captured as either **citizen** or a **non-citizen**.
 - 6.4.2 The **Religious Education option** undertaken by the learner, to be indicated as either:
 - 6.4.2.1 **CRE** – for the Christian Religious Education (CRE) subject;
 - 6.4.2.2 **IRE**– for Islamic Religious Education (IRE) subject;
 - 6.4.2.3 **HRE**– for Hindu Religious Education (HRE) subject.
- NOTE:** *This is the Religious Education Subject option that the learner opts to sit for the assessment and not necessarily the religion professed by the learner.*
- 6.4.3 **Gender** code of the learner, indicated as “**M**” for male and “**F**” for female and “**I**” for those who prefer not to declare.
 - 6.4.4 The candidates will sign the nominal rolls and other accountability documents after confirming accuracy of the data.
 - 6.4.5 In line with the Ministry of Education policy on transition, all learners following the age based pathway shall transit to the next Grade /level. However, cases of learners with medical conditions that inhibit progression to the next grade/level shall be brought to the attention of KNEC through the SCDE.
 - 6.4.6 In case of learners not registered at Grade 3, the centres will write to KNEC through their SCDEs, requesting for late registration of the learners at subsequent stages, at a penalty to be determined by the Council.
- 6.5 Headteachers, learners, parents/guardians can confirm details on registration for Grades 4, 5 and 6 (KPSEA), 7, 8 and 9 (KJSEA) as well as Intermediate Level assessments (KILEA) and prevocational Level assessments (KPLEA) from the KNEC CBA portal, cba.knec.ac.ke.

7.0 REGISTRATION MALPRACTICES

The following will be deemed as registration malpractices:

- 7.1 Double Registration of Learners;
- 7.2 Registration of a learner using names that are not in the Birth Certificate;
- 7.3 Transferring or accepting learners from schools without following due Transfer process;
- 7.4 Non registration of learners who are already enrolled in respective grades;
- 7.5 Failure to register Special Needs learner in their correct pathway;
- 7.6 Withholding a learner's Assessment Number.

8.0 ADMISSION OF LEARNERS FROM OTHER EDUCATION SYSTEMS INTO COMPETENCY BASED EDUCATION SYSTEM

- 8.1 Learners joining the Competency Based Education (CBE) system at levels that are above Grade 3 will be required to seek guidance from KNEC on assessment matters before joining the system, for appropriate advice on eligibility, placement, acquisition of Assessment Numbers and SBAs.
- 8.2 Learners transferring from other education systems who wish to join Kenyan CBE system shall apply for verification/equation of their qualification/certification by KNEC. Such requests shall be lodged online, through *qmis.knec.ac.ke*.

9.0 TRANSFER OF LEARNERS

- 9.1 Transfer of learners shall be done by Heads of Institutions, in liaison with SCDEs, and will be admissible in Grade 3, 4, 5, 7 and 8, as well as all the four levels of the Stage-Based Curriculum Pathway. Transfers shall NOT be allowed after registration for the summative assessments (KPSEA and KJSEA), except in very special

circumstances, to be considered on merit, to be determined by KNEC. Such transfers shall attract a penalty, to be determined by KNEC.

- 9.2 The procedure for transferring learners shall be as follows:
- 9.2.1 A learner shall obtain a release letter from the head of the institution where she/he was learning. The letter **MUST** provide the learner's Assessment Number and name as it appears in KNEC registration database;
 - 9.2.2 The receiving head of institution will write an acceptance letter to the SCDE acknowledging acceptance of the learner;
 - 9.2.3 The SCDE will log onto the KNEC portal: www.cba.knec.ac.ke using the Sub-County log-in CP₂ credentials to effect the transfer of the learner.

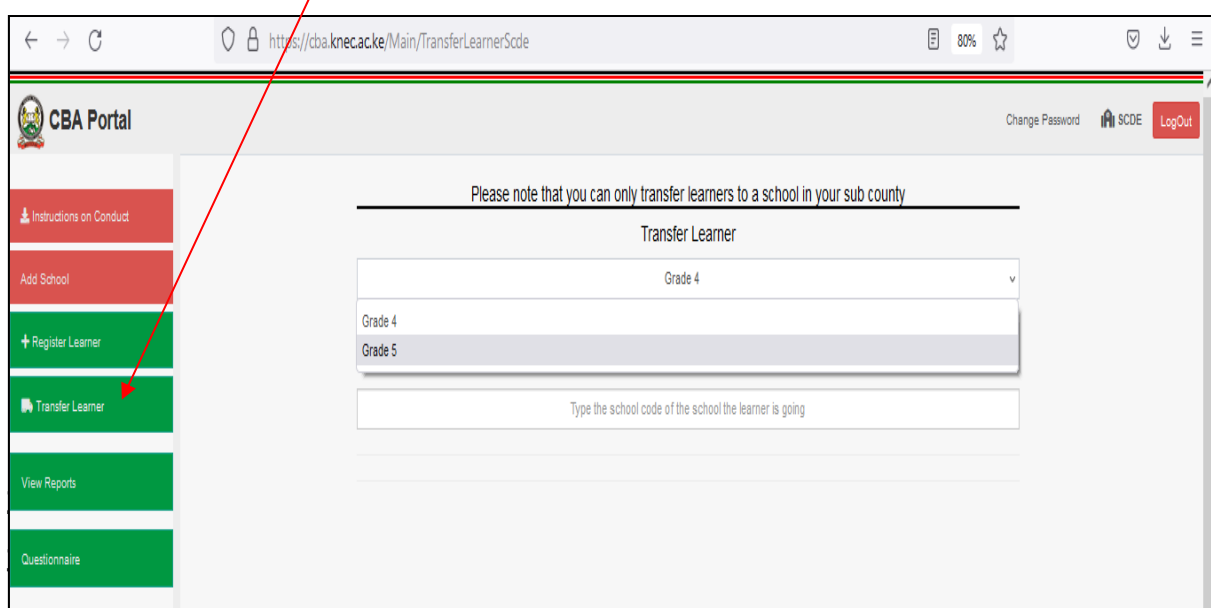
9.3 If a learner was never registered for Junior School at Grade 7, the school will not be able to view the learner for transfer.

9.4 Figure 1 provides illustrations of the online interface for transfer of learners by SCDEs.

User Manual for Transfer of a Learner

a) How to find learner details for transfer to another school

1. Click the  button to view the interface below for Transfer.



Please note that you can only transfer learners to a school in your sub county

Transfer Learner

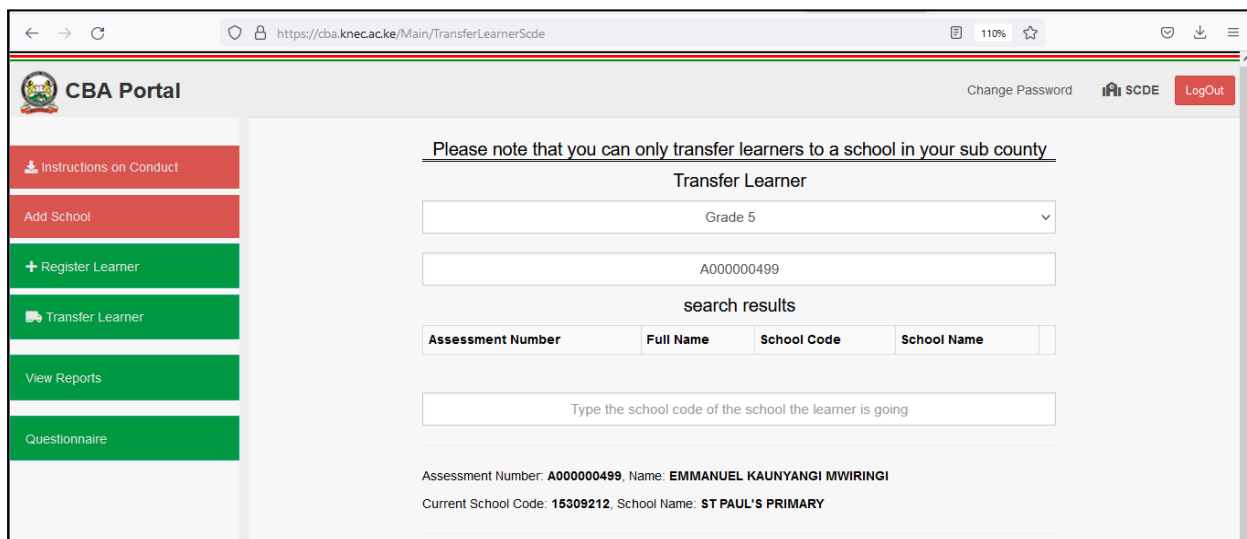
Grade 4

Grade 4

Grade 5

Type the school code of the school the learner is going

Figure 3: Searching Learner details for transfer
b. How to transfer a learner to a new school.



1. Type the school code of the school where the learner is going.
2. School details shall be displayed as shown in the figure below.
3. Click the **Select** button to view the **Transfer Learner** button.

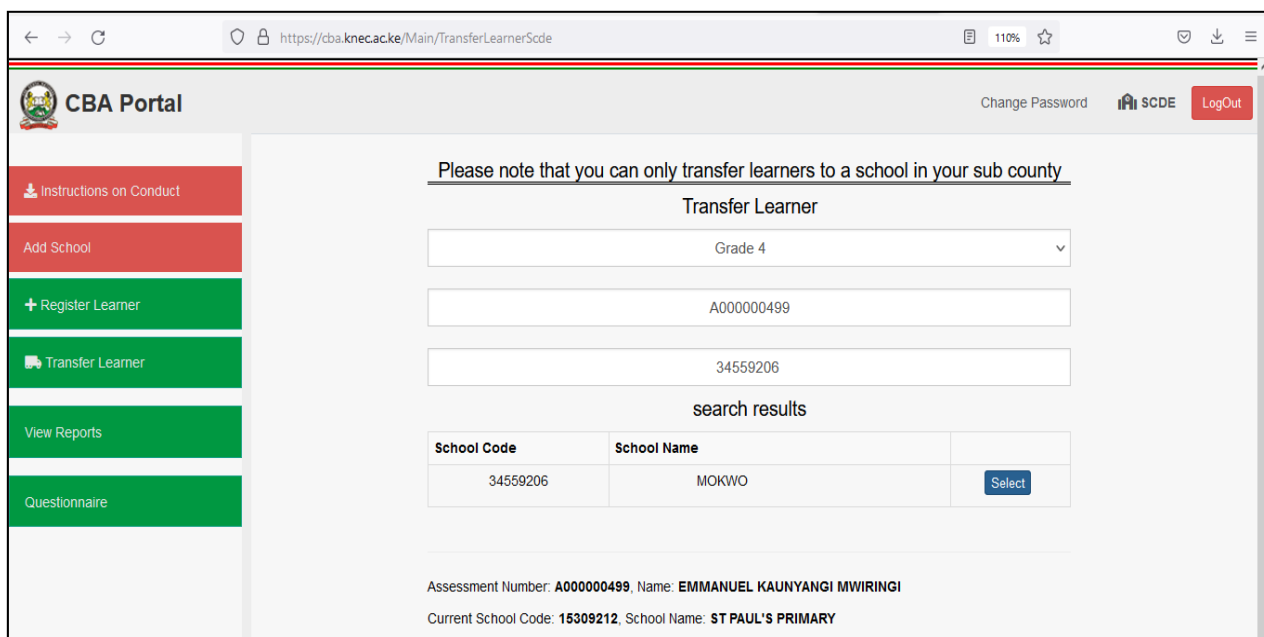


Figure 4: Searching School details where the learner is going

4. Click the **Transfer This Learner** in figure 5 below.

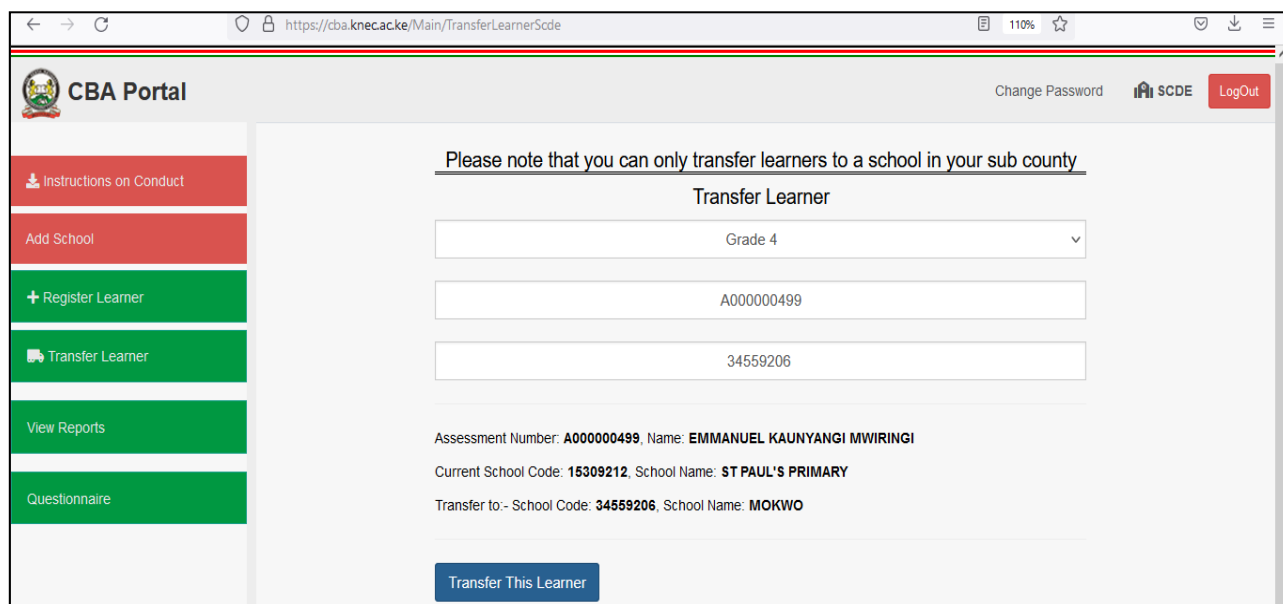


Figure 5: Transfer Learner

The learner will be transferred to the new school automatically.

The system will show this message if the transfer is successful.

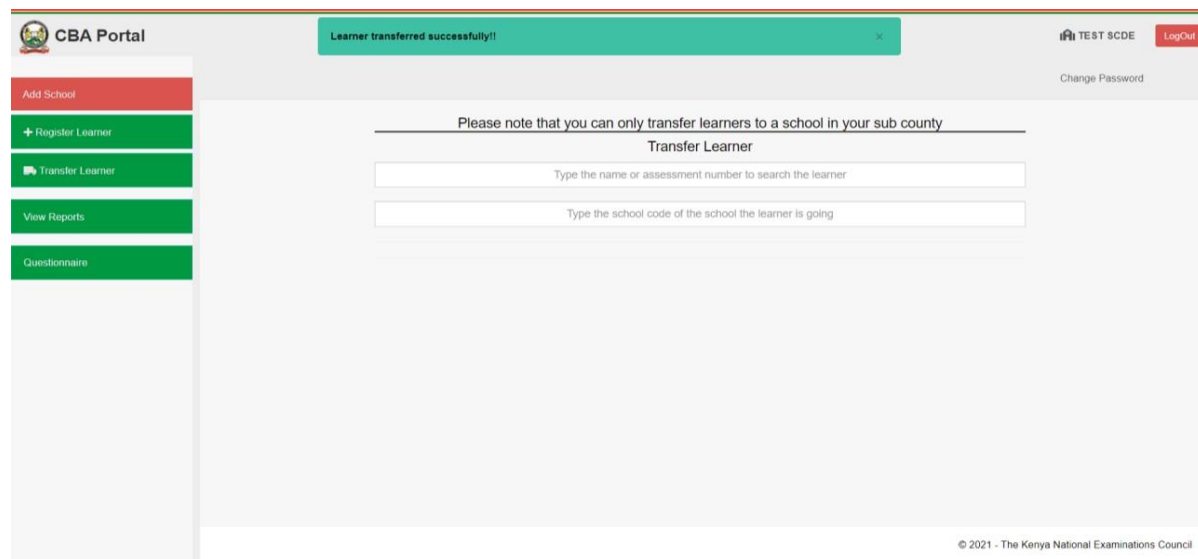


Figure 6: Successful Transfer of a Learner

9.4.1 The HoI receiving the learner shall log into the KNEC portal: www.cba.knec.ac.ke using the school log in credentials, and search for the learner using the Assessment Number provided. Once the learner is found, the HoI shall make a transfer request. The system will prompt the HoI releasing the learner to either accept or decline the transfer. Acceptance will automatically transfer the learner to the new school. If the HoI declines, the system will prompt the headteacher to specify the reason(s) for declining the transfer request. The learner or the receiving HoI will follow up with the SCDE for further guidance.

9.4.2 Figure 2 provides screenshots of the user manual for transfer by headteachers.

User Manual for Transfer of a Learner by schools

a) How to Transfer / Add learner(s) from Another school

1. To register learner(s) from other schools, click

Add Learner from Another School (transfer)

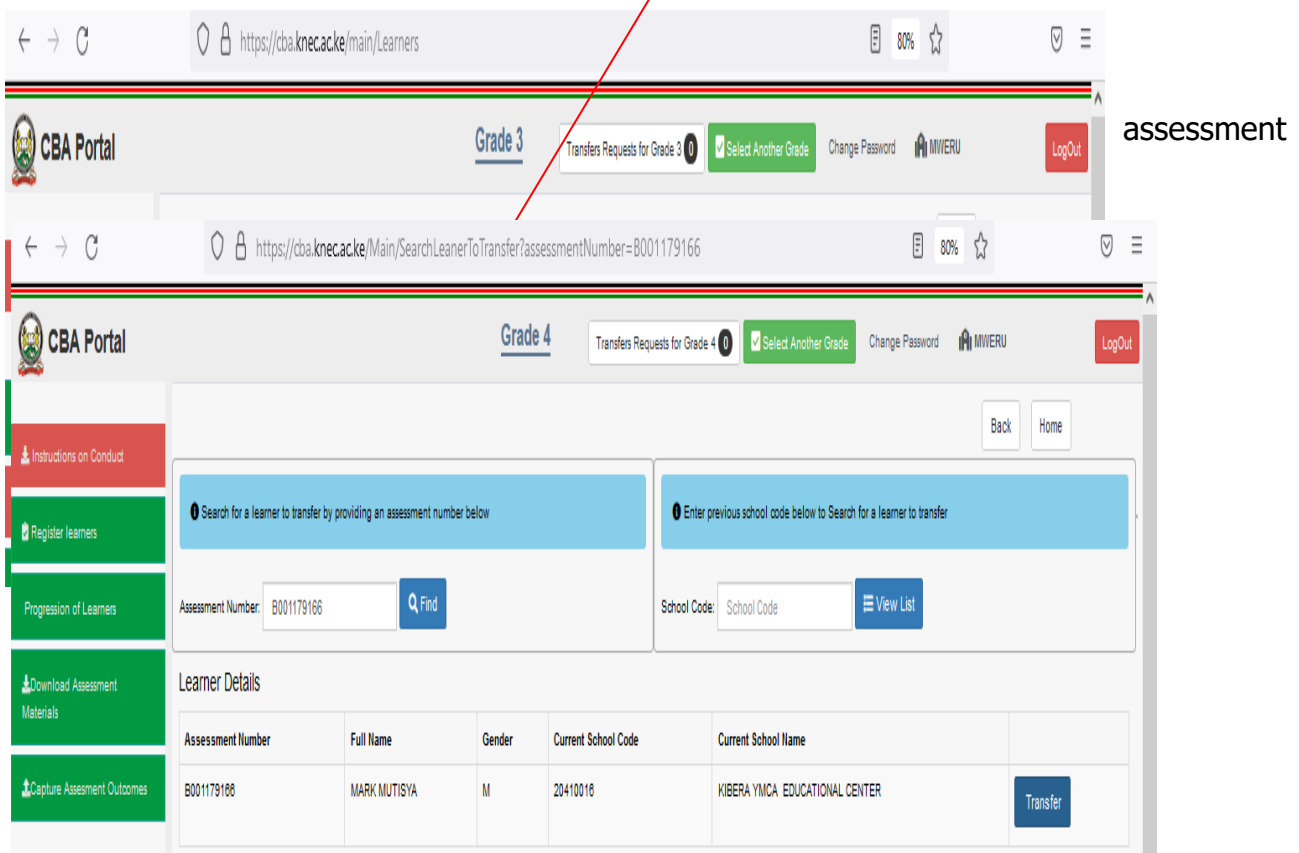


Figure 8: Search/ Find and Transfer Learner using Assessment number

If the learner Assessment number is not known, use the school code for the previous school to search for the learner and acquire the Assessment number as shown below.

#	Assessment Number	Full Name	Gender
11	B001179220	BILLIAD CLEOPHAS	M
12	B001174874	LEWIS NGUGI	M
13	B001179084	MARGARET WARINGA	F
14	B001177380	ROSA NYABONYI	F
15	B001175098	HOPELYN WAIRIMU	F
16	B001174956	EMMANUEL NDAMBUKI	M
17	B001179106	MARK MUTISYA	M
18	B001178379	EVANS ODHIAMBO	M
19	B001174918	VIRGINIA ATIENO	M
20	B001179141	DENNIS KIANGA	M

3. View learner details and click the Transfer Button.
4. The headteacher at the school where the learner is currently registered will be prompted to accept/ decline the transfer request.

b. Accept / Decline Transfer requests

1. Requested transfers for learners to other schools shall be viewed under the **Transfer Requests for the specific grade / Level** button as shown below.

Figure 10:

Transfer Requests

2. To **accept transfer** of a learner to another school, click '**ACCEPT**' button. Learners whose transfer has been accepted shall automatically be removed from the current school list and transferred to the other school.
3. To **decline transfer** of a learner to another school, click '**DECLINE**' button and you will be prompted to select/ specify the reason for declining.
4. Schools may follow up with the SCDE to resolve issues on declined transfers.

10.0 GENERAL INFORMATION ON SCHOOL BASED ASSESSMENTS (SBAs)

- 10.1 KNEC shall issue a circular to all heads of institutions and Sub County Directors of Education indicating the dates when School Based Assessments (SBAs) will be carried out.
- 10.2 The assessment tools shall be developed by KNEC and uploaded on the CBA portal: www.cba.knec.ac.ke.
- 10.3 The assessment may be administered using the traditional pen and paper, or e-assessment, using digital devices.
- 10.4 Using the school username and password, the headteacher will log into the KNEC portal (www.cba.knec.ac.ke) and download the assessment tools, where the learners have to use pen and paper.
- 10.5 The Head teacher shall ensure that there is secure storage of the assessment tools before handing them over to the subject teacher.
- 10.6 The assessment tools shall be handed over to the subject teacher on the day of the assessment as per the assessment guide, to administer to learners.
- 10.7 For e-assessment, the learners will login using their Assessment Numbers as username and password to access the assessment tools.
- 10.8 Upon completion of the assessment, the headteacher shall organize for the scoring and uploading of the learners' scores by the subject teachers in line with specific instructions provided.
- 10.9 The headteacher shall ensure that:

- 10.9.1 teachers appropriately use the school systems to track learners' achievement;
 - 10.9.2 progress reports are prepared within the acceptable timeframes;
 - 10.9.3 feedback is provided to the learners and their parents/guardians.
- 10.10 SBAs should guide school based intervention strategies for learners requiring more time and support to complete the assessments, especially learners with special needs and disabilities.
- 10.11 The evidence on the learner's performance shall be captured and maintained on assessment records.
- 10.12 SBAs shall be reported to the learner and parent/guardian using the School Year Report (SYR) at the end of each Grade.
- 10.13 School Based Assessments shall contribute to reporting on the learner's achievement at KPSEA and KJSEA.
- 10.14 All learners **must** therefore undertake SBAs at each grade.

11.0 GENERAL INFORMATION ON SUMMATIVE ASSESSMENTS

- 11.1 Summative Assessment shall be administered at the end of **Grades 6** and **9** to establish what a learner knows and can do with respect to the specified curriculum learning outcomes. The summative assessment administered by KNEC at the end of Grade 6 is referred to Kenya Primary School Education Assessment (**KPSEA**) while summative assessment administered by KNEC at the end of Grade 9 is referred to Kenya Junior School Education Assessment (**KJSEA**), for learner following the Age- Based Curriculum.
- 11.2 The summative assessment at the Intermediate Level is referred to as Kenya Intermediate Level Education Assessment (**KILEA**) while the summative assessment at the Prevocational Level is referred to as Kenya Prevocational Level Education Assessment (**KPLEA**) in the Stage- Based Curriculum.

- 11.3 Summative assessments aim at:
- 11.3.1 assessing mastery of competencies and readiness of learners to transit to the next level;
 - 11.3.2 providing feedback to stakeholders which includes learners, parents/guardians, teachers, curriculum developers and implementers on the learning progress for decision making;
 - 11.3.3 provide basis for early identification and nurturing of individual talents and areas of interest; and
 - 11.3.4 inform policy on required interventions at Upper Primary and Junior School levels of education.
- 11.4 **KPSEA** shall comprise the work covered by the learners in Grades 4, 5 and 6. The assessment shall be in the form of Multiple-Choice Questions (MCQs). Learners following the Age-Based Pathway shall use personalized Optical Mark Reader (**OMR**) forms to shade their answers.
- 11.5 **KJSEA** shall comprise the work covered by the learners in Grades 7, 8 and 9. The assessment shall comprise of both Multiple-Choice Questions (MCQs) and structured questions. Learners shall use personalized Optical Mark Reader (OMR) forms to shade their answers for MCQs and personalised answer sheets for the structured questions.
- 11.6 KILEA and KPLEA aim to:
- 11.6.1 assess mastery of competencies and readiness of learners to transit either to the next level or exit formal education;
 - 11.6.2 provide feedback to stakeholders which includes learners, parents/guardians, teachers, curriculum developers and implementers on the learning progress for decision making;
 - 11.6.3 provide basis for early identification and nurturing of individual talents and areas of interest;
 - 11.6.4 inform policy on required interventions at the Pre-vocational and Vocational levels of education.

- 11.7 During assessment the HoI shall:
- 11.7.1 ensure that in each of the learning areas, learner's scores are uploaded as per the guidelines provided by KNEC during the assessment;
 - 11.7.2 maintain Learner's Progress Record as evidence on the learner's performance in classroom assessments;
 - 11.7.3 report learner's assessment progress to the learner and parent/guardian using the School Year Report (SYR) at the end of the year; and
 - 11.7.4 disseminate information on the conduct of the Assessment to the learner, parent/guardian.
- 11.8 Learners following the Stage-Based Curriculum Pathway will be assessed using performance-based tasks and will not be subjected to written tasks. They will be assessed directly as they perform the tasks.
- 11.9 The administration of the Stage-Based Curriculum Pathway assessments, marking, scoring and uploading of scores for formative and summative will be carried out by the subject teachers. KNEC will upload the advance instructions on the arrangements required before assessment of intermediate level summative assessment.
- 11.10 The Kenya Intermediate Level Education Assessment (KILEA) and Kenya Pre-Vocational Level Educational Assessment (KPLEA) will be an accumulation of a learner's performance in School Based Assessment and Summative Assessment.
- 11.10.1 School Based Assessment will contribute 60%.
 - 11.10.2 Summative Assessment at the end of Intermediate Level will contribute 40%.
- 11.11 A learner must at least have done one SBA and sat for summative assessment before progressing to the next vocational level.

11.12 In supporting learners with special needs and disabilities both at the Age-Based and Stage-Based Pathways, the HoIs should ensure the following is adhered to during assessment:

- 11.12.1 For Stage-Based Curriculum Pathway the assessment should be administered in small groups or individually in separate rooms;
- 11.12.2 Learners must be provided with safe, secure and conducive environment during assessment, free from distraction or other conflicting stimuli; with an allowance for preferential seating arrangements;
- 11.12.3 Assessments are conducted in familiar environments to reduce anxiety;
- 11.12.4 Adequate space and lighting in the assessment area especially for learners with low vision;
- 11.12.5 Materials, tools and equipment must be placed in a familiar place, consistently to make it easy for learners to find them during assessment;
- 11.12.6 Provision of adjustable work surfaces and adapted furniture for learners with physical impairments;
- 11.12.7 Provision of the assessment tools in accessible format for learners with visual impairment (appropriate print type and size or braille);
- 11.12.8 Learners using braille machines (touch readers) should be seated in a room of their own with an invigilator. However, learners with low vision or hearing impairment should be together with other learners;
- 11.12.9 Letters authorizing extra time and support where necessary for learners with special needs and disabilities (visual impairment, hearing impairment and intellectual disabilities) shall be issued by KNEC to the supervisor before the start of the assessment;

- 11.12.10 The assessment for the learners should be started at the same time with all the other learners; supervisors **should not allocate extra time** to the learners unless advised by KNEC in writing.
- 11.12.11 For candidates using Brailles, after each assessment session, the Braille answer scripts should be collected, counted, packed separately and handed over to the Centre Manager who will forward to the education officer at the distribution centre for safe storage and who will eventually transfer to KNEC. Extra care should be taken when handling the braille answer sheets;
- 11.12.12 Learners who require any special assistance during assessment and not captured by the school during registration should be brought to the attention of the Chief Executive Officer, KNEC for further guidance and direction.

12.0 SUPPORT TO LEARNERS WITH SPECIAL NEEDS IN THE AGE-BASED CURRICULUM PATHWAY

- 12.1 Heads of Institutions with learners with special needs and disabilities who require special considerations during the KPSEA and KJSEA assessments shall communicate to KNEC at the close of registration period and attach the following documents:
 - 12.1.1 A recent medical report from a qualified medical practitioner;
 - 12.1.2 Headteacher report detailing the nature of disability and the special consideration required during the assessment;
 - 12.1.3 A full size photograph showing the nature of disability where applicable;
 - 12.1.4 A Functional assessment Report from the EARC/ CSO-SNE.
- 12.2 Upon receipt of the documents, KNEC will verify the documents submitted and prepare assessment schedule for such learners where applicable with

a view to determining the appropriate support to be provided to each learner during the assessment.

- 12.3 Learners in the Stage-Based Curriculum Pathway are exempted from above procedure because their assessment is performance based and will be administered and scored by the classroom teachers.

13.0 TIME TABLES

The KPSEA, KILEA, KJSEA and KPLEA timetables shall be prepared and uploaded onto the KNEC website www.knec.ac.ke for the schools to download. The HoIs will be expected to download and bring it to the attention of the learners and teachers.

14.0 RECRUITMENT AND DEPLOYMENT OF PERSONNEL INVOLVED IN THE CONDUCT OF THE SUMMATIVE ASSESSMENT

- 14.1 The supervisors and invigilators involved in the conduct of the summative assessments should be serving teachers of high integrity, employed or registered by TSC. The headteachers by virtue of their positions shall serve as center managers. In addition, the armed Security Officers, Education Officers in charge of Examination Distribution point; Drivers; Assessment Clerks and Officers in Charge of Data Entry will also be involved in the administration of the assessment.
- 14.2 One supervisor shall be deployed for every two hundred (200) learners whereas one invigilator shall be deployed to oversee twenty (20) learners.
- 14.3 KNEC shall communicate to the TSC and Ministry of Education to recruit and deploy the personnel in the conduct of the assessment two months before the commencement of the assessment.

- 14.4 Recruited supervisors and invigilators shall be practicing teachers with a minimum of P1 Qualification and have a minimum of three-years teaching experience.
- 14.5 For assessment centers with learners with Special Needs and disabilities, the supervisor or at least one invigilator should be trained in Special Needs Education preferably a specialist in the disability category of the school.
- 14.6 With regard to KILEA and KPLEA, the classroom teachers will be deployed to directly administer the assessment, score and upload the scores on the KNEC CBA Portal. One (1) classroom teacher should be assigned to invigilate ten (**10**) learners.
- 14.7 The Centre Manager of Assessment Centres and units following the Stage-Based Curriculum Pathway should ensure that the KILEA and KPLEA scores are uploaded to the KNEC CBA portal within the stipulated time.
- 14.8 After recruitment, the identified personnel shall be required to register their details into the KNEC CP2 portal to facilitate their deployment.
- 14.9 The TSC Sub County Director and the MoE Sub County Director of Education will vet, nominate and deploy the officers online using the CP2 system by logging into cp2.knec.ac.ke.
- 14.10 All Centre Managers, supervisors, invigilators and teachers involved in the administration of the assessments will download their appointment letters and badges once deployment is done from the CP2 portal.

15.0 BRIEFING AND SENSITISATION OF FIELD OFFICERS, CENTRE MANAGERS AND SUPERVISORS

- 15.1 All Education and TSC field officers, Centre Managers, Supervisors, Invigilators (including teachers in charge of special units) and Security officers who will be engaged in management and administration of Grades 6 and 9 summative assessment and Intermediate and Prevocational Levels summative assessment shall be briefed.
- 15.2 The briefing is aimed at addressing issues on the conduct of the assessment which includes enhancement of efficiency in the registration of learners; management of the assessment at school level; conduct and scoring of the summative assessments among other related issues.
- 15.3 The briefing and sensitization will be carried out before the commencement of the summative assessments.

16.0 DISPATCH AND DISTRIBUTION OF MATERIALS FOR SUMMATIVE ASSESSMENTS

- 16.1 The documents used for the administration of the summative assessment will be packed and dispatched to the Sub-Counties from where they will be distributed to the Assessment Centres. These materials include the assessment tools, supervision documents; HoIs reports; attendance registers among others.
- 16.2 The assessment tools will be delivered before the start of the assessment by KNEC to the Sub County Distribution Centres (containers) under armed security escort.
- 16.3 The assessment tools stored in Distributed Centres shall be guarded by armed security officers on a 24 hour basis.

- 16.4 The assessment tools will be issued to centre managers every morning on the day of assessment by the Sub County Director of Education, or as may be guided by KNEC.
- 16.5 The assessment tools will be delivered to assessment centres by Centre Managers under armed security escort on each day of the assessment as per the timetables.
- 16.6 The Centre Managers on arrival at the centre will hand over the assessment tools to the supervisor in one of the assessment rooms.

17.0 ROLES OF PERSONNEL INVOLVED IN THE CONDUCT OF GRADES KPSEA, KJSEA KILEA AND KPLEA

During the conduct of the summative assessments, the officers listed below shall perform various duties as outlined:

17.1 Regional Director of Education (RDE)

The RDE will be responsible for the successful conduct of the SBA and summative assessments in their region. The officer is answerable to MoE for coordination of SBA and summative assessments in their region. The officer is expected to ensure that the County and Sub County Directors of Education perform their roles as expected.

17.2 County Commissioner

The County Commissioner is responsible for the successful and secure conduct of the SBA and summative assessments in their County. The officer is answerable to the National Government and in particular to the Cabinet Secretary Ministry of Interior Coordination and National Government and by delegation to KNEC. The officer expected to coordinate and ensure the Deputy County Commissioners, and the Assistant County Commissioners perform their roles as expected.

17.3 TSC Regional Director of Education (TSC RD)

The TSC RD is answerable to the Teachers Service Commission (TSC) and ensure teachers participate fully in the SBA and summative assessments exercise according to the guidelines provided. The officer is expected to ensure that the County and Sub-County Directors of Teachers Service Commission perform their roles as expected.

17.4 County Director of Education (CDE)

The CDE will be responsible for the successful conduct of the SBA and summative assessments in the County. The officer shall coordinate the administration of the assessment exercise within the County. The CDE will receive all the communication from KNEC and cascade to the SCDEs. The officer is expected to ensure that the Sub County Directors of Education perform their roles as expected.

17.6 TSC County Director (TSC CD)

The TSC County Director will coordinate the teachers involved in the SBA and summative assessments exercise in the County. The officer will coordinate and ensure teachers in the County participate in the assessment exercise.

17.5 Quality Assurance and Standards Officer (QASO)

The County Assurance and Standards Officer is directly answerable to the County Director of Education. The officer will assist the CDE in ensuring successful field administration of the assessments in the County.

17.7 Deputy County Commissioner (DCC)/Assistant County Commissioner (ACC)

The Deputy County Commissioner and Assistant County Commissioner in liaison with the Sub County Director of Education are responsible for the successful conduct of the summative assessments in the Sub County. Their roles include:

- 17.7.1 Jointly with the Sub County Director of Education, receiving assessment materials delivered at the distribution centre by KNEC;
- 17.7.2 Opening and locking the container jointly with the SCDE on each day of the assessment;
- 17.7.3 Coordinating security of the assessment tools during the assessment period;
- 17.7.4 Liaising with the County government and other government departments to ensure the Sub County Director of Education is provided with adequate and suitable vehicles for use to transport assessment materials.

17.8 Sub County Director of Education

The Sub-County Director of Education is the overall officer responsible for successful conduct of SBA and summative assessments exercise. Their specific roles include the following:

- 17.8.1 Registration of schools and learners in readiness for assessment;
- 17.8.2 Registration of schools and learners in readiness for assessments;
- 17.8.3 Handling of transfer of learners from one school to another;
- 17.8.4 Jointly with the Deputy/Assistant County Commissioner receiving assessment materials delivered at the distribution center by KNEC;
- 17.8.5 Identifying assessment centres with less than 30 learners which are to be hosted by assessment centres with more than 30 learners during the assessment period within a zone. This will, however, not apply to schools for special needs learners, and schools implementing the Stage-Based Curriculum Pathway;

- 17.8.6 Timely opening and locking the Container jointly with the DCC/ACC on each day of the assessment;
- 17.8.7 Ensuring only authorized personnel are issued with the assessment materials;
- 17.8.8 Ensuring that assessment centers have required facilities and are conducive for the conduct of the assessment;
- 17.8.9 Ensuring officers identified and deployed to manage the distribution centers and assessment centers perform their duties as expected;
- 17.8.10 Liaising with County Director of Education and the Deputy County Commissioner to ensure availability of adequate and suitable vehicles for use to transport assessment materials;
- 17.8.11 Monitoring the conduct of assessment in the Sub County according to the KNEC rules and regulations;
- 17.8.12 Liaising with KNEC for guidance, in case of shortage of assessment materials including the assessment tools in any of the centres;
- 17.8.13 Ensuring the safe return of all learners answer sheets and other related materials to KNEC offices on completion of the assessment;
- 17.8.14 Ensuring that all the assessment centres and units with learners undertaking the assessment upload the scores of the learners into the KNEC Portal;
- 17.8.15 Ensuring personnel involved in the assessment fill in declaration forms;
- 17.8.16 Taking daily attendance of the officers manning the container during the conduct of the assessment; and
- 17.8.17 Maintaining detailed and accurate records of any evidence on assessment malpractices and submission of the same to KNEC.

17.9 Sub-County Examinations Officer

The Sub-County Examinations Officer will perform the following roles:

- a) Manage the container where the assessment materials are stored;
- b) Undertake any other duty assigned by the SCDE related to management of the assessment.

17.10 TSC Sub County Director

The TSC Sub-County Director, will perform the following roles:

- 17.10.1 Identifying, vetting, nominating and deploying teachers as supervisors and invigilation as per KNEC guidelines to each assessment centre ensuring only invigilators are deployed to hosted centres;
- 17.10.2 Appointing one invigilator to administer the assessment tools to learners undertaking the assessment in hardship case (In Hospitals and prisons); No supervisor should be appointed in such cases. The invigilator is supposed to sign the declaration form of the assessment centre where the tool was collected from and their deployment in the CP2 system should be in the same assessment centre;
- 17.10.3 Receiving circulars on the conduct of assessment relating to supervision and invigilation from the TSC County Director and issue the same to center managers;
- 17.10.4 Ensuring center managers, supervisors, invigilators and classroom teachers assessing learners perform the duties assigned to them as per the KNEC regulations and guidelines and take disciplinary action where necessary;
- 17.10.5 Jointly with Sub County Director of Education, briefing of personnel involved in the conduct of the assessment;
- 17.10.6 Monitoring the center managers, supervisors, and classroom teachers assessing learners during the assessment in the Sub County, and
- 17.10.7 Ensuring Centre Managers, supervisors, invigilators and classroom teachers assessing learners involved in the summative assessment fill in declaration forms.

17.11 Curriculum Support Officer (CSO)

During the CBA implementation, the Curriculum Support Officer will:

- 17.11.1 Oversee the administration, scoring and uploading school based assessments for all grades in the Age-Based and Stage-Based Curriculum Pathway;
- 17.11.2 Participate in the briefing of headteachers which will be conducted by the TSC Sub County Director and Sub County Director of Education on the conduct of the assessments.

17.12 County Police Commander (SCPC)

The County Police Commander is the overall in charge of security of the assessment materials in the County. The Officer is answerable to the National Government and in particular to the County Commissioner and by delegation to KNEC. The officer is expected to ensure that the SCPC perform their roles successfully. The officer's roles include:

- 17.12.1 Overseeing the security of assessment materials at the County during the administration of all assessment;
- 17.12.1 Ensuring that the distribution centre (container) in the county are guarded by armed security officers on a 24-hour daily basis;
- 17.12.2 Ensuring that the assessment materials are guarded by armed security officers in transit to and from the assessment centres.

17.13 Sub County Police Commander (SCPC) and Critical Infrastructure Protection Unit (CIPU) Commander

SCPC and officer in charge of CIPU, will perform the following roles:

- 17.13.1 Briefing the security officers involved in the conduct of the assessment;
- 17.13.2 Ensuring that the security officers involved in provision of security perform the assigned duties in accordance to KNEC rules and regulations;
- 17.13.3 Ensuring distribution centre(s) in the Sub County is guarded by armed security officers on a 24-hour basis;
- 17.13.4 Ensuring centre managers are escorted by armed security officers when collecting and returning assessment materials.

17.14 Education Officer Managing Distribution (EMD) Center

Each distribution centre should have an Education Officer Managing Distribution centre (EMD). The Sub County Director of Education is required to appoint an officer conversant with the education matters from the Ministry of Education or from TSC to serve as EMD. The EMD, will perform the following roles:

- 17.14.1 Assisting SCDE in issuing assessment materials at the distribution centre to centre managers and receive learner's answer scripts upon completion of the assessment at the end of each day of assessment;
- 17.14.2 Ascertaining that only assessment materials for the specific date as indicated on the timetable, are issued after confirmation of the details on the cover page of the packet;
- 17.14.3 Ensuring that all return envelopes containing learners' answer scripts are received and properly sealed in the bags /boxes at the distribution centre at the end of each assessment day;
- 17.14.4 Supervising the sealing of boxes containing learners' answer scripts at the end of each assessment day;
- 17.14.5 Maintaining detailed and accurate records of issued and received assessment materials.

17.15 Security Officers

The roles of the security officers during the conduct of the summative assessments include:

- 17.15.1 Providing armed security escort for assessment materials while on transit and witness receipt and handing over at the distribution centre;
- 17.15.2 Guarding the assigned Container (two security officers during the day and two at night);
- 17.15.3 Witnessing the opening of the container by the SCDE and DCC/ ACC and ensure that the bags/boxes containing assessment materials are intact when handing them over to the center managers;
- 17.15.4 Ensuring that the assessment materials are intact while on transit.

NB: CIPU Commander shall supervise the security officers guarding the container;

17.16 Centre Manager (Head of Institution)

The Head of Institution (HoI) will play the role of the Centre Manager during summative assessments. During the assessments, the HoI will be allowed to use their mobile phone for consultation with the SCDE when necessary. The HoI MUST not enter the assessment room with the mobile phone. The headteacher MUST attend the briefing organised by SCDE, and ensure the following:

i. During Rehearsal Day

- a) Receiving the learners from headteacher of schools with less than 30 learners who are to be hosted by the institution;
- b) Handing over the registered learners to the supervisor during the rehearsal day and guide the learners on the conduct of the assessment;
- c) Allocating lockable room with a lockable cabinet to the supervisor for storage of examination stationary, mobile phones of all persons in the assessment center and other personal effects;
- d) Ensuring that assessment rooms are free of stimulus materials and have no writings on the walls and desks. The desks should be arranged as per KNEC specifications of 1.22 metres apart during summative assessment;
- e) Providing the Supervisor with the materials/equipment required to administer the assessment which includes wall clock, bell, stapler, staple pins, chalk and duster.

ii. During the Day of Assessment

- a) Reporting to the distribution center to witness the opening of the storage facility, collect the assessment tools (including materials for the hosted centres if any) and ensure they have armed security escort;
- b) Handing over the assessment tools and sign the relevant accountability documents in one of the assessment rooms to the supervisor on arrival;

- c) Witnessing the opening of the assessment tools at the beginning of each assessment and takes overall responsibility during the conduct of the assessment and ensure the online attendance of all supervision personnel is captured;
- d) Witnessing the end of the assessment session and ensure all learners answer sheets are collected, verified and sealed in the return envelopes;
- e) Returning the learners answer scripts to the storage facility under armed security escort. For the Intermediate Level summative assessment, the headteacher will hand over the assessment materials to the classroom teacher for administration. The teacher will administer the tasks and score the learners using the guidelines provided in the assessment tools. Materials for this assessment will not be expected to be returned to KNEC. Only the scores will be uploaded on to the portal;
- f) Filling in the Report and Certificate of Supervision and ensure that all the supervision personnel sign the declaration form, endorse by signing and stamping the document;
- g) Filling the Headteacher’s confidential report and submit to the Sub County Director of Education for onward transmission to KNEC.

17.17 The Supervisor

The supervisor is responsible for the successful conduct of the Grades 6 and 9 summative assessments within a given school. The roles and duties of the supervisor will include the following:

i. Before the Rehearsal Day

Attending the briefing meeting on the conduct of KPSEA and KILEA organized by the SCDE.

ii. During Rehearsal Day

- a) Being at the assessment center by 8.00 a.m and report at the centre manager’s office for guidance;
- b) Being allocated a room, with a lockable cabinet by the centre manager;

- c) Inspecting the assessment rooms provided for use during the assessment period and ensure they do not have stimulus materials. The room(s) should have adequate spacing of 1.22 meters per learner to a maximum of 20 learners per room;
- d) Briefing Invigilators on what is expected of them during the assessment period;
- e) Ensuring that each learner has a desk with a label pasted on it showing the name and assessment number;
- f) Ensuring that learners do not sit opposite each other on the same table or desk during assessment;
- g) Receiving from the headteacher all the materials/equipment required to administer the assessment e.g. wall clock(s), bell, stapler, staple pins, chalk and duster. The clock(s) should be placed in a conspicuous position in the assessment room for view by all learners;
- h) Allocating duties to Invigilators and ensure they identify the rooms they will be in charge of;
- i) Briefing the learners on how to conduct themselves during the assessment period. This includes reminding the learners on how to shade and handle the OMR answer sheets. The learners with special needs and disabilities who may not be able to shade the OMR answer sheets and will be guided on how to mark/cross their answers on the assessment tools;
- j) Using the attendance register list to confirm that the learners' details are accurate and ensure only bonafide learners are presented by the headteacher. Any learner who is **NOT** on the attendance register will **NOT** be allowed to sit for the assessment except *with the express authority of the Chief Executive officer, Kenya National Examinations Council*. The Supervisor should therefore get in touch with the Sub County Director of Education or KNEC immediately to seek clearance in the event of such an occurrence.

iii. Assessment day

- a) Inspecting the assessment rooms during each day before the assessment starts to ensure unauthorized materials (**books, pieces of paper, mobile phones and other electronic devices**) are not available;

- b) Receiving the assessment tools from the headteacher and sign the relevant receiving documents;
- c) Supervising the searching of learners as they enter the assessment rooms during each session of the assessment. Female learners must be searched by a female supervisor/invigilator/teacher while male learners searched by male supervisor/invigilator/teacher. Learners who visit the washrooms must be escorted and searched before re-entering the assessment room;
- d) Opening the assessment tools and the answer sheets in the assessment room in full view of the learners, invigilators and head teacher;
- e) Establishing the adequacy of the assessment tools and the answer sheets before issuing to the invigilators to distribute to the learners. If the assessment tools are not enough seek guidance from the Sub County Director of Education. The extra assessment tools including those for absent learners shall be returned in assessment tools' packet, sealed and kept on a desk in front of the learners;
- f) Ensuring each learner is issued with the correct personalized OMR answer sheet for that particular learning area; or answer sheets for the structured items;
- g) Ensuring that the learners use the assessment numbers indicated in the attendance register. There should be no swapping/exchange of learners' assessment numbers;
- h) Ensuring learner with Special Need or disability is catered for as per the KNEC regulations and rules;
- i) Ensuring strict adherence to the assessment schedule (timetable);
- j) Ensuring that the assessment tools for the second session and answer sheets for the proceeding session are placed in front of the assessment room in full view of the learners;
- k) Ensuring that no unauthorized persons including teachers are allowed access into the assessment rooms or to communicate with the learners while the assessment is in progress;
- l) Ensuring no person is allowed to explain the items or read the learners' responses;
- m) Ensuring any learner who is more than half an hour late is not allowed to sit for the assessment. This rule should however be applied with discretion depending on the severity of the challenge encountered by the learner;

- n) Marking the attendance register and ensure all absent learners are correctly captured in the Report and Certificate of Supervision and on the OMR in the learning area(s) affected. The ellipse provided for "ABSENT" (**A**) should be shaded using a pencil to indicate that the learner was absent for the paper.

Do not cross, mark with a line or write on the absent candidate's answer sheet.

- o) Enclosing the absent learner(s) OMR forms together with those of other learners who are present for the assessment in ascending order of learner's assessment numbers in the assessment room;
- p) Enclosing the answer scripts for the **present** candidates in the return envelopes;
- q) Hand over all learners' answer sheets to the headteacher at the end of each assessment day and sign the accountability documents for return to the distribution centre;
- r) Ensuring that all reports of hardship cases which may have affected the learners' work during the assessment are recorded on the Report and Certificate of Supervision. This include reports on learners who sat the assessment in other venues e.g. hospitals, prisons and others;
- s) Receiving reports on any assessment malpractices from the invigilators and make a separate report to KNEC. In the case of **cheating** or **collusion**, the learners **name** and assessment **number** and **any incriminating material seized** must be reported and submitted to KNEC in a separate envelope. The envelope containing the seized material(s) and irregularity reports should be handed over to the SCDE at the end of each assessment day who should sign for it and not any other person. In case there is need to communicate through another channel, an email can be sent to ceo@kneec.ac.ke or call KNEC toll free line provided during the assessment.

17.18 The Invigilator

The invigilator is responsible for the successful conduct of the summative assessments within a given assessment room. The roles of the invigilator will include the following:

i. During Rehearsal Day

- a) Reporting to the supervisor of the assessment center by 8.00 am during the rehearsal day and participate in the briefing;
- b) Briefing the learners on how to conduct themselves during the assessment period. This includes reminding the learners on how to shade and handle the OMR answer sheets. The learners with special needs and disabilities who may not be able to shade the OMR sheets will be guided on how to mark/cross their answers on the assessment tools ;
- c) Briefing learners on how to handle answer scripts for the KJSEA structured questions;
- d) Ensuring the room allocated is free from stimulus materials and well prepared for assessment.

ii. During the Assessment Period

- a) Ensuring during each day of the assessment the room is free of stimulus materials, have no writings on the walls and learners' desks are arranged at the spacing of 1.22m apart on all sides;
- b) Searching learners each time they enter the assessment room to prevent use of unauthorized materials;
- c) Receiving the assessment tools from the supervisor, check and confirm that they are for the correct learning area and count them to ensure that there are adequate copies for all the learners before distributing. The extra assessment tools including those of the absent learners shall be returned in assessment tools packet, sealed and kept on a desk in front of the learners;
- d) Ensuring that no unauthorized persons including teachers and other members of staff access the assessment rooms or communicate to learners while assessment is in progress;

- e) Ensuring that no person, including the supervisor is allowed to explain the items or read the learners' responses;
- f) Preventing occurrence of assessment malpractices all the time in the assessment room and when they occur report to the supervisor by submitting the relevant evidence including details of the learner(s) involved (i.e. name, assessment number, and learning area);
- g) Ensuring the assessment tools for the following sessions and answer sheets for the preceding sessions are placed at a desk in the assessment room in front of the learners while the assessment is in session;
- h) Ensuring the authenticity of the learners sitting for the assessment by verifying the learners' assessment numbers and names against the attendance list and learners answer sheet;
- i) Requesting for assistance in escorting learners allowed to visit the washroom and search them before they are re-admitted to the assessment room;
- j) Upon completion of the assessment, count the answer sheets received before allowing the learners to leave and ensure that they tally with the number of learners in the assessment room. Under no circumstances should learners be allowed to leave the assessment room before the end of the period allocated for a paper.

17.19 Classroom Teacher Administering the Intermediate Level Summative Assessment

Classroom teacher administering the KILEA is responsible for the successful conduct of the Intermediate level summative assessment within a given assessment room. The roles of the teacher will include the following:

- a) Familiarizing with the assessment tool prior to administration;
- b) Use the most appropriate mode of communication when giving instructions to the learners during the assessment;
- c) Guiding and support learners accordingly in the performance of the task;
- d) Ensuring that the assessment is done within the specified time;
- e) Organizing for advance provision of materials required for the assessment;

- f) Use locally available and/or affordable materials (whether improvised or otherwise);
- g) Ensuring safety of each learner at all times during the assessment;
- h) Sharing and discuss the assessment criteria with each learner for them to know what is expected in the performance of the assessment task;
- i) Using the assessment tool provided to assess each learner’s competency;
- j) Using the guidelines provided to rate each learner’s performance;
- k) Making general comments on the learner’s performance after completion of the task;
- l) Filling in the individual learner’s score sheet in reference to the observation checklist provided for the task;
- m) Using the filled individual score sheet to provide feedback to learners, parents and other stakeholders;
- n) Filling the class assessment sheet in line with individual learner’s score sheet;
- o) Uploading the assessment scores of each learner on to the KNEC portal.

17.20 Learners/Candidates

Learners/candidates are expected to:

- a) attend rehearsal for the assessment to be conducted by headteacher, Supervisor and invigilators;
- b) avail for assessment in all tasks, completing and presenting the tasks within the stipulated time-frame for both summative and formative assessment;
- c) safeguard assessment portfolios and all the allocated teaching/learning resources;
- d) Take charge of the learning process by being actively involved in the assigned assessment tasks as well as self/peer assessment and reflection for continued improvement;
- e) actively participate in assessment tasks given;
- f) source for locally available materials to facilitate effective teaching, learning and assessment;

- g) be disciplined throughout the assessment and adhering to the laid down rules and regulation governing the conduct of assessment;
- h) sign the attendance registers during the summative assessment.

17.21 Parents and Guardians

The parent or guardian is responsible for the successful assessment of the learner.

The roles of the parent/guardian will include the following:

- a) Ensuring that the child is availed to school for learning and attends to all assessment tasks given at school all the time;
- b) Supervising and guide the child on assigned assessment tasks at home and ensuring that they are completed as expected by the teacher;
- c) Assisting the teacher in monitoring, guidance and counseling as well as discipline for the learner to be in the right mental state to undertake assessment tasks;
- d) Provision of basic needs necessary for learning and assessment materials, such as materials needed for the development of portfolio;
- e) Promoting quality care, institutional and health status of the learner to comfortably attend assigned assessment tasks;
- f) Attending all school meetings to deliberate on the school and learner progress in regards assessment.

17.22 Data Capturers

Data capturers recruited should be working in the office of TSC Sub County Director or MoE Sub County Director of Education and should be computer literate. The data capturer will perform the following roles during the Grade 6 and Intermediate Level summative assessment;

- a) Assisting the contracted professionals to register in the CP2 system;
- b) Assisting the SCDE and TSC-SCD in the deployment of the officers involved in the assessment of Grade 6, 9 and Intermediate Level learners in the CP₂ system;
- c) Arranging the declaration forms in order of assessment center codes before onward submission to KNEC.

17.23 Clerks

The assessment clerk will:

- a) assist in handling and issuance of assessment materials at the distribution center;
- b) perform any other duty related to handling of assessment as directed by the Sub County Director of Education.

17.24 Drivers

Drivers will:

- a) transport assessment materials from the distribution center to the assessment centres and back every day of assessment exercise;
- b) perform any other duty related to handling of assessment exercise as directed by the Sub County Director of Education.

18.0 RETURN OF ASSESSMENT MATERIALS

- 18.1 All assessment materials shall be returned through the office of Sub County Director of Education as per the schedule provided by KNEC;
- 18.2 The Sub County Director of Education or their representatives are required to submit the following assessment materials upon completion of the assessment:
 - 18.2.1 Learners' answer sheets;
 - 18.2.2 Duly filled attendance **registers** for learners, supervisors, invigilators, teachers, and all other appointed personnel administering assessment at the intermediate level and other assessment documents;
 - 18.2.3 Filled Declaration forms for Center managers, Supervisors and Invigilators who are deployed to the center;
 - 18.2.4 Copies of any question papers with errors, missing pages, blank or smudged pages;
 - 18.2.5 Completed Reports and Certificates of Supervision;
 - 18.2.6 Head teacher's confidential report;

- 18.2.7 Reports on Irregularities together with any seized material (where applicable);
- 18.2.8 Cartons and bags used during the dispatch of assessment materials.

19.0 GUIDELINES ON THE HANDLING OF QUERIES

Queries on assessment results shall be submitted within **thirty (30)** days after the date of release of the assessment results. Queries received within this period will be processed by KNEC at no fee to the client.

Queries received after the expiry of the **thirty (30) day period** will only be processed by KNEC on proof of payment of the expected. The head teacher must submit the query in writing to the Chief Executive Officer, The Kenya National Examinations Council. Enquiries can also be made through email: **kpsea@knec.ac.ke**. For **primary level issues** and **js@knec.ac.ke** for **junior school KJSEA issues**.