REPORTING LEARNING OUTCOMES

AUGUST 2025

Reporting Learning Outcomes - August 2025

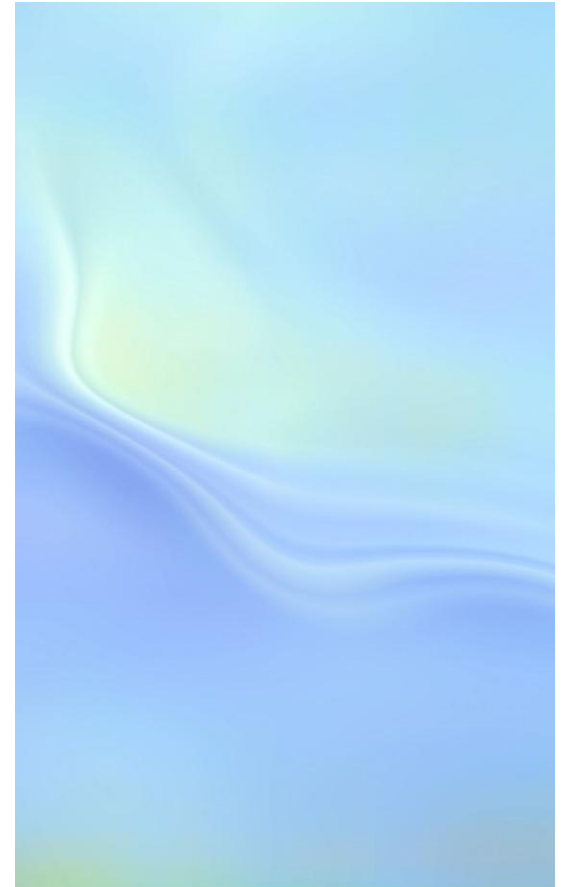Overview of assessment feedback and its role in improving learning outcomes.

Focus on quality education, learner performance, and instructional improvement.

Understanding Assessment Feedback

Feedback provides insights into learner performance relative to learning outcomes.

Effective feedback enhances learning and instructional quality.

Purpose of Feedback

Supports continuous improvement.

Guides learners and educators toward achieving desired outcomes.

Why is feedback necessary?

1. Guide learners to understand what they have mastered and what requires additional effort.

2. Helping the teacher adjust instructional strategies and enhance teaching effectiveness based on insights received from learner performance

3. Inform school administrators and policymakers about the overall effectiveness of the curriculum, pedagogy, and educational policies, for systemic improvements.

Qualities of Effective Feedback

Specific, actionable, and timely.

Encourages reflection and improvement.

Avoids vague or judgmental comments.

Feedback Modalities

Written comments, rubrics, peer reviews.

Digital platforms and interactive tools.

Qualities of a good feedback

Activity

Imagine you've just completed building your dream home—a space that reflects your vision and personality.

What kind of feedback would you want **to receive**?
What kind of feedback would you rather **not receive**?

Please share your thoughts honestly

Qualities of a good feedback

SMART- Specific, Measurable, Attainable, Realistic, Timely.

Constructive- positive/ optimistic/ genuine.

Meaningful- connected to a specific learning outcome.

Clearly states the strengths and areas of improvement.

Prompt, kind and encouraging to a learner

- Uses clear and simple language.
- Provides individual report.
- Multifaceted/ not relying on only one tool

When giving feedback, avoid

Comparisons and ranking. → Criticism and fault-finding. → Bias and stereotypes.

↓

Ambiguity (it must be understood clearly). ← Discouraging comments.
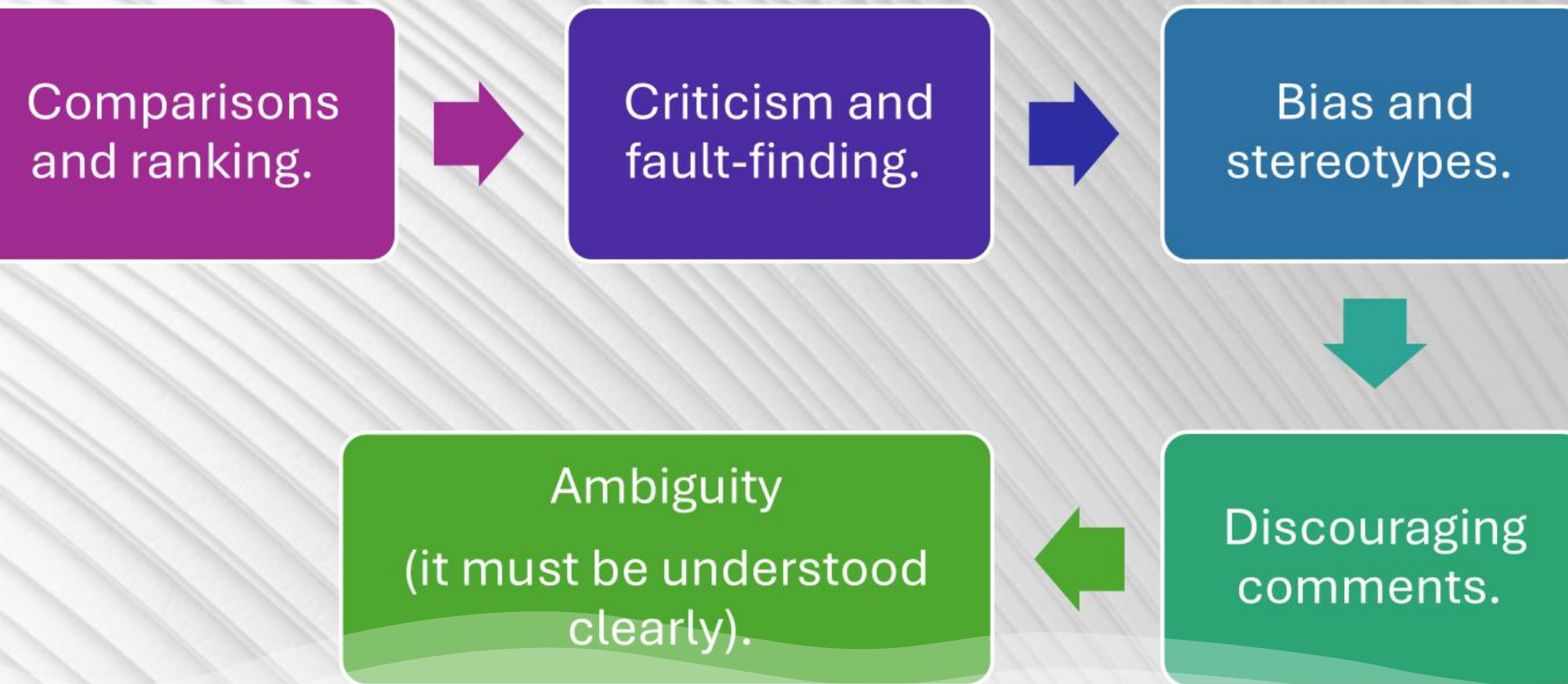
Feedback modalities

01

A combined mode will use both descriptive (qualitative) and numerical (quantitative) feedback.

02

Qualitative feedback describes learners' behaviour, character and achievement while, **quantitative feedback** captures learners' achievement numerically.

NB: Combination of the modes complements each other thus making the feedback clearer.

Rationale for reporting assessment outcomes per strand

Assessment feedback will inform selection of pathways and tracks as learners join senior school.

Sufficient evidence is required to place each learner appropriately.

Strands in the curriculum designs are structured in such a way that they link to a particular course at the tertiary level beyond basic education as illustrated in the next slide.

Reporting SBA outcomes

❑ Formative and Summative assessments will be administered to Senior school learners. Feedback will be given for each of the assessments.

❑ After conducting formative assessment in the form of School Based Assessments (SBA) to Grade 10 and 11 learners, teachers will be required to report the assessment outcomes per strand/sub-strand/per task as indicated in the score sheet.

Sample Score Sheet

- Example: Physics Grade 10 - Strand: Mechanics and Thermal Physics.

	Assessment Criteria		Task1: Mechanical properties of materials (10 scores)	Task 2: Temperature and thermal expansion (10 scores)	Task 3: Moments and equilibrium (10 scores)	Task 4: Energy, work, power and machines (10 scores)
S. No	Assessment No.	Name				
1						
2						
3						
4						

Reporting summative assessment outcomes

The CBAF identifies 4 types of feedback tools

1. Learner's individual report

2. School specific reports

3. School Year Report

4. National report

Sample KPSEA individual learner's slip

The Kenya National Examinations Council

KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT
PERFORMANCE REPORT

CENTRE: 07213146 ST PETER'S OL'KALOU ACADEMY
LEARNER: NJOROGE WAYNE NG'ANG'A   *M*
ASSESSMENT No.: A000047731   YEAR.: 2022

Paper	Paper Code	Subject	Performance Level
English Language	601	English Language	Meeting Expectation
Kiswahili Lugha	602	Kiswahili Lugha	Meeting Expectation
Mathematics	603	Mathematics	Approaching Expectation
Integrated Science	604	Science and Technology	Meeting Expectation
		Agriculture	Meeting Expectation
		Home Science	Meeting Expectation
		Physical and Health Education	Meeting Expectation
Creative Arts and Social Studies	605	Social Studies	Meeting Expectation
		Art and Craft	Approaching Expectation
		Music	Approaching Expectation
		Religious Education	Meeting Expectation

The interpretation of the performance levels is available in the CBA portal under -View Reports- labelled - KPSEA Subject Descriptors

Date: _____

_____
School Stamp
KPSEA: A22003858607

Head Teacher's Signature

(see overleaf for descriptors of performance levels)

KJSEA Achievement Report

Under KJSEA, the assessment levels are further divided into 8 levels(EE-1&2, ME-1&2, AE-1&2 BE-1&2)

Subject Code	Subject Name	Points
901	English	7
902	Kiswahili	5
903	Mathematics	7
904	KSL	( )
905	Integrated Science	4
906	Agriculture & Nutrition	5
907	Social Studies	6
908	CRE	5
909	IRE	( )
911	Creative Arts & Sports	3
912	Pre-Technical Studies	7

Performance Level	Actual Performance Level	Points
Exceeding Expectation	EE1	8
	EE2	7
Meeting Expectation	ME1	6
	ME2	5
Approaching Expectation	AE1	4
	AE2	3
Below Expectation	BE1	2
	BE2	1

School Specific Report

❖ School specific report will show the **school mean** in comparison to the **national mean** per subject as shown in the table.

PERCENTAGE MEAN PER SUBJECT	ENG	KIS	MAT	SCI	AGR	HSC	PHE	SST	ART	MUS	CRE
Centre	69.50	53.03	56.62	58.32	57.66	60.94	61.28	60.35	72.32	55.08	73.05
National	49.96	49.42	42.43	41.15	43.09	42.50	47.21	47.95	48.57	42.18	52.66

❖ SSR further gives performance on cognitive skills by subject.

❖ CBA encourages schools to compete against the national standards.

❖ This will avoid ranking of schools which results to undue competition.

Accessing School specific report

Click on the following links:

https://www.knec.ac.ke

⬇

Choose CBA portal

⬇

Log in using your school credentials

⬇

Click on view reports, then choose school specific report

Accessing School specific report... Cntd

System Access Menu

- Search School
- Instructions & Sample Papers
- Register learners for JSS
- Restore Deleted Learners
- Progression of Learners
- Posted Teacher Trainees
- Download Assessment Materials
- Capture Assessment Outcomes
- Upload Previous Scores

Reports

- View Reports
- Previous KPSEA Slips
- Previous KILEA Slips

Grade 7   👥+ System Users [Teachers]

CBA REPORTS

- 📄 Enrollment List (Age Based)
- 📄 Enrollment List (Stage Based)
- 📄 KILEA Nominal Roll
- 📄 KPSEA Nominal Roll
- 📄 KPSEA SBA Gaps (Grade 4 and 5)
- 📄 KPSEA School Specific Report
- 📄 Registration Slip Per Learner
- 📄 Registration Slips Per School

Download KPSEA Performance Report

Type assessmer

Download KPSEA Performance Report

Download KILEA Performance Report

Type assessmer

Download KILEA Performance Report

⬇ KPSEA Subject Descriptors

⬇ KILEA Subject Descriptors

School Year Report

An annual report giving an account of a learner's progress in the achievement /awareness of:

❑ academic work

❑ core competencies

❑ core values

❑ CSL

❑ PCIs

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

SCHOOL YEAR REPORT FOR JUNIOR SECONDARY
SCHOOL EDUCATION

1.0 GENERAL INFORMATION

YEAR:

NAME OF SCHOOL:

LEARNER'S NAME:

GENDER:

LEARNER'S GRADE:

UPI (NEMIS)
NUMBER:

LEARNER'S DATE OF BIRTH:

ATTENDANCE			
TERMS	1	2	3
DAYS ABSENT			
SCHOOL DAYS			

2.0 LEARNER'S PERFORMANCE

The teacher should record the learner's performance level for each learning area using the rating in the table below.

Performance Level	Rating
Exceeding Expectation	4
Meeting Expectation	3
Approaching Expectation	2
Below Expectation	1

Subjects	Strands	Rating	Teacher's statement on the learners performance
English			
Kiswahili			
Kenyan Sign Language (KSL)			
Mathematics			
Integrated Science			
Health Education			
Pre-Technical & Pre-Career Education			
Social Studies			
Business Studies			
Agriculture			

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Annual report

The Kenya National Examinations Council will write a national report to inform policy.

The report will be anchored on:

- Achievements as guided by the Specific Learning Outcome.
- Participation in Community Service Learning.
- Acquisition of core