

# TARGETER WINGS

## MONITORING LEARNER'S PROGRESS



### GRADE 3 - 2026



## ENGLISH LISTENING & SPEAKING, READING ALOUD ACTIVITIES

Name .....

Gender:

Boy

Girl

School name .....

**Task 1: LISTENING AND SPEAKING. (5mks)**

**I am going to ask you questions. Answer in English.**

**1. How do your parents help you at home? (1mk)**

**(Learner responds)**

**2. Do you help your parents at home? (1mk)**

**(Learner responds)**

**3. Which two activities do you do at home? (2mks)**

**(Learner responds)**

**4. Tell me one activity you do at school. (1mk)**

**(Learner responds)**

**Task 2: READING ALOUD**

**Read the story below aloud to your teacher.**



James and Rose went to visit their grandparents. They went to Malo village. They saw many animals like cows, sheep and goats. They also had time to look after the animals in the fields. Their grandparents taught them many things Rose learnt how to cook. James learnt how to milk the cows. The children went to the farm and learnt how to water crops. The two had a lot of fun in the village.

**TARGETER WINGS**  
**KUTATHMINI HATUA YA MWANAFUNZI**  
**GREDI 3 - 2026**



**SHUGHULI ZA KISWAHILI**

**KUSIKILIZA NA KUZUNGUMZA,  
KUSOMA KWA SAUTI**

Jina .....

Jinsia:

Mvulana

Msichana

Jina la shule .....

## KUSIKILIZA NA KUZUNGUMZA

(Alama 5)

1. Mwalimu amsalimu mwanafunzi kisha amwambie,  
“Nitakuuliza maswali nawe utayajibu kwa Kiswahili.”

- a) Bendera ya Kenya ina rangi ngapi? (Alama 1)  
(Mwanafunzi ajibu)
- b) Ni rangi ipi inaashiria amani katika bendera ya Kenya?(Alama 1)  
(Mwanafunzi ajibu)
- c) Je, ni vizuri watu kuishi kwa amani na upendo? (Alama 1)  
(Mwanafunzi ajibu)
- d) Mzalendo ni nani? (Alama 1)  
(Mwanafunzi ajibu)
- e) Mkulima hufanyia kazi yake wapi? (Alama 1)  
(Mwanafunzi ajibu)

## 2. KUSOMA KWA SAUTI

(Alama 10)

### Soma kifungu kifuatacho kwa sauti

Nilifurahia sherehe za sikukuu ya Madaraka. Tulienda na wazazi wangu kwenye uwanja wa Nyayo. Wananchi walikuwa wengi. Sherehe zilianza saa tatu asubuhi kwa askari kupandisha bendera ya taifa. Watu wote walisimama wima. Bendi ya polisi iliongoza raia kuimba wimbo wa Taifa. Wimbo huo ulifuatwa na maombi na nyimbo za uzalendo.

Vikundi mbalimbali viliimba nyimbo za uzalendo. Nyimbo hizo ziliwasifu mashujaa waliofukuza wakoloni. Baada ya nyimbo, chifu alituambia tuipe nchi yetu. Alisisitiza tuishi kwa amani, upendo, undugu na umoja.



# TARGETER WINGS

## MONITORING LEARNER'S PROGRESS

### GRADE 3 - 2026



## INTEGRATED LEARNING AREAS

Name .....

Gender:      Boy                       Girl

School name .....

The teacher to fill the grid below after marking the learner's work.

Assessment rubric								
Learning area	Exceeds Expectations 4		Meets Expectations 3		Approaches Expectations 2		Below Expectations 1	
Environmental Activities (30 marks)	30	<input type="checkbox"/>	20 - 29	<input type="checkbox"/>	10 - 19	<input type="checkbox"/>	0 - 9	<input type="checkbox"/>
Religious Education (10marks)	10	<input type="checkbox"/>	8 - 9	<input type="checkbox"/>	5 - 7	<input type="checkbox"/>	0 - 4	<input type="checkbox"/>
Creative Activities (10marks)	10	<input type="checkbox"/>	8 - 9	<input type="checkbox"/>	5 - 7	<input type="checkbox"/>	0 - 4	<input type="checkbox"/>

**ENVIRONMENTAL ACTIVITIES**

(30 mks)

1. Which bedding material do we use to cover our body? (1mk)

\_\_\_\_\_

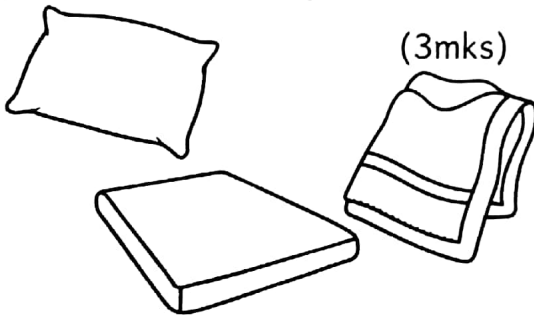
2. Name 4 materials used as beddings. (4mks)

\_\_\_\_\_  
\_\_\_\_\_

3. Write **true** or **false** to show how we care for our bedding materials. (4mks)

- a) Dry and air the beddings. \_\_\_\_\_
- b) Wash our beddings. \_\_\_\_\_
- c) Mop with dirty water. \_\_\_\_\_
- d) Throw the beddings on the floor. \_\_\_\_\_

4. Colour the bedding materials. (3mks)



5. \_\_\_\_\_ is releasing of urine on the bed during sleep. (1mk)  
**(bedwetting, washing the bed)**

6. When I wet my bed, I \_\_\_\_\_ and \_\_\_\_\_  
**(throw beddings, wash beddings, air them)** (2mks)

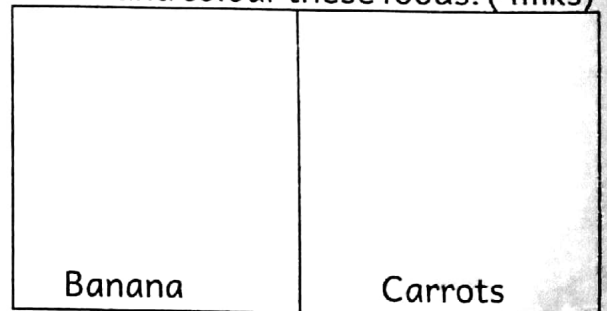
7. Name and colour the following emotions. (6mks)



8. What happens after bedwetting? \_\_\_\_\_ (3mks)  
**(clothes smell bad, bedding become clean, you get sores, bedding can get maggots)**

9. \_\_\_\_\_ makes us strong and healthy. **(Work, Food)** (1mk)

10. Draw and colour these foods. (4mks)



11. Which food gives us energy? \_\_\_\_\_  
**(Ugali, Carrot)**

**CRE ACTIVITIES (10mks)**

1. \_\_\_\_\_ created human beings. (1mk)

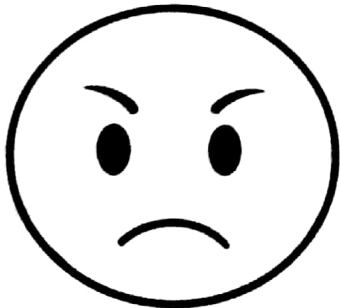
2. Write **good** or **bad** to show feelings. (3mks)

a) Praying to God. \_\_\_\_\_

b) Screaming. \_\_\_\_\_

c) Forgiving others. \_\_\_\_\_

3. Colour these faces. (2mks)



4. \_\_\_\_\_ is a good thought. (Stealing, Loving God) (1mk)

5. The two types of families are \_\_\_\_\_ and \_\_\_\_\_ (2mks)

6. Name one member of the extended family. \_\_\_\_\_ (1mk)

**IRE ACTIVITIES (10mks)**

1. In An Nasr \_\_\_\_\_ comes from Allah. (victory, food) (1mk)

2. Abu-Lahab was \_\_\_\_\_ by Allah (SWT) according to Al-Masad. (1mk) (cursed, praised)

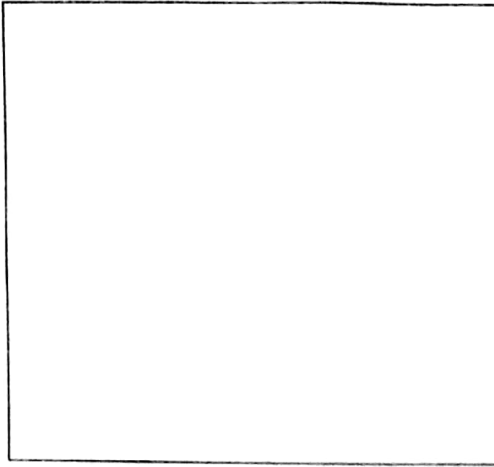
3. The wife to Abu Lahab was called \_\_\_\_\_ (1mk) (Hawa, Ummu Jamil)

4. Match the following books with the prophets that received them. (4mks)

a) Taurat	Muhammad (SAW)
b) Zabur	Issa (AS)
c) Injil	Daud (As)
d) Qur'an	Musa (AS)

5. Shahada is the \_\_\_\_\_ pillar of Islam while Hajj is the \_\_\_\_\_ pillar of Islam. (2mks) (first, second, last)

6. Draw one creation of Allah. (SWT) (1mk)



**CREATIVE ACTIVITIES 10mks**

1. \_\_\_\_\_ is when I move something away from me. (1mk)  
**(Pulling, Pushing)**

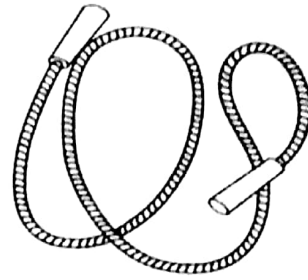
2. Put a tick (✓) to show safety when pushing. (1mk)

a) Bend your knees

b) Run when pushing

3. When pushing and pulling, we should stand on an \_\_\_\_\_ surface. (1mk)  
**(even, uneven)**

4. Colour and name these items that we can push and pull. (4mks)



5. We should \_\_\_\_\_ safety rules when pushing and pulling. (1mk)  
**(not observe, observe)**

6. Name **two** materials used for painting. (2mks)

a) \_\_\_\_\_

b) \_\_\_\_\_

# TARGETER WINGS

## MONITORING LEARNER'S PROGRESS

### GRADE 3 - 2026



## MATHEMATICAL ACTIVITIES

Name .....

Gender:

Boy

Girl

School name .....

The teacher to fill the grid below after marking the learner's work.

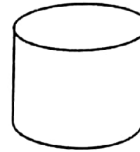
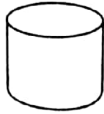
Assessment rubric				
Learning area	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
NUMBERS	35 <input type="checkbox"/>	25-34 <input type="checkbox"/>	13-24 <input type="checkbox"/>	0-12 <input type="checkbox"/>
MEASUREMENTS	10 <input type="checkbox"/>	8-9 <input type="checkbox"/>	5 - 7 <input type="checkbox"/>	0 - 4 <input type="checkbox"/>
GEOMETRY	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	0 - 2 <input type="checkbox"/>
TOTAL				

**NUMBERS. (35mks)**

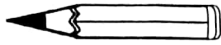
1. Tick the largest item.

(3mks)

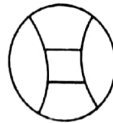
a)



b)



c)



2. Grade 3 learners got the following marks in their maths assessment.

a) Lynn - 94%

b) Ivan - 62%

c) Njogu - 98%

d) Mia - 75%

i) Who was in the first position? \_\_\_\_\_ (1 mk)

ii) Who scored the lowest mark? \_\_\_\_\_ (1 mk)

iii) What position was Mia? \_\_\_\_\_ (1 mk)

iv) Lynn took position \_\_\_\_\_ (1 mk)

3. Fill in the gaps.

(3 mks)

a) 123, 124, \_\_\_\_\_, 126    b) 251, 252, 253, \_\_\_\_\_, 255

c) 82, 83, \_\_\_\_\_, 85, 86

4. Put the missing numbers.

(4 marks)

a)

	Tens	ones
15 =		

b)

	Tens	ones
20 =		

c)

	Hundreds	Tens	ones
132 =			

d)

	Hundreds	Tens	ones
41 =			

5. Complete the pattern below.

(4 mks)

a) 10, 20, 30, \_\_\_\_\_

b) 42, 44, 46, \_\_\_\_\_

c) 12, 14, 16, \_\_\_\_\_

d) 0, 2, 4, \_\_\_\_\_

6. Match the words with symbols.

(4 mks)

- a) Fifty five                      99
- b) Ninety nine                    55
- c) Twenty six                     81
- d) Eighty one                     26

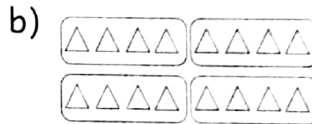
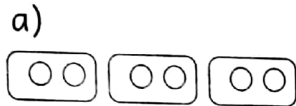
7. Add

(5mks)

- a)  $\begin{array}{r} 126 \\ + 3 \\ \hline \end{array}$
- b)  $\begin{array}{r} 291 \\ + 6 \\ \hline \end{array}$
- c)  $\begin{array}{r} 324 \\ + 15 \\ \hline \end{array}$
- d)  $461 + 7 = \underline{\hspace{2cm}}$
- e)  $\begin{array}{r} 142 \\ + 18 \\ \hline \end{array}$

8. Work out:

(3mks)



$2 \times 3 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

$2 \times 2 = \underline{\hspace{2cm}}$

9. Share equally

(2 mks)

a)  $12 \div 6 = \underline{\hspace{2cm}}$

b)  $8 \div 2 = \underline{\hspace{2cm}}$

10. Subtract:

(3 mks)

a)  $\begin{array}{r} 69 \\ - 5 \\ \hline \end{array}$

b)  $\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$

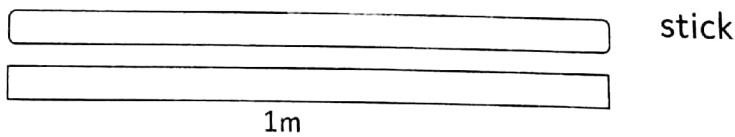
c)  $\begin{array}{r} 124 \\ - 12 \\ \hline \end{array}$

2. MEASUREMENT.

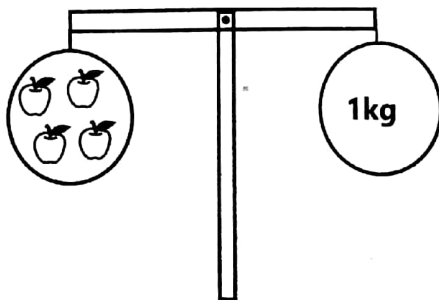
11. The length of the stick is \_\_\_\_\_ metre.

(10mks)

(1 mk)



12. The apples are \_\_\_\_\_ kg (1 mk)



13. How many cups will fill the bucket?

(1 mk)



14. One year has \_\_\_\_\_ months. (1mk)

15. Which month comes before March? \_\_\_\_\_ (1mk)

16. Match the following months with the number. (3 mks)

a) January 3

b) March 4

c) April 1

17. Write the time.

(1 mk)

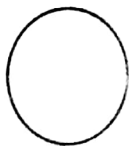


18. Write one need. \_\_\_\_\_ (1 mk)

3. **GEOMETRY** (5mks)

19. Name these shapes.

(2mks)



20. Our classroom door is \_\_\_\_\_ in shape. (1mk)

21. A square has \_\_\_\_\_ sides. (1mk)

22. Complete the pattern below. (1 mk)



TOTAL 50 Marks

**TARGETER WINGS**  
**KUTATHMINI HATUA YA MWANAFUNZI**  
**GREDI 3 - 2026**



**SHUGHULI ZA KISWAHILI**

**UFAHAMU, SARUFI NA KUANDIKA**

Jina .....

Jinsia:

Mvulana

Msichana

Jina la shule .....

Viwango vya kutathmini				
Zoezi	Kuzidisha Matarajio 4	Kufikia Matarajio 3	Kukaribia Matarajio 2	Mbali na Matarajio 1
Kusikiliza na kuzungumza (Alama 5)	5 <input type="checkbox"/>	4 <input type="checkbox"/>	2-3 <input type="checkbox"/>	0 - 1 <input type="checkbox"/>
Kusoma kwa sauti (Alama 10)	Maneno 71 na zaidi <input type="checkbox"/>	Maneno 70 <input type="checkbox"/>	26 - 69 <input type="checkbox"/>	0 - 25 <input type="checkbox"/>
Ufahamu (Alama 10)	10 <input type="checkbox"/>	8 - 9 <input type="checkbox"/>	5 - 7 <input type="checkbox"/>	0 - 4 <input type="checkbox"/>
Sarufi (Alama 15)	15 <input type="checkbox"/>	10 - 14 <input type="checkbox"/>	6 - 9 <input type="checkbox"/>	0 - 5 <input type="checkbox"/>
Kuandika (Alama 10)	10 <input type="checkbox"/>	8 - 9 <input type="checkbox"/>	5 - 7 <input type="checkbox"/>	0 - 4 <input type="checkbox"/>

1. **UFAHAMU** (Alama 10)

**Soma hadithi ifuatayo kisha ujibu maswali.** (Alama 5)

Jirani yangu ni mkulima. Ana shamba kubwa na wafanyakazi wengi. Huko shambani, jirani alitumia plau ya trekta kulima. Wengine walitumia majembe. Mwingine alitumia shoka kukata mti uliokuwa karibu na nyumba. Shamba la jirani lina mimea mingi ya mihindi, miharagwe, mipera, migomba na kadhalika.

1. Jirani anatumia nini kulima? (alama 1)

\_\_\_\_\_

2. Mfanyakazi alitumia nini kukata mti? (alama 1)

\_\_\_\_\_

3. Taja mimea **mitatu** inayopatikana katika shamba la jirani. (alama 3)

a) \_\_\_\_\_ b) \_\_\_\_\_

c) \_\_\_\_\_

**Soma hadithi ifuatayo kisha ujibu maswali** (Alama 5)

Hapo zamani nyati, ndovu, twiga, ngiri na pundamilia waliishi pamoja na wote walikula nyasi na majani. Waliishi pamoja katika msitu. Wote walikuwa na afya njema. Wanyama walizaana na kuwa wengi. Miti ilianza kuwa michache na mvua ikapungua. Wanyama walikosa chakula na hawakujua wafanye nini. Ndovu alisema wapande miti kwa sababu miti italeti mvua. Mvua nayo italeti majani mengi na nyasi.

1. Wanyama waliishi wapi? (alama 1)

\_\_\_\_\_

2. Taja wanyama wawili wanaokula nyasi na majani. (alama 2)

a) \_\_\_\_\_ b) \_\_\_\_\_

3. Kwa nini miti ilianza kuwa michache na mvua ikapungua? (alama 1)

4. Ni nani alisema wapande miti? (alama 1)

2. **SARUFI** (Alama 15)

1. Kamilisha maagano. (alama 3)

a) Kwaheri \_\_\_\_\_ b) Alamsiki \_\_\_\_\_

c) Mchana mwema \_\_\_\_\_

2. **Andika kwa wingi.** (alama 3)

a) Yeye ataimba vizuri. \_\_\_\_\_

b) Yeye atasoma. \_\_\_\_\_

c) Yeye atacheza. \_\_\_\_\_

3. **Andika vokali mbili unazozijua.** (alama 2)

a) \_\_\_\_\_ b) \_\_\_\_\_

4. **Tia mviringo kwa konsonanti katika chati ifuatayo.** (alama 2)

e,	v,	i
l,	o,	u

5. Chora picha zifuatazo. (alama 2)

a) fyekeo	b) upanga

6. Andika sentensi ifuatayo kwa herufi kubwa. (alama 1)  
shule zilifungwa mwezi wa agosti

\_\_\_\_\_

7. Unda neno ukitumia sauti /py/ (alama 1)

\_\_\_\_\_

8. Andika sentensi kwa wingi. (alama 1)  
Mti utakatwa kesho. \_\_\_\_\_

3. **KUANDIKA** (Alama 10)

Andika sentensi kumi kuhusu:

**NCHI YETU**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# TARGETER WINGS



## MONITORING LEARNER'S PROGRESS

### GRADE 3 - 2026



## ENGLISH LANGUAGE ACTIVITIES

### COMPREHENSION, GRAMMAR AND WRITING

Name .....

Gender: Boy  Girl

School name .....

The teacher to fill the grid below after marking the learner's work.

Assessment rubric				
Task	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
Listening and Speaking (5marks)	5 <input type="checkbox"/>	4 <input type="checkbox"/>	2-3 <input type="checkbox"/>	1 <input type="checkbox"/>
Reading Aloud	71&above words <input type="checkbox"/>	41 - 70 <input type="checkbox"/>	21 - 40 <input type="checkbox"/>	0 - 20 <input type="checkbox"/>
Comprehension (10marks)	10 <input type="checkbox"/>	8 - 9 <input type="checkbox"/>	5 - 7 <input type="checkbox"/>	0 - 4 <input type="checkbox"/>
Grammar (15marks)	15 <input type="checkbox"/>	10 - 14 <input type="checkbox"/>	6 - 9 <input type="checkbox"/>	0 - 5 <input type="checkbox"/>
Writing (10marks)	10 <input type="checkbox"/>	8 - 9 <input type="checkbox"/>	5 - 7 <input type="checkbox"/>	0 - 4 <input type="checkbox"/>

**Task 1: COMPREHENSION. (10mks)**

**I. Read the story and answer the following questions. (5 mks)**

Our home is in Voi. We have a very big house. We have kept domestic animals like sheep and goats. Our parents have planted crops. We water them in the morning and evening.

1. Where is our home found? \_\_\_\_\_.

**(Mombasa, Voi)**

2. We have a \_\_\_\_\_ house.

**(big, small)**

3. Our parents have \_\_\_\_\_ crops.

**(planted, plucked)**

4. When do we water the crops? \_\_\_\_\_ and \_\_\_\_\_.

**(morning, afternoon, evening)**

**2. Read the story and answer the questions that follow. (5mks)**

Our classteacher is Mr. Kato. He is a good man. He likes good children. Mr. Kato teaches us to obey our parents. He tells us to help our friends at home and school.

1. What is the name of our teacher? \_\_\_\_\_

**(Mr. Kim, Mr. Kato)**

2. He is a \_\_\_\_\_ teacher.

**(bad, good)**

3. He tells us to obey our \_\_\_\_\_ .

(children, parents)

4. We should help our friends at \_\_\_\_\_ and \_\_\_\_\_ .

**Task 2: GRAMMAR**

(15mks)

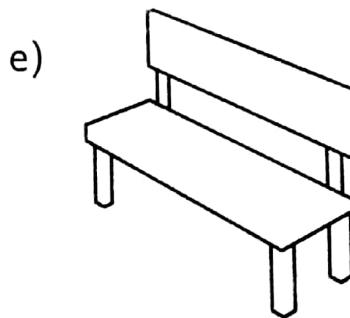
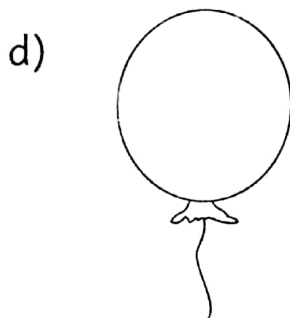
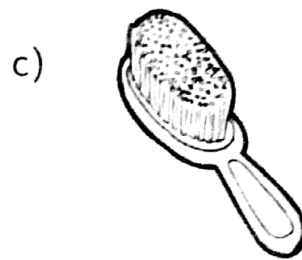
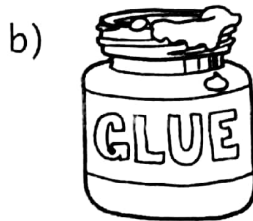
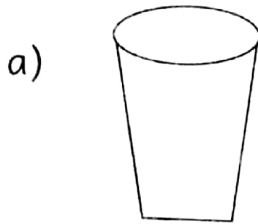
**I. Use 'do' or 'does' to fill the gaps**

(5mks)

- a) She \_\_\_\_\_ her work well.
- b) We \_\_\_\_\_ our homework everyday.
- c) \_\_\_\_\_ your teacher know your name?
- d) \_\_\_\_\_ your friends like football?
- e) \_\_\_\_\_ you like ice cream?

**2. Name the pictures below.**

(5 mks)



(balloon, brush, bench, glass, glue)

**3. Fill in the blank gaps with 'has' or 'had'. (5 mks)**

- a) They \_\_\_\_\_ sports day yesterday.
- b) The teacher \_\_\_\_\_ marked the books.
- c) My friend \_\_\_\_\_ two books last week.
- d) The dog \_\_\_\_\_ two puppies.
- e) My school \_\_\_\_\_ a big playground.

**TASK 3. GUIDED WRITING (10mks)**

**Write five sentences about**

**MY SCHOOL**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_