



**GOVERNMENT OF THE REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR COMPETENCY  
BASED CURRICULUM COURSE BOOKS**

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**



**P. O. Box 30231 - 00100  
NAIROBI.  
E-mail: [info@kicd.ac.ke](mailto:info@kicd.ac.ke)**

**2018**

## TABLE OF CONTENTS

#	DOCUMENT	CONTENT	PAGE NO.
1.	Document 1	Invitation to submit proposals for Course books Evaluation and Approval	2
2	Document 2	Course books Submission, Evaluation and Approval Timetable	3
3.	Document 3	Course books Submission, Evaluation and Approval Procedures	4
4.	Document 4	Course books Evaluation and Approval Methodology	14
5.	Document 5	Course books Evaluation Mark Sheets and Scoring System	16
6.	Document 6	Publishers' Warranty to the MoE	59
7.	Document 7	Additional Information	61
8.	Document 8	Forms and Attachments	63

## DOCUMENT 1

### INVITATION TO BID FOR COURSE BOOKS FOR EVALUATION AND APPROVAL

The Kenya Institute of Curriculum Development (KICD) wishes to invite Publishers registered or legally represented in Kenya to download the ***Submission, Evaluation and Approval Procedures for Competency Based Curriculum Course Books 2018*** Edition from the KICD Website. These Procedures are to enable interested Publishers submit course materials proposals for evaluation and approval. Publishers are therefore invited to submit proposals for suitable Course materials to the Kenya Institute of Curriculum Development in accordance with the requirements and time table established therein.

The ***Submission, Evaluation and Approval Procedures for Competency Based Curriculum Course Books 2018*** Second Edition may be obtained from the KICD Website [www.kicd.ac.ke](http://www.kicd.ac.ke)

#### **Submissions are required for the following levels of Early Years Education**

**Pre- Primary: 1 and 2**

**Primary level: Grade 1, 2 and 3**

For the purpose of logistics, Publishers wishing to submit materials are required to inform the Director KICD the levels and learning areas they intend to develop and submit materials in by **27<sup>th</sup> March, 2018**.

Publishers' submissions for any of the listed Learning areas for evaluation and approval must be made not later than **3.00 p.m. on 3<sup>rd</sup> April, 2018**. Each submission has to be accompanied by the non-refundable appropriate evaluation fees per Course materials proposal in Banker's Cheque drawn in favour of the Director, KICD.

Course materials received will be opened/announced in the presence of submitting Publishers who wish to attend at **4.00 p.m. Tuesday 3<sup>rd</sup> April, 2018** at the Conference Hall, Kenya Institute of Curriculum Development, Desai Road off Murang'a Road, Nairobi, Kenya. Any submissions coming after the deadline will not be received.

All enquiries should be directed to:

The Director/ Chief Executive Officer  
Kenya Institute of Curriculum Development  
P.O. Box 30231 – 00100  
NAIROBI – Kenya  
Tel: (254 020) 3749900 – 9, 3748204, 3747994  
Fax: (254 020) 3639130  
E-mail: [info@kicd.ac.ke](mailto:info@kicd.ac.ke)

## **DOCUMENT 2**

### **PROPOSED SCHEDULE OF ACTIVITIES**

#### **CBC COURSE CURRICULUM SUPPORT MATERIALS SUBMISSION, EVALUATION AND APPROVAL 2018**

<b>NO</b>	<b>ACTIVITY</b>	<b>PROPOSED DATES</b>
1	Formal invitation of Submission announcement in the print media	<b>19<sup>th</sup> March, 2018</b>
2	Preparation of Bids for Submission by Publishers	<b>19<sup>th</sup> March – 3<sup>rd</sup> April, 2018</b>
3	Final date for each interested Publishers to formally confirm the materials to submit	<b>27<sup>th</sup> March, 2018</b>
4	Deadline for Submission of Materials	<b>3<sup>rd</sup> April, 2018 – 3.00 P.M.</b>
5	Completion of Evaluation Process	<b>30<sup>th</sup> April, 2018</b>
6	Vetting of Evaluation Report by MTVC	<b>7<sup>th</sup> – 11<sup>th</sup> May, 2018</b>
7	Formal Approval of MTVC's Recommendations by MoE	<b>14<sup>th</sup> – 18<sup>th</sup> May, 2018</b>
8	Release of Evaluation Results	<b>21<sup>st</sup> – 25<sup>th</sup> May, 2018</b>

## DOCUMENT 3

### SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR COMPETENCY BASED CURRICULUM COURSE BOOKS

This document provides details under which Publishers will submit print course book proposals for evaluation and approval for Competency Based Curriculum for Pre-Primary and Primary Schools.

#### 1.0 **Eligibility:**

Submissions will only be accepted from qualified Publishers<sup>1</sup>. Qualified publishers are defined as Publishers who are legally incorporated and registered in Kenya and who can provide, on request, a valid certificate of incorporation and legal operation<sup>2</sup>. There should be evidence to show that the Publisher has:

- Business premises

#### 2.0 **Definition of Approved Course Books' Status for the Competency Based Curriculum:**

An approved course book status pupils book and teacher's guide or handbook), is one which has been evaluated and approved by KICD/MoE in accordance with the specified procedures, methodology, criteria and marking scheme for the Competency Based Curriculum as contained in Documents 4 and 5.

#### 3.0 **Duration of Approved Course Book Status:**

Any course material which is awarded 'Approved' status as a result of the evaluation procedures will be maintained on the approved list for as long as there are no changes in the relevant curriculum.

#### 4.0 **The Maximum Number of Approvable Print Course Books for any Learning Area in Pre-Primary and Primary Levels**

It is the policy of the MoE to maintain the widest possible choice of competing course materials from which learning Institutions can select the titles that they wish to use. However, in order to maintain the possibility of good sales and print runs and the lowest prices through good cost amortisation, a limit will be imposed on the number of titles that will be given 'Approved' status. Thus a maximum of six (6) titles per subject/activity area and class/course will be approved per Activity/Learning area and grade for all Pre-Primary level and Primary Schools. Course materials evaluation will therefore be competitive, with the best scoring titles being approved up to the specified maximum number of titles in any one evaluation, provided that minimum threshold quality requirements have been met.

#### 5.0 **Learning Areas/Activity Areas for which Course Book Submissions are required**

##### 5.1.1 **Activity Areas at Pre-Primary level:**

Course Books and Teacher's Guides Submissions for Evaluation and Approval in conformity with the Competency Based Curriculum and Syllabus requirements and outcomes are required for the following Activity Areas for Pre-Primary 1 and Pre-primary 2: (PP 1 and PP 2)

- 5.1.1 Language Activities
- 5.1.2 Mathematics Activities
- 5.1.3 Psychomotor and Creative Activities (TG only)
- 5.1.4 Environmental Activities
- 5.1.5 Christian Religious Activities
- 5.1.6 Islamic Religious Activities
- 5.1.7 Hindu Religious Activities

---

<sup>1</sup> Membership of the Kenya Publishers Association is encouraged.

<sup>2</sup> Proof of company registration will require the production of a certified copy of the company registration certificate.

**Note:**

Materials in all the activity areas should be presented in complete Submissions of Learner's Book accompanied by the Teacher's Guide except for Psychomotor and Creative Activities which will not require a learner's book. Instead a detailed Teachers Guide will be needed.

**6.0 Learning areas at Primary School Level:**

Course Books and Teacher's Guides Submissions for Evaluation and Approval in Conformity with the Competency Based Curriculum requirements and outcomes are required for the following Primary School Learning areas Grade 1, 2 and 3.

**6.1.0 Primary Grade 1, Grade 2 and Grade 3**

- 6.1.1 English Activities
- 6.1.2 Kiswahili Activities
- 6.1.3 Literacy and Indigenous Language Activities
- 6.1.4 Mathematics Activities
- 6.1.5 Hygiene and Nutrition Activities (Grade 3 only)
- 6.1.6 CRE Activities (Grade 2 & 3 only)
- 6.1.7 IRE Activities
- 6.1.8 HRE Activities
- 6.1.9 Art and Craft Activities (TG only)
- 6.1.10 Music Activities (TG only)
- 6.1.11 Movement Activities (TG only)
- 6.1.12 Environmental Activities (Science, Social and Agriculture)

**6.2.0 Special Needs Education****6.2.1. Foundation level**

- 6.2.1.1 Communication, social and pre-literacy skills
- 6.2.1.2 Activities of daily living skills and religious education
- 6.2.1.3 Sensory motor and creative activities
- 6.2.1.4 Orientation and mobility Activities
- 6.2.1.5 Pre-numeracy Activities

- 6.3 Learners who are physically, visually challenged and those who have hearing challenges will follow the regular curriculum with modifications (adaptations). The book that will be approved for the normal curriculum will be adapted by the publisher for the SNE learners. Publishers should indicate capacity to adopt approved materials for learners with special needs.

**6.3.0 Pre-primary 1 and 2****6.3.1 Hearing challenged**

- 6.3.1.1 Kenyan sign language Activities.

**6.4.1 Visually challenged**

- 6.4.1.1 Pre-Braille Activities

**6.5.1 Physically challenged**

The approved books for Pre -primary 1 and 2 will be used and where necessary adapted for these learners.

**6.6.0 Primary Level Grade 1, 2 and 3****6.6.1 Hearing challenged**

- 6.6.1.1 Kenyan Sign Language

**6.7.0 Visually challenged**

- 6.7.1.1 Braille Activities

**6.8.0 Physically challenged**

The approved books for Grade 1, 2 and 3 will be used and where necessary adapted for these learners.

**7.0 Timetable for Submission, Evaluation, Approval and Stock Availability:**

Document 2, provides the timetable of deadlines and activities that Publishers are expected to adhere to in submitting proposals and making stock available to supply Institutional needs for 2018.

**8.0 The Evaluation and Approval Methodology and Criteria:**

This is provided for the information of participating Publishers in **Documents 4 and 5.**

**9.0 Types of Submission:**

Submissions will be:

9.1 New Course books developed specifically for the Competency Based Curriculum.

9.2 Revised course materials developed specifically for the revised curriculum. The appropriate forms of submission are specified in **Section 10**

**10.0 Submission Requirements:**

Publishers are required to submit the following information for each Course books proposal. It should be noted that Course books submitted for Evaluation and Approval **must** be accompanied by a Teacher's Guide, with the exemption of Materials for Movement Activities.

The selection of the appropriate category is entirely at the discretion and judgement of the submitting Publisher. No marks will be awarded or deducted on the basis of the category selected by the submitting Publisher. All submissions, whether new or revised, will be evaluated solely in terms of their suitability for the requirements of the relevant curriculum. The purpose of defining two different categories is simply to provide Publishers with guidance on what must be submitted to support submissions based on different types of course books proposal. Thus, if an existing course books has been radically revised to meet the competency based curriculum requirements a Publisher should submit it as a *New or Revised Manuscript Developed Specifically for the competency based Curriculum and designs Requirements* (**Section 9.2**).

Publishers should note that all sample copies, proofs, annotated manuscript copy or printed page sections submitted for Evaluation and Approval should not contain any information that might identify the Publisher or any of the authors. Publishers should therefore remove all titles, authors' names, Publishers' names, logos, etc, from all samples intended to be seen by Evaluation Panels. Any sample copy, proof, annotated manuscript copy or printed page sections with any such writing or marking that can be used to identify the sample as a particular Publisher's sample shall be disqualified from further analysis. Materials for Evaluation will be provided to the Learning area Evaluation Panels without details of origin.

Publishers should also note that the covering letter specifying how the submitted course book meets the competency based Curriculum Requirements, the detailed curriculum requirements and the methodological requirements specified in the curriculum, should also be submitted on un-headed sheets of paper.

**10.1 Requirements for Manuscripts Developed for the Competency Based Curriculum**

- 10.2.1 Evidence that the publisher satisfies the Qualification Requirements (see Section 1,) – 1 copy only required
- 10.2.2 Final Laser/Inkjet Proofs of the full manuscript, set to type and with all specified art work – 7 spiral bound copies required. It should be noted that these proofs should be supplied without identifying marks.
- 10.2.3 A Final Proof per learning area is required.
- 10.2.4 An 8-page printed section demonstrating the printing quality of the submission must be submitted in support of each title of each submission for Evaluation and Approval. In this respect, the submitting Publisher has the option to submit 7 copies of an 8-page printed section using one of the following alternatives:
  - An 8-page Printed Section for each title submitted for Evaluation and Approval

- A representative sample of an 8-page printed section for a grade/level/course for each submission.
- One representative sample of an 8-page printed section of each title for all Submissions from the Publisher.

The sample(s) should include text (type faces), maps, photographs, graphs, illustrations, tables and use of colour, where applicable. It should also include at least a sample page of Teacher's Guide. It should be noted that the 8-page printed section should be submitted without identification information marks.

### Alternative

An 8-page Final Laser/Inkjet Proofs section demonstrating the printing quality of the submission must be submitted in support of each title of each submission for Evaluation and Approval. In this respect, the submitting Publisher has the option to submit 7 copies of an 8-page printed section using one of the following alternatives:

- An 8-page Final Laser/Inkjet Proofs Section for each title submitted for Evaluation and Approval
- A representative sample of an 8-page Final Laser/Inkjet Proofs section for a grade/level/course for each submission.
- One representative sample of an 8-page Final Laser/Inkjet Proofs section of each title for all Submissions from the Publisher.

The sample(s) should include text (type faces), maps, photographs, graphs, illustrations, tables and use of colour, where applicable. It should also include at least a sample page of Teacher's Guide. It should be noted that the 8-page printed section should be submitted without identification information marks.

#### 10.2.5 **A final proof of the accompanying Teacher's Guide – 7 copies required.**

It should be noted that these proofs should be supplied without identification details

#### 10.2.6 A statement demonstrating and guaranteeing that the submitted manuscript either meets, or will meet, the Physical production specifications set out in **Section 13.1** and the type face specifications set out in **Section 13.2** – 1 copy only required

- 10.2.7 A finished Printer's dummy of each title submitted for evaluation demonstrating the format, extent and proposed physical production specifications (see **Section 13**). A separate dummy must be submitted in support of each course book and Teacher's Guide title included in the submission for Evaluation and Approval. Each Dummy should carry a label with the following information:
- Learning area
  - Level
  - Pre-Primary 1 and 2, Grade 1,2 or 3
  - Learner's Course Book/ or Teacher's Guide
  - The full Technical Specifications, including format, number of pages, and number of colours planned for cover and text, materials, cover finish and binding style.

In the event that a title or titles have an identical format that applies to other titles submitted for evaluation, or an identical format applicable to titles in another submission, only one dummy need to be submitted to represent the titles with identical formats and extents, so long as this is clearly indicated on the label.

A uniform extent for the Dummies may be used as follows:

- Saddle stitched books up to 96 pages
- Thread sewn books over 96 pages

Each Dummy should carry the label with the information as described above. In addition, if several titles have an identical format and production specifications/binding style, only one Dummy need be submitted – provided that the label makes it clear precisely which titles, Learning areas, Grade/Form/Course/Level Dummy it represents. Note that this applies only to identical formats – where formats or production specifications/binding styles are different, separate Dummies must be submitted (of up to 96 pages saddle stitched or thread sewn for over 96 pages).



In addition, the Publisher must indicate in the submission the expected extent of the Course books/Teacher Guide to within +/- 16 pages (i.e. a 32 page range).  
Learner's Course books and Teacher's Guides should have separate Dummies even where their extents and formats are identical.

- 10.2.8 A Statement of the maximum retail price at which the Course books and the Teacher's Guide will be offered for sale, specified in Kenya Shillings, for the year 2017. The statement should also include a guarantee that the Maximum specified Retail Price will not be exceeded except under the conditions specified in **Section 16**, – only 1 copy required
- 10.2.9 A Statement of Copyright Ownership, or the Ownership of Publication Rights, of the materials submitted for Evaluation, plus a statement indemnifying the KICD/MoE against any claim against them arising from any breach of copyright in material submitted for evaluation or supplied to educational institutions as a result of the award of approved status - only 1 copy required.
- 10.2.10 A List of all authors, advisors, consultants, editors, designers and developers, associated with the Course Materials and Teacher's Guides submitted for evaluation - 1 copy only required
- 10.2.11 A Statement that the Publisher will grant a Licence free of charge to the MoE/KICD for publication of Braille, large print and talking book editions of the submitted materials, if they are approved; or that the Publisher will itself publish and make available these editions at cost price if requested to do so by the MoE/KICD.

All submitting Publishers should note that, whatever the method of Submission, the Evaluation Panels can only evaluate what has been submitted by the Publishers. Thus, if the Evaluation Panels have to evaluate Proofs or Course books that have uncorrected errors, the Panels will treat these errors as mistakes and will penalise them according to the Evaluation rules. The same principle applies to Dummies and Samples supplied for Evaluation against Technical Specifications. Publishers must take full responsibility for the accuracy and completeness of everything submitted for Evaluation.

It should also be noted that the Ministerial textbook Vetting Committee reserves the right to disqualify any approved Course books where the format, extent, page layout, type faces, type sizes or basic Physical Production specifications vary significantly from those Evaluated and Approved as part of the Submission for Evaluation and Approval. *Any Publisher who wishes to make any significant change to the presentation of an Approved Course books/Teacher's Guide should first seek approval in writing for the changes from the Ministerial textbook Vetting Committee.*

**NOTE:**

No title that is already Approved as Supplementary Material should be presented for Evaluation and consideration for Approval as Course books.

## **11.0 Receipt of Submissions**

- 11.1 **Number of Copies of Each Submission Required for Evaluation:** All submissions must contain 7 copies of all sample copies and sample materials for Course books and Teacher's Guides. Documentation relating to:
  - 11.1.1 Evidence that the Publisher meets the qualification requirements
  - 11.1.2 Guarantee that the submitted Course books either meets or will meet the Physical Production Specifications and the Type faces and sizes Requirements
  - 11.1.3 The Statement of Maximum Price ceiling
  - 11.1.4 Printer's Dummies
  - 11.1.5 Copyright guarantees and indemnity
  - 11.1.6 List of authors, consultants, editors, designers and developers
  - 11.1.7 Statement of grant of Licence  
(Need only be submitted in one copy in a separate envelope clearly labelled '**Supporting Documentation**' See **Section 12**).
- 11.2 Submissions will be received by the Independent Administrator and KICD director's representative in Block 7 Door 13 at KICD on or before the Submission deadline. The Independent Administrator and the representative of the submitting publisher will check and sign for the Covering Letter (**Section 11.1**) and all the envelopes/packages submitted. Documents in **Section 11.2** will be opened during the Bids Opening meeting.

## **12.0 Submission Packaging and Labelling Requirements:**

Every submitting Publisher will present envelopes/packages thus:

- 12.1.1 A Covering Letter from the Publisher on Submissions on headed paper, in a separate envelope. (See **Section 11.2**)  
A large envelope containing Supporting Documents as outlined in **Section 11.3**

A large package/carton containing:

- Dummy/Dummies and (8-page printed section(s)
- Sample Materials for Content Evaluation

Each learning area should be packed separately and labelled appropriately. (See **Sections 12.4 and 12.5**)

For every Pre-Primary proposal submitted, for example, it is required that the target stage/level is clearly indicated:

Pre-Primary 1 and Pre-Primary 2

It should be noted that a proposal for any stage/level in whatever activity area constitutes a submission.

## **12.2 Submission of Covering Letter**

The envelope containing a covering letter from the publisher should be addressed to the Director KICD.

The letter should be written on headed paper.

## **12.3 Supporting Documents.**

The supporting documentation should be presented in a separate envelope/package, which should be clearly/boldly labelled on the outside, **“SUPPORTING DOCUMENTATION”**. The envelope, which will be opened during the bids opening meeting, should contain:

- 12.3.1 Name and address of submitting publisher
- 12.3.2 Evidence of registration and incorporation in Kenya<sup>3</sup>
- 12.3.3 Evidence of audited financial accounts for the preceding two years
- 12.3.4 Proof of operational premises
- 12.3.5 Curriculum learning area for which the submission is intended
- 12.3.6 The Level and grade for which the submission is intended
- 12.3.7 The proposed Title of the submission
- 12.3.8 The names of the author(s), advisors, consultants, editors, designers and developers for each submission
- 12.3.9 Letter/report on curriculum coverage, presented on un-headed paper
- 12.3.10 The Price offered for each title and its accompanying teacher's guide
- 12.3.11 A banker's cheque evaluation fees in a separate envelope
- 12.3.12 A statement of copyright ownership plus statement indemnifying the KICD/MoE against any claim against them arising from any breach of copyright in materials submitted for evaluation.
- 12.3.13 A Statement that the Publisher grant a Licence free of charge to KICD/MoE for publication of Braille, large print and talking book editions of submitted materials if approved, or that the publisher will publish and make available these editions at cost price, if requested to do so by MoE/KICD.

**Note that Forms have been provided in Document 8 as sample copies of submitting “Supporting Documentation”**

## **12.4 Submissions for Technical Specifications Evaluation**

The envelope/package containing the dummy submission conforming to **Section 14**, should be clearly labelled on the outside with the following information:

- 12.4.1 Name and address of Publisher
- 12.4.2 Curriculum learning area/activity Area for which the submission is intended
- 12.4.3 Level for which the submission is intended
- 12.4.4 The word **“dummy”**
- 12.4.5 An 8-page printed section<sup>4</sup>

## **12.5 Submission for Content Evaluation.**

The 7 copies of samples or sample materials for content evaluation for each learning area/grade should be packed in one large envelope or package which should be labelled with the following information:

---

<sup>3</sup> This will also indicate the Publishers experience in business

<sup>4</sup> This will depend on the choice made by the Publisher in **Clause 10.2.3**

- 12.5.1 Name and address of submitting publisher
- 12.5.2 Curriculum learning area/activity area for which the submission is intended
- 12.5.3 The grade/level for which the submission is intended
- 12.5.4 The List of names of the authors, advisors, consultants, editors, designers and developers
- 12.5.5 The proposed title of the submission
- 12.5.6 The words “**Unidentified Sample Materials for Content Evaluation**”

The envelopes containing materials for each learning area should be packed together in one package /carton.

### 13.0 Minimum Physical Specifications and Type Requirements:

Publishers should produce affordable but durable materials without compromising quality. All materials approved for use in Educational Institutions should be strongly bound and finished to withstand constant handling and environmental conditions that may apply. The minimum text paper, cover card and binding styles specified below are therefore mandatory.

The Specifications given here are Minimum and Publishers are free to offer materials of superior physical production quality. Publishers should also note that the submitted printer's dummy (see **Section 10.2.7**) should conform in every detail with the required Specifications. The dummy is the Standard against which course books and teacher's guides to be approved for supply to educational Institutions will be measured and it will therefore be evaluated critically against the production criteria set out in **Section 13.1**.

### 13.1 Minimum Physical Production Specifications

The following Specifications apply to both course books and teacher's guides. However, the font face for the teacher's guides is left to the discretion of the submitting publisher.

Submitting Publishers should note that, due to minor variations possible from different methods of testing, a tolerance of 5% will be allowed in the evaluation of whiteness and opacity of paper.

#### 13.1.1 TEXT PAPER: 70 gsm, white, MF, woodfree offset with a minimum 90% whiteness and 90% opacity

For Pre-Primary Level Materials, 80gsm, white, MF wood free offset with a minimum 90% whiteness and 90% opacity.

#### 13.1.2 COVER CARD: a minimum of 240 gsm one-sided coated white art board with grain direction parallel to spine and with 12 micron lamination or high gloss UV finish

#### 13.1.3 BINDING STYLES:

- a) **For extents up to 96 pages:** Saddle stitched, 2 rustles metal wires, evenly spaced from head to foot, cut to correct length and fully closed at the centre. Covers scored, one score, and trimmed flush.
- b) **For extents over 96 pages:** Thread-sewn sections with minimum four stitches, fully glued on spine and up to, but not exceeding, the hinges using appropriate, flexible adhesives. Sections must be fully glued to covers to make square spine. Cover four-scored to provide minimum 6 mm and maximum 8 mm hinges fully glued front and back. Cut flush. The application and use of appropriate glues, which maintain flexibility during the expected book life and do not dry out or crack, will particularly be examined during evaluation and usage.

#### 13.1.4 FORMATS: Unless specified by the MoE/KICD for a particular title for grade 1 to 3, A4 and landscape formats will **not** be acceptable. **However, Teacher's Guides in landscape format are acceptable.** For PP1 and PP2, A4 and B5 are acceptable.

### 13.2 Font Faces (Sizes and Types)

Level	Minimum Size
Pre-Primary 1, Pre-Primary 2	18pt
Primary Grade 1 & 2	16 pt
Primary Grade 3 & 4	14 pt
Primary Grade 5 to 6	12 pt
Lower secondary Grade 7 to 9	12 pt
Senior Secondary G 10-12	Not less than 10 pt

Up to Primary Grade 3, all font-faces must be *Sans Serif* using an open and simplified 'a' and 'g'. From Primary Grade 4 upwards font-faces may be *Sans Serif* or *Serif*, at the discretion of the publisher. Publishers should ensure that the font-face and line spacing selected will provide for maximum readability.

### 13.3 **Other Production Issues**

Submitting Publishers should note that extents are required to be appropriate and sufficient to provide adequate coverage of the curriculum and the achievement of the curriculum and syllabus outcomes. During evaluation, unnecessary length and the inclusion of inappropriate content may be penalised as severely as a title with insufficient content to meet curriculum requirements and outcomes. Unnecessary extent will specifically be discouraged.

Full colour illustrations and the extensive use of colour throughout a text are relatively expensive but may be necessary in lower grades and in some specific learning areas. Colour should therefore be used where it is necessary and appropriate. However, the irrelevant and/or inappropriate use of colour (e.g. green camels or blue oranges) will be penalised during the evaluation process. Publishers are encouraged to adopt 4/1, 2/1 approaches to the use of colour wherever feasible.

Page design and layout should be appropriate to the level and for the learning area. It should aim for attractiveness and ease of use by both learner and teacher. Logical work sequencing with clear numbering, headings, captions, labels, signals and symbols for learners and teachers are important.

Page design that enhances readability and usability, and facilitates cross-referencing and intelligent use of the text, will be rewarded during evaluation. Aspects of page design which can hinder readability include type faces which disappear into the gutters.

In the case of finished books, Publishers should avoid using the inside front and back covers for type since the type may be hidden once the books are covered with paper or other cover material. Similarly, for the sake of convenience, copyright and other information should be placed, wherever possible, on the back of the title page.

### 14.0 **Pedagogical Requirements**

The KICD/MoE wishes to achieve a shift in pedagogical approach in the competency based curriculum and the course books to be approved will be required to reflect this approach. The evaluation criteria will therefore give particular weight and importance to course books in all learning areas, which can demonstrate satisfactorily that they achieve and further the following methodological outcomes:

- 14.1.1 An approach which focuses on the development of competencies, as opposed to an approach which focuses narrowly on content coverage and factual accumulation
- 14.1.2 An approach which encourages a genuine understanding of the Learning area through experiential activities
- 14.1.3 Problem-solving wherever relevant
- 14.1.4 The inclusion of learner to learner (peer-to-peer) approaches
- 14.1.5 Kenyan content and examples wherever relevant and appropriate according to Learning areas
- 14.1.6 The mainstreaming of Pertinent and Contemporary Issues (PCIs) wherever appropriate
- 14.1.7 Gender equitable approach and presentation
- 14.1.8 A representation of the cultural, ethnic and environmental diversity of Kenya in the text, illustrations and examples, wherever it is considered appropriate and relevant
- 14.1.9 The inclusion of appropriate examples of technological and industrial applications
- 14.1.10 Linkage with ICT methods and skills, as appropriate

### 15.0 **Composition of the Evaluation Panels:**

There will be a separate evaluation panel for each curriculum learning area. The panel members will be drawn by a Committee comprising KICD and DQAS and recommended to the Ministerial Instructional Materials Vetting Committee for Approval. There will be seven (7) members of each Evaluation Panel. Details on the composition of the Panel are in **Document 4 Section 1.0**.

All evaluation panel members and trainers of evaluators will be carefully scrutinised to ensure that there is no conflicts of interest. No individual may be appointed as a Trainer of Evaluators or as an Evaluation Panel member if he/she is in full-time or part-time employment with a participating Publisher, or if they are authors of materials in the Learning area and level being evaluated, or if they are advisors, consultants, designers, developers, directors, shareholders, board members or are involved in any other way with a participating Publisher. Evaluation Panel members will be required to sign legal undertakings that they have no conflicts of interest as specified above, and that each one of them will always observe **confidentiality**.

#### 16.0 **Price Adjustments:**

All participating Publishers will be required to specify a maximum retail price at which the course books and the accompanying teacher's guide will be offered for sale to Schools, if approved. This maximum retail price can only be adjusted upwards if there has been a demonstrable increase in costs of more than 12.5% since the Submission for Evaluation and Approval deadline. Any revision of price downwards would be welcome.

All price increases and the annual adjusted maximum prices for use in the annual approved list of school course books (Orange Book) will be governed by percentage price increases based on the Kenya Retail Price Index (KRPI) maintained by the Central Bank of Kenya. Each year, at the time of preparation of the approved list of school course books all publishers of approved course books will be formally permitted to increase prices if they wish. Prices may not be increased by more than the % increase in the KRPI between the 1st of January of the current calendar year and the final copy date established by the MoE for the publication of the annual approved list of school course books. The MoE will be responsible for calculating the permitted annual price increases based on the KRPI and for informing all publishers of approved course books by not later than the 31st August every year. If the KPA believes that publishing/printing input prices (i.e. the specific costs of paper, cover card and manufacturing costs) have risen by more than the calculated KRPI increases referred to above, then the KPA may present specific evidence to the MoE in support of a claim for additional price increases. The MoE will not unreasonably withhold permission for input cost price increases if the KPA can provide reasonable evidence in support of their claim.

#### 17.0 **Minor Deviations:**

The Ministerial Instructional Materials Vetting Committee may, at its discretion, waive any minor deviations or non-conformities or irregularities in a submission which do not constitute material deviation, provided such waiver does not prejudice or affect the relative ranking order of any submitting publisher. For example, the committee can recommend **Conditional Pass** for a material that may have satisfied all the set thresholds, including Technical Specifications, but whose Content needs to be polished before it can be confirmed and therefore awarded approved status.

#### 18.0 **Release of Evaluation Results:**

The results of the evaluation will be announced to all submitting publishers immediately after the evaluation panel recommendations have been formally approved by the MoE. The notification of performance will be conveyed in writing by the Director KICD to all publishers who have made submissions.

#### 19.0 **Updating the Orange Book**

The Director QAS in consultation with the Director KICD will be responsible for the revision and updating of the annual *Approved List of Educational Course Books (Orange Book)*. The printing, publication and distribution of the Approved List of Educational Instructional Materials (Orange Book) will be the responsibility of the direction of Director Quality Assurance and Standards.

#### 20.0 **Publishers' Access to Evaluation Marks:**

In the interest of transparency, all Publishers who submit proposals for evaluation and approval will have the right to see the evaluation scores of their **own** titles submitted for evaluation. These will be made available within KICD for a period of 30 days from the date on which the notification of performance has been released at the Institute. Publishers who wish to see their evaluation mark sheets must make an appointment with Director KICD.

Any Appeals regarding specified areas of evaluation as notified under **Section 18**, must be made in writing to the Director KICD, by the date and time specified in **Document 2**. The appellant should state the reasons for Appeal in detail and the appeal should be accompanied by a banker's cheque for the full amount of the fee for appeals (see **Section 20.3**) payable to the Director, KICD.

Any Appeal(s) should be confined to the confirmation of decisions on responsiveness and eligibility of submissions and/or the computation of marks. Under no circumstances will learning area evaluation panels or technical team(s) be reconvened or asked to reconsider the marks that have been awarded to materials evaluated.

Responses to appeals will be made in writing by the date specified in **Document 2**. The decision of the Ministerial Instructional Materials Vetting Committee on all appeals will be final.

#### 21.0 **Costs of Documentation, Submission, Approval and Claim:**

It is intended that the costs of evaluation and approval will be covered by publisher fees and will thus be self-financing. It is not the intention of the MoE or the KICD to make a profit from this exercise. The fee scales provided below have been

carefully calculated to cover the estimated costs of Evaluation and Approval. Adjustments in fees may be necessary if the current assumptions on which the fee scales are based are incorrect. The fees for the 2017 Submissions have been established as follows:

#### **Bid Document**

- 21.1 The 'Course Materials Submission, Evaluation and Approval Procedures' will be downloaded from the KICD Website. [www.kicd.ac.ke](http://www.kicd.ac.ke)
- 21.2.0 **Evaluation fees payable on Submission per class, per learning activity area and Level for:**
- 21.2.1 **Pre- primary 1 and 2** - *Twenty six thousand Kenya Shillings (Kes. 26,000) per Submission*
- 21.2.2 **Primary Level:** - *Forty Three thousand seven hundred and fifty Kenya Shillings (Kes. 43,750) per Submission*
- 21.2.3 **Special Needs Education:** - *Thirteen Thousand Kenya Shillings (Kes. 13, 000) per submission*
- 21.3.0 **Fees for Appeals:** - *Twenty six thousand Kenya Shillings (Kes. 26,000) per title.*
- 22.0. Clarification of Documents:  
A prospective submitting publisher requiring any clarification in the **Submission, Evaluation and Approval for Competency Based Curriculum Course materials**, documents may notify the Director KICD in writing at the address specified in Document 1. The KICD will respond in writing to any such request for clarification that is received any time but not later than 14 days prior to the deadline for Submissions. Written copies of the KICD response will be sent to the local representatives of all prospective submitting publishers who have purchased the Bid Document.
- 22.1 At any time prior to the deadline for submissions, the MoE may, for any reason, whether of its own initiative or in response to a clarification requested by a prospective submitting publisher, modify the course materials submission documents by amendments and notify Publishers.
- 22.2 In order to afford prospective submitting publishers reasonable time to take any amendment into account in preparing their Submissions, the MoE may, of its own discretion, extend the deadline for the Submission of proposals.
- 23.0 Invitation to Resubmit Proposals:  
In the event that no title qualifies for approval for which submissions have been invited or that the requisite number of titles per learning area/grade are not realised, the MoE reserves the right to call for new proposals or resubmissions of improved/revised materials from publishers.
- 24.0 Review and Amendment of the Evaluation and Approval Procedures and Documentation: (Bid Document)  
The KICD and MoE will review and propose amendments to these procedures and documents on an annual basis in the context of experience. The publishers and relevant stakeholders will be informed of the timing of the annual reviews and will be able to make proposals to the review process as appropriate.
- 25.0 Disqualification for Irregular Practices:  
Any submitting publisher who fails to abide by the laid down Procedures relating to any stage of the Submission, Evaluation and Approval Process of Course Books, will be disqualified from the award of approved status for any title submitted for Evaluation and Approval in that year.

## **DOCUMENT 4**

### **COURSE BOOKS EVALUATION AND APPROVAL METHODOLOGY**

#### **1.0 Management and Appointment of Evaluation Panels**

The process of Course books Evaluation and Approval will be managed by the Ministerial Textbook Vetting Committee (MTVC). The KICD will be responsible for recommending suitably qualified evaluators to the MTVC, which will scrutinise and approve the membership of all Evaluation Panels.

Each Learning area Evaluation Panel (SEP) will comprise:

- A non-scoring Moderator, nominated by KICD, who will act as the panel chair
- A learning area/activity area specialist representative of the MoE Directorate of Quality Assurance and Standards, nominated by the Director of Quality Assurance and Standards (DQAS)
- A Curriculum Developer nominated by KICD, who is a specialist in the learning area/activity area and has knowledge of the new or revised curriculum.
- A learning area/activity area specialist teacher trainer nominated by KICD
- At least 3 experienced, practising learning area/activity area specialist teachers nominated by KICD.

The Evaluation Panels will use the criteria and scoring systems established in **Document 5** as the basis for their assessment of each Course books submitted.

Each Evaluation Panel member will receive training in the techniques of course books evaluation according to the criteria and approach as specified in **Document 5**.

#### **2.0 Evaluation Stages**

The process will be conducted in four (4) stages.

##### **2.1 Preliminary Examination/Eligibility and Responsiveness**

In this stage, the Evaluation Panel will verify that each submitting publisher meets the eligibility criteria and proposal submission requirements, and has submitted complete Documentation. Any application that fails to meet any of the three conditions should be rejected and should not be considered for further evaluation. Only such submissions that pass the preliminary examination should proceed to the second stage of evaluation (Technical Specifications Evaluation Stage).

##### **2.2. Technical Specifications Evaluation**

Submissions that fully meet the Eligibility Criteria and Submission requirements, and are complete, will be evaluated on the basis of the technical specifications criteria stipulated in the bidding documents. Deviations that may be detected under the technical specifications criteria should be brief but explicitly stated as footnote with an indication of whether a deviation is major or minor to facilitate the decision of MTVC. Professional expertise will be engaged to undertake the technical evaluation of dummies, or books in warehouses and schools, in order to ascertain compliance with the required minimum production specifications.

##### **2.3 Evaluation on Content Quality and Presentation**

Each evaluation panel member will mark each submitted course books and teacher's guide individually and without prior consultation with other panel members. The evaluation panel moderator (who does not score the submissions) will be responsible for identifying any significant deviations that may occur in marking between and among individual Evaluators. In the event that any significant deviation in marking cannot be resolved, the Moderator may recommend the disqualification of the marks of an Evaluator. After scrutiny and moderation, the marks of the individual Panel members will be totalled and averaged for each item. Submissions that fail to reach key threshold levels (e.g. conformity to curriculum and language) will be disqualified. All materials that meet the set thresholds proceed to the next evaluation stage.

##### **Note:**

There may be minor differences in the nature and specific requirements of the evaluations for the different curriculum learning areas.

#### **2.4 Price Evaluation**

Price Evaluation is done for only proposals that qualify in **Sections 2.2** and **Section 2.3**. The score is based on the Pupil's Book and the Teacher's Guide Price. The higher the Price of a book, the lower the score

The best total scoring submissions up to the maximum number required for each Learning area/Activity Area per Level/Grade/Course (See **Doc 3 Section 4**) are recommended to the MTVC for vetting.

#### **3.0 MTVC Recommendations**

The Evaluation Report (ER) will be submitted to the MTVC for scrutiny. The MTVC will require a summary of the evaluators' marks for each submission. The Committee may also wish to inspect the individual evaluator's mark sheets. After the Committee is satisfied that the evaluation has been conducted in accordance with the laid down provided procedures, methodology, criteria and marking scheme, it will adopt the Evaluation Report (ER) and make recommendations to MoE.

#### **4.0 MoE Approval**

The MoE will study the MTVC recommendations and appendices thereto. Satisfied that the process of evaluation and vetting has been undertaken in keeping with the stated procedures, MoE will award approved' status to the materials that qualify, thereby authorizing release of evaluation Results.

#### **5.0 Release of Results**

Publishers will be notified of the evaluation results as soon as the MoE approves the MTVC recommendations. The notification of Approval will be communicated to Publishers in accordance with the procedures established in **Section 19 of Document 3**. Procedures for any appeals by publishers against specified areas of evaluation are set out in **Section 20 of Document 3**.

#### **6.0 Signing of the Register**

Successful publishers are required to sign the register of approved Instructional Materials within two weeks after the release of the Evaluation Results. They should provide all the relevant details of the course books to facilitate listing of the same in the next Edition of the 'Orange Book'.

#### **7.0 List of Approved Educational Course books**

The Lists of Approved Educational Instructional Materials (**Orange Book**) for Pre-Primary, Primary and Secondary Schools and Teacher Colleges titles will be updated annually and published. This Lists will contain up-to-date prices and will be supplied to all Public Educational Institutions, and made available for purchase by other stakeholders.

#### **8.0 Records of Documents**

KICD will maintain a complete set of all Evaluation Documents for a period of at least one (1) year after the formal Evaluation and Approval process is finalised.



## DOCUMENT 5

### COURSE BOOKS EVALUATION MARK SHEETS AND SCORING SYSTEM

1. COURSE BOOKS EVALUATION:	- EVALUATOR'S MARK SHEET .....	18, 26
2. COURSE BOOKS EVALUATION:	- MODERATOR'S MARK SHEET .....	33
3. COURSE BOOKS EVALUATION:	- TITLE SUMMARY MARK SHEET .....	54
4. COURSE BOOKS EVALUATION:	- SUMMARY MARK SHEETS .....	55 - 59
5. Document 6	- .....	60
6. Publisher's Details	- .....	62

## CM Mark Sheet 1

### COURSE BOOKS EVALUATION: – 2017 EVALUATOR'S MARK SHEET

Each Evaluator in an evaluation Panel must complete this mark sheet for every title (Course books and accompanying Teacher's Guide) submitted for evaluation. The questions should be answered by reference to the Course books for criteria 4-9 and by reference to the Teacher's Guide for criterion 10. The alternative chosen by an Evaluator must be clearly written in ink. If a mistake is made and a correction is required, the Evaluator must sign and date the correction.

Learning area ..... Level ..... Grade.....

Course books' (CM) Code..... Teacher's Guide (TG) Code.....

No. of Pages: CM...../ TG.....

Name of Evaluator ..... Date .....

#### 4. CONFORMITY TO THE CURRICULUM

(A full list of strands/ sub-strands/topics/subtopics, themes/sub themes, specific learning outcomes, core competences, core values, pertinent and contemporary issues required by the curriculum design must be prepared by the evaluation Panel prior to opening of the publisher submissions. This list must be consulted in answering the following questions)

##### 4 (a) Coverage of Required curriculum design strands/ sub-strands/topics/sub-topics, themes/subthemes

What percentage of strands/ sub-strands/topics/subtopics, themes/subthemes required by the curriculum are covered: (Tick one alternative for Course books)	Course books %
i) 95-100% of the strands/ sub strands/topics are covered	
ii) 90-94% of the strands/ sub-strands/topics are covered	
iii) 85-89% of the strands/ sub-strands/topics are covered	
iv) Less than 85% of the strands/ sub-strands/topics are covered	

##### 4(b) Coverage of required curriculum specific learning outcomes

What percentage of learning outcomes required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the learning outcomes are covered	
ii) 85-94% of the learning outcomes are covered	
iii) 75-84% of the learning outcomes are covered	
iv) Less than 75% of the learning outcomes are covered	

##### 4(c) Coverage of Core competencies

What percentage of Core competencies required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the Core competencies are covered	
ii) 85-94% of the Core competencies are covered	
iii) 75-84% of the Core competencies are covered	
iv) Less than 75% of the Core competencies are covered	

**4 (d) Coverage of Core values**

What percentage of the required the Core values is covered? (Tick one alternative for Course Material)	Course Material %
i) 95-100% of the core values are covered	
ii) 85-94% of the core values are covered	
iii) 75-84% of core the he values are covered	
iv) Less than 75% of the core values are covered	

**4 (e) Coverage of required concepts**

What percentage of concepts required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the concepts are covered	
ii) 85-94% of the concepts are covered	
iii) 75-84% of the concepts are covered	
iv) Less than 75% of the outcomes are covered	

**4 (f) Coverage of required skills**

What percentage of specific skills required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the skills are covered	
ii) 85-94% of the skills are covered	
iii) 75-84% of the skills are covered	
iv) Less than 75% of skills are covered	

**5. CONTENT**

**5(a) Relevance of Content to Subject Specific Learning Outcomes**

The content is: (Tick one alternative for Course Material)	Course Material %
i) 95-100% relevant to the subject specific learning outcomes	
ii) 85-94% relevant to the subject specific learning outcomes	
iii) 75-84% relevant to the subject specific learning outcomes	
iv) Less than 75% relevant to the subject specific learning outcomes	

**5(b) Concept Development**

There is:

Tick one	Course Material
i) Sufficient development of all concepts	
ii) Sufficient development of some concepts	
iii) No concept development	

**5(c) Skills Development**

There is:

Tick one	Course Material
i) Sufficient development of all skills	
ii) Sufficient development of some skills	
iii) No skills development	

**5(d) Accuracy & Correctness of Information**

There are (Tick one alternative for Course Material)	Course Material
i) No factual errors	
ii) Some factual errors	
iii) Many factual errors	

**5(e) Currency of Information**

There is: (Tick one alternative for Course Material)	Course Material
i) No dated information	
ii) Some dated information	
iii) A lot of dated information	

**5(f) Appropriateness to the Level of the target Learner**

(Tick one alternative for Course Material)	Course Material
i) All of the information is appropriate	
ii) Some of the information is not appropriate	
iii) All information is inappropriate	

**5(g) Organization of the Information**

Evaluate the text on the following statements:

- *The sequencing of topics throughout the text is good and logical*
- *The sequencing of information within a topic is good and logical*

(Tick one alternative for Course Material)	Course Material
i) Both statements apply	
ii) Only 1 statement applies	
iii) None of the statements applies	

**5(h) Mainstreaming Pertinent and Contemporary Issues into content**

The Text has stressed: (Tick one alternative for Course Material)	Course Material
i) 7 or more issues	
ii) 4 issues	
iii) 1 issue	
iv) No Pertinent and Contemporary Issues	

**5(i) Promotion of positive values and attitudes**

The material:

Tick one	Course Material %
i) Consistently promotes positive values and attitudes	
ii) Makes some effort to promote positive values and attitudes	
iii) Promotes negative values and attitudes	

**6. LANGUAGE****6(a) Accuracy of Language**

There are: (Tick one alternative for Course Material)	Course Material
i) No grammatical mistakes	
ii) Some grammatical mistakes	
iii) Many grammatical errors	

**6(b) Correctness of language**

There are: (Tick one alternative for Course Material)	Course Material
i) No editorial mistakes	
ii) Some editorial mistakes	
iii) Many editorial errors	

**6(c) Appropriateness of the Vocabulary and Sentence Structures to the Level of the target Learner**

(Tick one alternative for Course Material)	Course Material
i) Both vocabulary and sentence structures are within the level of the target learner	
ii) Some vocabulary is not within the level of the target learner	
iii) Some of the sentence structures are not within the level of the target learner	
iv) The vocabulary and sentence structures are not within the level of the target learner	

**7. Learning Experiences****7(a) Relevance to the curriculum**

(Tick one alternative for Course Material)	Course Material
i) All the exercises/activities are relevant	
ii) Some of the exercises/activities are not relevant	
iii) The exercises/activities are not relevant	

**7(b) Learner centred activities**

(Tick one alternative for Course books)	Course books
i) All activities are learner-centred	
ii) Some activities are learner-centred	
iii) Most activities are not learner-centred	

**7(c) Appropriateness to the Level of the target Learner**

(Tick one alternative for Course Material)	Course Material
i) All learning experiences are appropriate to the target learner	
ii) Some of the exercises/activities are not appropriate to the target learner	
iii) The exercises/activities are not appropriate to the target learner	

**7(d) Adequacy**

The learning experiences are; (Tick one alternative for Course Material)	Course Material
i) Adequate	
ii) Fairly adequate	
iii) Not adequate	

**7(e) Variety**

There is ; (Tick one alternative for Course Material)	Course Material
i) A wide variety provided	
ii) Some variety	
iii) No variety	

**7(f) Clarity of Instructions**

(Tick one alternative for Course Material)	Course Material
i) All instructions are clear	
ii) Some instructions are not clear	
iii) Instructions are not clear	

**7(g) Clarity of Questions / Activities**

(Tick one alternative for Course Material)	Course Material
i) All questions/ activities are clear	
ii) Some questions/ activities are not clear	
iii) Questions/ activities are not clear	

**7(h) Learning experiences provide learners with opportunities for development of core of competencies**

Tick one	Course books
i) All learning experiences provide opportunities for developing core competencies	
ii) Some learning experiences provide opportunities for developing core competencies	
iii) The learning experiences do not provide opportunities for developing core competencies	

**8. ILLUSTRATIONS****NOTE: All Course books should have illustrations****8(a) Relevance**

(Tick one alternative for Course Material)	Course Material
i) All illustrations are relevant	
ii) Some illustrations are not relevant	
iii) All illustrations are not relevant	

**8(b) Variety and Adequacy**

Illustrations are; (Tick one alternative for Course Material)	Course Material
i) Varied and adequate	
ii) Adequate but not varied	
iii) Varied but not adequate	
iv) Neither varied nor adequate	

**8(c) Clarity, Colour and Proportion**

Evaluate the book on the following statements:

- All illustrations are bold and clear
- There is proper use of colour, if appropriate (if colour is not appropriate, treat this statement as true)
- All illustrations are correctly proportioned

(Tick one alternative for Course Material)	Course Material
i) All statements apply	
ii) Two of the statements apply	
iii) Only one statement applies	
iv) None of the statements applies	

**8(d) Captioning, Numbering and Labelling**

(Tick one alternative for Course Material)	Course Material
i) All illustrations are well captioned/ numbered / labelled	
ii) Some illustrations are well captioned/ numbered / labelled	
iii) No illustration is captioned/ numbered / labelled	

**Note: Pre- primary should not be evaluated on 8 d.****8(e) The submission has no illustrations (Tick)**
☐

## 9 LAYOUT

Evaluate the book for the accuracy on the following statements

- Page layout is appropriate to the level and subject
- The layout enhances readability and ease of reference
- There is rational use of print sizes, boldness and typefaces across the text in highlighting topics and sub-topics
- Illustrations are correctly positioned in relation to the relevant text
- Appropriate uses of margins

(Tick one alternative for Course Material)	Course Material
i) All statements apply	
ii) Four of the statements apply	
iii) Three of the statements apply	
iv) Two of the statement apply	
v) One or none of the statements applies	

## 10. TEACHER'S GUIDE

10(a) Provision of Additional Information for the Teacher

There are: (Tick one alternative for Teacher's Guide)	Teacher's Guide
i) Relevant additional information is provided per stand	
ii) Some relevant additional information	
iii) No relevant additional information	

10 (b) Accuracy and correctness of content

There are: (Tick one alternative for Teacher's Guide)	Teacher's Guide
i) No factual errors	
ii) Some factual errors	

10(c) Pedagogical issues

There are:

- Instructions that set out practical Activities for teaching each strands / sub strands /topic/activity
- Instructions that set out approach to inculcating Core values
- Instructions that set out approach to integration of Pertinent and Contemporary Issues
- Instructions that set out learner centred activities for Inquiry Based Learning to developing Core Competencies
- Instructions that set out approach to developing skills and attitudes
- Instructions that set out the approach to presenting the various types of activities

(Tick one alternative for Teacher's Guide):	Teacher's Guide
i) All the above statements apply	
ii) Five of the above statements apply	
iii) Four of the above statements apply	
iv) Two-One of the above statement apply	
v) None of the above statements applies	

10(d) Suggestions on teaching learners with special needs

The book has:

(Tick one alternative for Teacher's Guide)	Teacher's Guide
i) Suggestions on methods for teaching learners with special needs	
ii) No suggestions on methods for teaching learners with special needs	

10(e) Suggestions for teaching and learning resources

<i>(Tick one alternative for Teacher's Guide)</i>	Teacher's Guide
i) The teacher's guide provides useful, relevant appropriate and practical suggestions for teaching and learning resources	
ii) The teacher's guide provides some useful relevant appropriate and practical suggestions for teaching and learning resources	
iii) There are no suggestions for relevant teaching and learning resources	

**10(f) Suggested Assessment**

There are:

- Relevant and useful suggestions on appropriate modes of assessment at topic/strands/substances, and strand
- Suggestions at the topic level on how to develop appropriate assessments
- Useful suggestions on the approaches to answering questions in the learners' book
- Useful suggestions on practical activities and exercises to enable development of Core Competencies

<i>(Tick one alternative for Teacher's Guide):</i>	Teacher's Guide
i) All the statements apply	
ii) Three of the statements apply	
iii) Two of the statements apply	
iv) One of the statements applies	
v) None of the statements applies	

**10(g) Answers to exercises/Activities**

<i>(Tick one alternative for Teacher's Guide):</i>	Teacher's Guide
i) All the answers to the exercises and activities are correct	
ii) Some answers to the exercises and activities are not correct	

**10(h) Clarity of Writing and Presentation of text**

<b>The layout :</b> <i>(Tick one alternative for Teacher's Guide):</i>	Teacher's Guide
i) The writing, organization and presentation is clear and easy to use.	
ii) The writing, organization and presentation in some instances is not clear and easy to use.	
iii) The writing, organization and presentation is not clear and not easy to use.	

**10(i) Clear Cross Referencing to the Course books**

<i>(Tick one alternative Teacher's Guide):</i>	Teacher's Guide
i) The Guide contains clear and easy to use cross referencing to the Course Materials	
ii) There is cross-referencing with the Course books but it is not easy to use	
iii) There is no cross-referencing between the teacher Guide and the Course books	

**10 (j) Layout**

Evaluate the text for the accuracy on the following statements

- The layout enhances readability and ease of reference
- Appropriate use of margins

Tick one alternative for Course books	Course books
i) All statements apply	
ii) One of the statements applies	
iii) None of the statements applies	

**11. ACCOMPANYING Digital MEDIA (CASSETTES, DVD, CD) WHERE NECESSARY**



If cassettes accompany the relevant course book, they should be evaluated alongside the learners' book and scored in the relevant section of the TB Mark Sheet 1. However, the following aspects of the cassette should also be evaluated.

**11(a) Audio speed**

<b><i>(Tick one alternative for Cassette /CD):</i></b>	<b>Cassette/CD</b>
i). Appropriate to level of the learner	
ii). Too slow/too fast for the learner	

**11(b) Clarity of Sound**

<b><i>(Tick one alternative for Cassette / CD):</i></b>	<b>Cassette/CD</b>
i). Clear and audible	
ii). Not clear and not audible	

**11 (c) Transcriptions**

<b><i>(Tick one alternative for Cassette /CD):</i></b>	<b>Cassette/CD</b>
i). Available and corresponds to the recorded content	
ii). Available but does not correspond to the recorded content	
lii). Not available	

## CM Mark Sheet 1

### COURSE BOOKS EVALUATION: – 2017 EVALUATOR'S MARK SHEET

#### Adapted for Teachers' Guides

Each Evaluator in an evaluation Panel must complete this mark sheet for every title (Teacher's Guide) submitted for evaluation. The questions should be answered by reference to the Teacher's Guide for criteria 4- 10. The alternative chosen by an Evaluator must be clearly written in ink. If a mistake is made and a correction is required, the Evaluator must sign and date the correction.

Learning area ..... Level ..... Grade.....

Teacher Guide (TG) Code..... No. of Pages: TG.....

Name of Evaluator ..... Date .....

#### 4. CONFORMITY TO THE CURRICULUM

(A full list of strands/ sub-strands/topics, outcomes and skills required by the syllabus must be prepared by the evaluation panel prior to opening of the Publisher submissions. This list must be consulted in answering the following questions)

##### 4 (a) Coverage of Required curriculum design strands/ sub-strands/topics/sub-topics, themes/subthemes

What percentage of strands/ sub-strands/topics/subtopics, themes/subthemes required by the curriculum are covered: (Tick one alternative for Course books)	Course books %
i) 95-100% of the strands/ sub strands/topics are covered	
ii) 90-94% of the strands/ sub-strands/topics are covered	
iii) 85-89% of the strands/ sub-strands/topics are covered	
iv) Less than 85% of the strands/ sub-strands/topics are covered	

##### 4(b) Coverage of required curriculum specific learning outcomes

What percentage of learning outcomes required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the learning outcomes are covered	
ii) 85-94% of the learning outcomes are covered	
iii) 75-84% of the learning outcomes are covered	
iv) Less than 75% of the learning outcomes are covered	

##### 4(c) Coverage of Core competencies

What percentage of Core competencies required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the Core competencies are covered	
ii) 85-94% of the Core competencies are covered	
iii) 75-84% of the Core competencies are covered	
iv) Less than 75% of the Core competencies are covered	

**4 (d) Coverage of Core values**

What percentage of the required the Core values is covered? (Tick one alternative for Course Material)	Course Material %
i) 95-100% of the core values are covered	
ii) 85-94% of the core values are covered	
iii) 75-84% of core the he values are covered	
iv) Less than 75% of the core values are covered	

**4 (e) Coverage of required concepts**

What percentage of Concepts required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the concepts are covered	
ii) 85-94% of the concepts are covered	
iii) 75-84% of the concepts are covered	
iv) Less than 75% of the outcomes are covered	

**4 (f) Coverage of required skills**

What percentage of skills required by the curriculum is covered? (Tick one alternative for Course books)	Course books %
i) 95-100% of the skills are covered	
ii) 85-94% of the skills are covered	
iii) 75-84% of the skills are covered	
iv) Less than 75% of skills are covered	

**5. CONTENT**

**5(a) Relevance of Content to Subject Specific Learning Outcomes**

The content is: (Tick one alternative for Course Material)	Course Material %
i) 95-100% relevant to the subject specific learning outcomes	
ii) 85-94% relevant to the subject specific learning outcomes	
iii) 75-84% relevant to the subject specific learning outcomes	
iv) Less than 75% relevant to the subject specific learning outcomes	

**5(b) Concept Development**

There is:

Tick one	Course Material
i) Sufficient development of all concepts	
ii) Sufficient development of some concepts	
iii) No concept development	

**5(c) Skills Development**

There is:

Tick one	Course Material
i) Sufficient development of all skills	
ii) Sufficient development of some skills	
iii) No skills development	

**5(d) Accuracy & Correctness of Information**

There are (Tick one alternative for Course Material)	Course Material
i) No factual errors	
ii) Some factual errors	
iii) Many factual errors	

**5(e) Currency of Information**

There is: (Tick one alternative for Course Material)	Course Material
i) No dated information	
ii) Some dated information	
iii) A lot of dated information	

**5(f) Appropriateness to the Level of the target Learner**

(Tick one alternative for Course Material)	Course Material
i) All of the information is appropriate	
ii) Some of the information is not appropriate	
iii) All information is inappropriate	

**5(g) Organization of the Information**

Evaluate the text on the following statements:

- *The sequencing of topics throughout the text is good and logical*
- *The sequencing of information within a topic is good and logical*

(Tick one alternative for Course Material)	Course Material
i) Both statements apply	
ii) Only 1 statement applies	
iii) None of the statements applies	

**5(h) Mainstreaming Pertinent and Contemporary Issues into content**

The Text has stressed: (Tick one alternative for Course Material)	Course Material
i) 7 or more issues	
ii) 4 issues	
iii) 1 issue	
iv) No Pertinent and Contemporary Issues	

**5(i) Promotion of positive values and attitudes**

The material:

Tick one	Course Material %
i) Consistently promotes positive values and attitudes	
ii) Makes some effort to promote positive values and attitudes	
iii) Promotes negative values and attitudes	

**6. LANGUAGE****6(a) Accuracy of Language**

There are: (Tick one alternative for Course Material)	Course Material
i) No grammatical mistakes	
ii) Some grammatical mistakes	
iii) Many grammatical errors	

**6(b) Correctness of language**

There are: (Tick one alternative for Course Material)	Course Material
i) No editorial mistakes	
ii) Some editorial mistakes	
iii) Many editorial errors	

**6(c) Appropriateness of the Vocabulary and Sentence Structures to the Level of the target Learner**

(Tick one alternative for Course Material)	Course Material
i) Both vocabulary and sentence structures are within the level of the target learner	
ii) Some vocabulary is not within the level of the target learner	
iii) Some of the sentence structures are not within the level of the target learner	
iv) The vocabulary and sentence structures are not within the level of the target learner	

**7. Learning Experiences****7(a) Relevance to the curriculum**

(Tick one alternative for Course Material)	Course Material
i) All the exercises/activities are relevant	
ii) Some of the exercises/activities are not relevant	
iii) The exercises/activities are not relevant	

**7(b) Learner centred activities**

(Tick one alternative for Course books)	Course books
i) All activities are learner-centred	
ii) Some activities are learner-centred	
iii) Most activities are not learner-centred	

**7(c) Appropriateness to the Level of the target Learner**

(Tick one alternative for Course Material)	Course Material
i) All learning experiences are appropriate to the target learner	
ii) Some of the exercises/activities are not appropriate to the target learner	
iii) The exercises/activities are not appropriate to the target learner	

**7(d) Adequacy**

The learning experiences are; (Tick one alternative for Course Material)	Course Material
i) Adequate	
ii) Fairly adequate	
iii) Not adequate	

**7(e) Variety**

There is ; (Tick one alternative for Course Material)	Course Material
i) A wide variety provided	
ii) Some variety	
iii) No variety	

**7(f) Clarity of Instructions**

(Tick one alternative for Course Material)	Course Material
i) All instructions are clear	
ii) Some instructions are not clear	
iii) Instructions are not clear	

**7(g) Clarity of Questions / Activities**

(Tick one alternative for Course Material)	Course Material
i) All questions/ activities are clear	
ii) Some questions/ activities are not clear	
iii) Questions/ activities are not clear	

**7(h) Learning experiences provide learners with opportunities for development of core of competencies**

Tick one	Course books
i) All learning experiences provide opportunities for developing core competencies	
ii) Some learning experiences provide opportunities for developing core competencies	
iii) The learning experiences do not provide opportunities for developing core competencies	

**8. ILLUSTRATIONS**

**NOTE: All Course books should have illustrations**

**8(a) Relevance**

(Tick one alternative for Course Material)	Course Material
i) All illustrations are relevant	
ii) Some illustrations are not relevant	
iii) The illustrations are not relevant	

**8(b) Variety and Adequacy**

<b>Illustrations are;</b> (Tick one alternative for Course Material)	Course Material
i) Varied and adequate	
ii) Adequate but not varied	
iii) Varied but not adequate	
iv) Neither varied nor adequate	

**8(c) Clarity, Colour and Proportion**

Evaluate the book on the following statements:

- All illustrations are bold and clear
- There is proper use of colour, if appropriate (if colour is not appropriate, treat this statement as true)
- All illustrations are correctly proportioned

(Tick one alternative for Course Material)	Course Material
i) All statements apply	
ii) Two of the statements apply	
iii) Only one statement applies	
iv) None of the statements applies	

**8(d) Captioning, Numbering and Labelling**

(Tick one alternative for Course Material)	Course Material
i) All illustrations are well captioned/ numbered / labelled	
ii) Some illustrations are well captioned/ numbered / labelled	
iii) No illustration is captioned/ numbered / labelled	

**8(e) The submission has no illustrations (Tick)**

☐

## 9 LAYOUT

Evaluate the text for the accuracy on the following statements

- Page layout is appropriate to the level and Learning area
- The layout enhances readability and ease of reference
- There is rational use of print sizes, boldness and typefaces across the text in highlighting strands/ sub-strands/topics and sub-strands/ sub-strands/topics
- Appropriate uses of margins

(Tick one alternative for Course books)	Course books
i) All statements apply	
ii) Four of the statements apply	
iii) Three of the statements apply	
iv) Two of the statement apply	
v) One or none of the statements applies	

## 10. PEDAGOGICAL ISSUES

### 10 (a) Methodology

There are:

- Instructions that set out practical activities for teaching each strands / sub strands /topic
- Instructions that set out approach to inculcating core values
- Instructions that set out approach to integration of pertinent and contemporary Issues
- Instructions that set out learner centred activities for inquiry based learning to developing core competencies
- Instructions that set out approach to developing skills and attitudes
- Instructions that set out the approach to presenting the various types of activities

(Tick one alternative for Teacher's Guide):	Teacher's Guide
i) All the above statements apply	
ii) Five of the above statements apply	
iii) Four of the above statements apply	
iv) Two-One of the above statement apply	
v) None of the above statements applies	

### 10(b) Suggestions on teaching learners with special needs

The book has:

(Tick one alternative for Teacher's Guide)	Teacher's Guide
i) Suggestions on methods for teaching learners with special needs	
ii) No suggestions on methods for teaching learners with special needs	

### 10 (c) Accuracy and correctness of content

There is: (Tick one alternative for Teacher's Guide)	Course books
i) No factual errors	
ii) Some factual errors	

### 10(d) Suggestions for teaching and learning resources

(Tick one alternative for Course books)	Course books
i) The guide provides useful, relevant, appropriate and practical suggestions for teaching and learning resources	
ii) The guide provides some useful, relevant appropriate and practical suggestions for teaching and learning resources	
iii) There are no suggestions for relevant teaching/learning resources	

#### 10 (e) Suggested Assessments

There are:

- Adequate, relevant, appropriate and useful suggestions on different modes of assessment at topic level
- Suggestions at the topic level on how to develop appropriate assessments
- Useful suggestions on the approaches to answering questions
- Useful suggestions on how the teacher can come up with other relevant exercises/activities

(Tick one alternative for Course books)	Course books
i) All the statements apply	
ii) Three of the statements apply	
iii) Two of the statements apply	
iv) One of the statements applies	
v) None of the statements applies	

#### 10(f) Answers to Exercises/Activities

(Tick one alternative Course books)	Course books
i) All the answers to the exercises/Activities are correct	
ii) Some answers to the exercises/Activities are not correct	

#### 11. ACCOMPANYING AUDIO MEDIA (CASSETTES, CD) WHERE NECESSARY

If cassettes accompany the relevant Teachers Guide, they should be evaluated alongside Teacher's book and scored in the relevant section of the Mark Sheet 1. However, the following aspects of the cassette should also be evaluated.

##### 11(a) Audio Speed

(Tick one alternative for <i>Cassette</i> )	Cassette/CD/DVD
i) Appropriate to level of the learner	
ii) Too slow/too fast for the learner	

##### 11(b) Clarity of Sound

(Tick one alternative for <i>Cassette</i> )	Cassette/CD/DVD
i) Clear and audible	
ii) Not clear and not audible	

##### 11(c) Transcription

(Tick one alternative for <i>Cassette</i> )	Cassette/CD/DVD
i) Available and corresponds to the recorded content	
ii) Available but does not correspond to the recorded content	



## CM Mark Sheet 2

### PRINT COURSE BOOKS EVALUATION: – 2017 MODERATORS' MARK SHEET

Learning area ..... Level .....Grade.....

Course books Code ..... Teacher's Guide code .....

No of Pages CM ...../ TG. ....

Date ..... Name of Moderator .....

#### 4. CONFORMITY TO THE CURRICULUM

(20 MARKS)

	Marks Awarded						Average mark for panel (EV1:EV6) ÷ 6	Marking bands
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6		
4(a)								<ul style="list-style-type: none"> <li>95-100% = 5 marks,</li> <li>90-94% = 3</li> <li>85- 89% = 1</li> <li>less than 85%=0</li> </ul>
4(b)								<ul style="list-style-type: none"> <li>95-100% = 4 marks,</li> <li>85-94% = 2</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4(c)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4(d)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4 (e)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4(f)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>

TOTAL AVERAGE MARKS FOR CURRICULUM.....

*Eligibility threshold is 18 Marks*

#### 5. CONTENT

(40 MARKS)

(Circle the mark awarded by the evaluator)

**5(a) Relevance of content to Learning area specific outcomes**

**(6 Marks)**

							Average mark for Panel* (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(a)i	6	6	6	6	6	6	.....
5(a)ii	4	4	4	4	4	4	
5(a)iii	2	2	2	2	2	2	
5(a)iv	0	0	0	0	0	0	

\*Averages to be calculated to one decimal

**5(b) Concept Development**

**(4 Marks)**

							Average mark for Panel* (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(b)i	4	4	4	4	4	4	.....
5(b)ii	1	1	1	1	1	1	
5(b)iii	0	0	0	0	0	0	

**5(c) Skills Development**

**(4 Marks)**

							Average mark for Panel* (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(c)i	4	4	4	4	4	4	.....
5(c)ii	1	1	1	1	1	1	
5(c)iii	0	0	0	0	0	0	

**5(d) Accuracy and correctness of information**

**(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(d)i	4	4	4	4	4	4	.....
5(d)ii	1	1	1	1	1	1	
5(d)iii	0	0	0	0	0	0	

**5(e) Currency of information**

**(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(e)i	3	3	3	3	3	3	.....
5(e)ii	1	1	1	1	1	1	
5(e)iii	0	0	0	0	0	0	

**5(f) Appropriateness to the Level of the Learner**

**(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(f)i	4	4	4	4	4	4	.....
5(f)ii	1	1	1	1	1	1	
5(e)iii	0	0	0	0	0	0	

**5(g) Organization of the content**

**(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(g)i	4	4	4	4	4	4	.....
5(g)ii	2	2	2	2	2	2	
5(g)iii	0	0	0	0	0	0	

**5(h) Mainstreaming of pertinent and contemporary issues**

**(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(h)i	4	4	4	4	4	4	.....
5(h)ii	3	3	3	3	3	3	
5(h)iii	2	2	2	2	2	2	
5(h)iv	0	0	0	0	0	0	

**5(i) Promotion of positive values and attitudes**

**(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(i)i	3	3	3	3	3	3	
5(i)ii	1	1	1	1	1	1	
5(i)iii	0	0	0	0	0	0	

**TOTAL AVERAGE MARKS FOR CONTENT:** .....

*\*Eligibility threshold is 33 marks*

## 6. LANGUAGE

**(12 MARKS)**

### 6(a) Accuracy of language

**(4 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
6(a)i	4	4	4	4	4	4	
6(a)ii	1	1	1	1	1	1	
6(a)iii	0	0	0	0	0	0	

### 6(b) Correctness of language

**(4 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
6(b)i	4	4	4	4	4	4	
6(b)ii	1	1	1	1	1	1	
6(b)iii	0	0	0	0	0	0	

### 6(c) Appropriateness of the language to the level of the Learner

**(4 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
6(c)i	4	4	4	4	4	4	
6(c)ii	2	2	2	2	2	2	
6(c)iii	2	2	2	2	2	2	
6(c)iv	0	0	0	0	0	0	

**TOTAL AVERAGE MARKS FOR LANGUAGE:** .....

## 7. EXERCISES AND ACTIVITIES

**(18 MARKS)**

**7(a) Relevance to the Curriculum****(4 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(a)i	4	4	4	4	4	4	
7(a)ii	2	2	2	2	2	2	
7(a)iii	0	0	0	0	0	0	

**7(b) Appropriateness to the Level of the target learner****(3 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(b)i	3	3	3	3	3	3	
7(b)ii	1	1	1	1	1	1	
7(b)iii	0	0	0	0	0	0	

**7(c) Adequacy****(3 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(c)i	3	3	3	3	3	3	
7(c)ii	1	1	1	1	1	1	
7(c)iii	0	0	0	0	0	0	

**7(d) Variety****(3 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(d)i	3	3	3	3	3	3	
7(d)ii	1	1	1	1	1	1	
7(d)iii	0	0	0	0	0	0	

**7(e) Clarity of instructions****(2 Marks)**

--	--

	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	Average mark for panel (EV1:EV6) ÷ 6  .....
7(e)i	2	2	2	2	2	2	
7(e)ii	1	1	1	1	1	1	
7(e)iii	0	0	0	0	0	0	

**7(f) Clarity of questions/ activities**

**(3 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(d)i	3	3	3	3	3	3	
7(d)ii	1	1	1	1	1	1	
7(d)iii	0	0	0	0	0	0	

**TOTAL AVERAGE FOR EXERCISES, ACTIVITIES, ASSESSMENT:..... MARKS**

**8. ILLUSTRATIONS**

**(14 MARKS)**

**8(a) Relevance**

**(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(a)i	3	3	3	3	3	3	
8(a)ii	1	1	1	1	1	1	
8(a)iii	0	0	0	0	0	0	

**8(b) Accuracy of illustrations**

**(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(b)i	2	2	2	2	2	2	
8(b)ii	0	0	0	0	0	0	

**8(c) Variety and adequacy**

**(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(c)i	3	3	3	3	3	3	
8(c)ii	1	1	1	1	1	1	
8(c)iii	1	1	1	1	1	1	
8(c)iv	0	0	0	0	0	0	

**8(d) Position of illustrations**

**(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(d)i	2	2	2	2	2	2	
8(d)ii	0	0	0	0	0	0	

**8(e) Clarity and colour**

**(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(e)i	2	2	2	2	2	2	
8(e)ii	1	1	1	1	1	1	
8(e)iii	1	1	1	1	1	1	
8(e)iv	0	0	0	0	0	0	

**8(f) Captioning, numbering, labelling**

**(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(f)i	2	2	2	2	2	2	
8(f)ii	1	1	1	1	1	1	
8(f)iii	0	0	0	0	0	0	

8(e) No illustrations

(0 mark)

	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	Average mark for Panel (EV1:EV6) ÷ 6  .....
8(e)	0	0	0	0	0	0	

**TOTAL AVERAGE FOR ILLUSTRATIONS: .....MARKS**

9 LAYOUT

(6 MARKS)

	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	Average mark for Panel (EV1:EV6) ÷ 6  .....
9(i)	6	6	6	6	6	6	
9)ii)	4	4	4	4	4	4	
9(iii)	2	2	2	2	2	2	
9(iv)	1	1	1	1	1	1	
9(v)	0	0	0	0	0	0	

**TOTAL AVERAGE FOR LAYOUT:..... MARKS**

10 TEACHERS GUIDE

(40 MARKS)

10(a) Provision of additional information for the teacher

(5 Marks)

	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	Average mark for Panel (EV1:EV6) ÷ 6  .....
10(a)i	5	5	5	5	5	5	
10(a)ii	2	2	2	2	2	2	
10(a)iii	0	0	0	0	0	0	

10(b) Accuracy and correctness of content

	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	Average mark for Panel (EV1:EV6) ÷ 6  .....
10(b)i	4	4	4	4	4	4	
10(b)ii	0	0	0	0	0	0	



**10(c) Methodology****(6 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(c)i	6	6	6	6	6	6	.....
10(c)ii	4	4	4	4	4	4	
10(c)iii	2	2	2	2	2	2	
10(c)iv	1	1	1	1	1	1	
10(c)v	0	0	0	0	0	0	

**10(d) Suggestions on teaching learners with special needs**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(d)i	3	3	3	3	3	3	.....
10(d)ii	0	0	0	0	0	0	

**10(e) Suggestions for teaching/learning resources****(5 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(e)i	5	5	5	5	5	5	.....
10(e)ii	2	2	2	2	2	2	
10(e)iii	0	0	0	0	0	0	

**10(f) Suggested assessment****(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(f)i	4	4	4	4	4	4	.....
10(f)ii	3	3	3	3	3	3	
10(f)iii	2	2	2	2	2	2	
10(f)iv	1	1	1	1	1	1	
10(f)v	0	0	0	0	0	0	

**10(g) Answers to exercises and Activities****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(g)i	3	3	3	3	3	3	
10(g)ii	0	0	0	0	0	0	

**10(h) Clarity of writing and presentation of text****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(h)i	3	3	3	3	3	3	
10(h)ii	1	1	1	1	1	1	
10(h)iii	0	0	0	0	0	0	

**10(i) Clear cross-referencing to the Course books****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(i)i	3	3	3	3	3	3	
10(i)ii	1	1	1	1	1	1	
10(i)iii	0	0	0	0	0	0	

**10(j) Layout**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(j)i	2	2	2	2	2	2	
10(j)ii	1	1	1	1	1	1	
10(j)iii	0	0	0	0	0	0	

**TOTAL AVERAGE MARKS FOR TEACHER'S GUIDE: .....***Eligibility threshold is 30 Marks***TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: .....****Did conformity to the curriculum (Criterion 4) achieve 90%? (18/20 marks)?****YES / NO****Did content (Criterion 5) achieve 90% (33/36 marks)?****YES / NO****Did the Teachers Guide (Criterion 10) achieve 80%? (30/38 marks)?****YES / NO****Did the title achieve 85% overall (119/144 marks)?****YES / NO**

**ACCOMPANYING CASSETTES, WHERE NECESSARY**

**(6 MARKS)**

**(a) Speed**

**(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
(a)i	2	2	2	2	2	2	
(a)ii	0	0	0	0	0	0	

**(b) Clarity of sound**

**(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
(b)i	2	2	2	2	2	2	
(b)ii	0	0	0	0	0	0	

**(c) Transcription**

**(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
(c)i	2	2	2	2	2	2	
(c)ii	1	1	1	1	1	1	
(c)iii	0	0	0	0	0	0	

**TOTAL AVERAGE FOR ACCOMPANYING CASSETTES ..... MARKS**

**Name of Moderator: ..... Sign: .....**

**Date: ..... Time: .....**

## CM Mark Sheet 2

### PRINT COURSE BOOKS EVALUATION: – 2017 MODERATORS' MARK SHEET

Adapted for Teacher's Guide

Learning area ..... Level .....Form/ Grade/ Year .....

Teacher's Guide code ..... No. of Pages: TG.....

Date..... Name of Moderator .....

#### 4. CONFORMITY TO THE CURRICULUM

(20 MARKS)

	Marks Awarded						Average mark for panel (EV1:EV6) ÷ 6	Marking bands
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6		
4(a)								<ul style="list-style-type: none"> <li>95-100% = 5 marks,</li> <li>90-94% = 3</li> <li>85- 89% = 1</li> <li>less than 85%=0</li> </ul>
4(b)								<ul style="list-style-type: none"> <li>95-100% = 4 marks,</li> <li>85-94% = 2</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4(c)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4(d)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4 (e)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>
4(f)								<ul style="list-style-type: none"> <li>95-100% = 3 marks,</li> <li>85-94% = 2,</li> <li>75-84% = 1,</li> <li>less than 75% = 0</li> </ul>

TOTAL AVERAGE MARKS FOR CURRICULUM.....

*Eligibility threshold is 18 Marks*

## 5. CONTENT

(40 MARKS)

(Circle the mark awarded by the evaluator)

### 5(a) Relevance of content to Learning area specific outcomes

(6 Marks)

							Average mark for Panel* (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(a)i	6	6	6	6	6	6	.....
5(a)ii	4	4	4	4	4	4	
5(a)iii	2	2	2	2	2	2	
5(a)iv	0	0	0	0	0	0	

\*Averages to be calculated to one decimal

### 5(b) Concept Development

(4 Marks)

							Average mark for Panel* (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(b)i	4	4	4	4	4	4	.....
5(b)ii	1	1	1	1	1	1	
5(b)iii	0	0	0	0	0	0	

### 5(c) Skills Development

(4 Marks)

							Average mark for Panel* (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(c)i	4	4	4	4	4	4	.....
5(c)ii	1	1	1	1	1	1	
5(c)iii	0	0	0	0	0	0	

### 5(d) Accuracy and correctness of information

(4 Marks)

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(d)i	4	4	4	4	4	4	.....
5(d)ii	1	1	1	1	1	1	
5(d)iii	0	0	0	0	0	0	

**5(e) Currency of information****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(e)i	3	3	3	3	3	3	
5(e)ii	1	1	1	1	1	1	
5(e)iii	0	0	0	0	0	0	

**5(f) Appropriateness to the Level of the Learner****(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(f)i	4	4	4	4	4	4	
5(f)ii	1	1	1	1	1	1	
5(e)iii	0	0	0	0	0	0	

**5(g) Organization of the content****(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(g)i	4	4	4	4	4	4	
5(g)ii	2	2	2	2	2	2	
5(g)iii	0	0	0	0	0	0	

**5(h) Mainstreaming of pertinent and contemporary issues****(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(h)i	4	4	4	4	4	4	
5(h)ii	3	3	3	3	3	3	
5(h)iii	2	2	2	2	2	2	
5(h)iv	0	0	0	0	0	0	

**5(i) Promotion of positive values and attitudes****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
5(i)i	3	3	3	3	3	3	
5(i)ii	1	1	1	1	1	1	
5(i)iii	0	0	0	0	0	0	

**TOTAL AVERAGE MARKS FOR CONTENT: .....***\*Eligibility threshold is 33 marks***6. LANGUAGE****(12 MARKS)****6(a) Accuracy of language****(4 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
6(a)i	4	4	4	4	4	4	
6(a)ii	1	1	1	1	1	1	
6(a)iii	0	0	0	0	0	0	

**6(b) Correctness of language****(4 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
6(b)i	4	4	4	4	4	4	
6(b)ii	1	1	1	1	1	1	
6(b)iii	0	0	0	0	0	0	

**6(c) Appropriateness of the language to the level of the Learner****(4 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
6(c)i	4	4	4	4	4	4	
6(c)ii	2	2	2	2	2	2	
6(c)iii	2	2	2	2	2	2	
6(c)iv	0	0	0	0	0	0	

**TOTAL AVERAGE MARKS FOR LANGUAGE: .....**

## 7. EXERCISES AND ACTIVITIES

(18 MARKS)

### 7(a) Relevance to the syllabus

(4 Marks)

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(a)i	4	4	4	4	4	4	
7(a)ii	2	2	2	2	2	2	
7(a)iii	0	0	0	0	0	0	

### 7(b) Appropriateness to the Level of the target learner

(3 Marks)

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(b)i	3	3	3	3	3	3	
7(b)ii	1	1	1	1	1	1	
7(b)iii	0	0	0	0	0	0	

### 7(c) Adequacy

(3 Marks)

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(c)i	3	3	3	3	3	3	
7(c)ii	1	1	1	1	1	1	
7(c)iii	0	0	0	0	0	0	

### 7(d) Variety

(3 Marks)

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(d)i	3	3	3	3	3	3	
7(d)ii	1	1	1	1	1	1	
7(d)iii	0	0	0	0	0	0	



**7(e) Clarity of instructions****(2 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(e)i	2	2	2	2	2	2	
7(e)ii	1	1	1	1	1	1	
7(e)iii	0	0	0	0	0	0	

**7(f) Clarity of questions/ activities****(3 Marks)**

							Average mark for panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
7(d)i	3	3	3	3	3	3	
7(d)ii	1	1	1	1	1	1	
7(d)iii	0	0	0	0	0	0	

**TOTAL AVERAGE FOR EXERCISES, ACTIVITIES, ASSESSMENT:..... MARKS****8. ILLUSTRATIONS****(14 MARKS)****8(a) Relevance****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(a)i	3	3	3	3	3	3	
8(a)ii	1	1	1	1	1	1	
8(a)iii	0	0	0	0	0	0	

**8(b) Accuracy of illustrations****(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(b)i	2	2	2	2	2	2	
8(b)ii	0	0	0	0	0	0	

**8(c) Variety and adequacy****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(c)i	3	3	3	3	3	3	
8(c)ii	1	1	1	1	1	1	
8(c)iii	1	1	1	1	1	1	
8(c)iv	0	0	0	0	0	0	

**8(d) Position of illustrations****(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(d)i	2	2	2	2	2	2	
8(d)ii	0	0	0	0	0	0	

**8(e) Clarity and colour****(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(e)i	2	2	2	2	2	2	
8(e)ii	1	1	1	1	1	1	
8(e)iii	1	1	1	1	1	1	
8(e)iv	0	0	0	0	0	0	

**8(f) Captioning, numbering, labelling****(2 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(f)i	2	2	2	2	2	2	
8(f)ii	1	1	1	1	1	1	
8(f)iii	0	0	0	0	0	0	

8(e) No illustrations

(0 mark)

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
8(e)	0	0	0	0	0	0	

**TOTAL AVERAGE FOR ILLUSTRATIONS: .....MARKS**

9 LAYOUT

(6 MARKS)

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
9(i)	6	6	6	6	6	6	
9(ii)	4	4	4	4	4	4	
9(iii)	2	2	2	2	2	2	
9(iv)	1	1	1	1	1	1	
9(v)	0	0	0	0	0	0	

**TOTAL AVERAGE FOR LAYOUT:..... MARKS**

10. PEDAGOGICAL ISSUES

(23 MARKS)

10(a) Methodology

(8 Marks)

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(a)i	8	8	8	8	8	8	
10(a)ii	6	6	6	6	6	6	
10(a)iii	4	4	4	4	4	4	
10(a)iv	2	2	2	2	2	2	
10(a)V	0	0	0	0	0	0	

10(b) Suggestions on teaching learners with special needs

(4 Marks)

							Average mark for Panel (EV1:EV6) ÷ 6  .....
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(b)i	3	3	3	3	3	3	
10(b)ii	0	0	0	0	0	0	

**10(c) Accuracy and correctness of content**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(c)i	4	4	4	4	4	4	.....
10(c)ii	0	0	0	0	0	0	

**10(d) Suggestions for teaching/learning resources****(4 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(d)i	4	4	4	4	4	4	.....
10(d)ii	2	2	2	2	2	2	
10(d)iii	0	0	0	0	0	0	

**10(e) Suggested assessment****(5 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(e)i	5	5	5	5	5	5	.....
10(e)ii	4	4	4	4	4	4	
10(e)iii	2	2	2	2	2	2	
10(e)iv	1	1	1	1	1	1	
10(e)v	0	0	0	0	0	0	

**10(f) Answer to exercises/Activities****(3 Marks)**

							Average mark for Panel (EV1:EV6) ÷ 6
	Ev1	Ev2	Ev3	Ev4	Ev5	Ev6	
10(f)i	3	3	3	3	3	3	.....
10(f)ii	0	0	0	0	0	0	

**TOTAL AVERAGE MARKS FOR PEDAGOGICAL ISSUES: .....***Eligibility threshold is 19 Marks*

**TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: .....**

<b>Did conformity to the curriculum (Criterion 4) achieve 90%? (18/20 marks)?</b>	<b>YES / NO</b>
<b>Did content (Criterion 5) achieve 90% (36/39 marks)?</b>	<b>YES / NO</b>
<b>Did the pedagogical issues (Criterion 10) achieve 80%? (19/23 marks)?</b>	<b>YES / NO</b>
<b>Did the title achieve 80% overall (107/134 marks)?</b>	<b>YES / NO</b>

**Name of Moderator: ..... Sign: .....**

**Date: ..... Time: .....**

### CM Mark Sheet 3

#### COURSE BOOKS (PRINT) EVALUATION: –2017 TITLE SUMMARY MARK SHEET

(From CM mark sheet 2, the Moderators' mark sheet, the Moderator must transfer all the marks from each Evaluator in the Learning area panel for a single Course books title and accompanying Teacher's Guide onto this summary form. The total marks should be averaged. Any title failing to score 90% on Criteria 4 and 5 or 80% on Criterion 10 should be noted for disqualification.)

Learning area ..... Level ..... Date .....

Course books (Print) Code..... Teacher's Guide .....

No of Pages ..... No of Pages .....

	MARKS AWARDED FOR CRITERIA							TOTAL MARKS
	4. Conformity	5. Content	6. Language	7. Assessment, exercises, activities	8. Illustrations	9. Layout	10. Teacher's Guide	
Evaluator 1								
Evaluator 2								
Evaluator 3								
Evaluator 4								
Evaluator 5								
Evaluator 6								
TOTAL MARK								
AVERAGE MARK								
Reached Threshold Marks? YES/NO								

Name & Signature of Moderator .....

Name & Signature of Evaluator 1 .....

Name & Signature of Evaluator 2 .....

Name & Signature of Evaluator 3 .....

Name & Signature of Evaluator 4 .....

Name of Signature of Evaluator 5 .....

Name of Signature of Evaluator 6 .....

### CM Mark Sheet 3

#### COURSE BOOKS (PRINT) EVALUATION: –2017 TITLE SUMMARY MARK SHEET

Adapted for Teachers Guide

(From CM mark sheet 2, the moderators' mark sheet, the moderator must transfer all the marks from each Evaluator in the Learning area panel for a single teacher's guide onto this summary form. The total marks should be averaged. Any title failing to score 90% on criteria 4 and 5 or 80% on criterion 10 should be noted for disqualification.)

Learning area ..... Level ..... Date .....

Course books (Print) Code..... No of Pages .....

	MARKS AWARDED FOR CRITERIA							TOTAL MARKS
	4. Conformity	5. Content	6. Language	7. Assessment, exercises, activities	8. Illustrations	9. Layout	10. Pedagogical Issues	
Evaluator 1								
Evaluator 2								
Evaluator 3								
Evaluator 4								
Evaluator 5								
Evaluator 6								
TOTAL MARK								
AVERAGE MARK								
Reached Threshold Marks? YES/NO								

Name & Signature of Moderator .....

Name & Signature of Evaluator 1 .....

Name & Signature of Evaluator 2 .....

Name & Signature of Evaluator 3 .....

Name & Signature of Evaluator 4 .....

Name of Signature of Evaluator 5 .....

Name of Signature of Evaluator 6 .....

## CM Mark Sheet 4

### COURSE BOOKS (PRINT) EVALUATION:– 2017 SUMMARY MARK SHEET OF ALL TITLES EVALUATED BY PANEL

(The average marks for all titles evaluated by the Learning area panel should be inserted on this mark sheet)

Learning area ..... Level/Grade/Year ..... Date .....

Name & Signature of Moderator .....

Name & Signature of Evaluator 1 .....

Name & Signature of Evaluator 4 .....

Name & Signature of Evaluator 2.....

Name & Signature of Evaluator 5 .....

Name & Signature of Evaluator 3 .....

Name & Signature of Evaluator 6 .....

Course Material Code	AVERAGE MARKS FOR CRITERIA							TOTAL AVERAGED MARKS	REACHED THRESHOLD? YES/NO
	4 Conformity*	5 Content*	6 Language	7 Assessment Exercises/ Activities	8 Illustrations	9 Layout	10 Teacher's Guide		

\*Threshold is 90% for "Conformity" and for "Content", 80% for "Teacher guide" and 80% overall for criteria 4-10. If the thresholds are not reached, the title is disqualified



**(CM Mark Sheet 4) (Teachers' Material)**

**COURSE BOOKS (PRINT) EVALUATION:- 2017 SUMMARY MARK SHEET OF ALL TITLES EVALUATED BY PANEL**

*(The average marks for all titles evaluated by the learning area panel should be inserted on this mark sheet)*

Learning area .....

Grade ..... Date .....

Name & Signature of Moderator .....

Name & Signature of Evaluator 1 .....

Name & Signature of Evaluator 4 .....

Name & Signature of Evaluator 2.....

Name & Signature of Evaluator 5 .....

Name & Signature of Evaluator 3 .....

Name & Signature of Evaluator 6 .....

Course Material Code	AVERAGE MARKS FOR CRITERIA							TOTAL AVERAGED MARKS	*REACHED THRESHOLD? YES/NO
	4 Conformity*	5 Content*	6 Language	7 Learning Exercises and Activities	8 Illustrations	9 Layout	10 Pedagogical issues		

*\*Threshold is 90% for "conformity" and for "content", 80% for "teacher guide" and 80% overall for criteria 4-10. If the thresholds are not reached, the title is disqualified*

## CM Mark Sheet 5

### COURSE BOOKS (PRINT) EVALUATION:- SUMMARY MARK SHEET AND CRITERIA FOR EACH TITLE –

#### IA'S MARK SHEET

*(The average marks derived from the evaluation panel summary mark sheets should be inserted into the appropriate spaces for criteria 4, 5, 6, 7, 8, 9 and 10 by the evaluation administrator. The evaluation administrator should also enter the marks awarded by the relevant Learning area Evaluation Panels for Criteria 1, 2 and 3)*

Learning area ..... Level ..... Date .....  
 Title .....  
 Author(s) .....  
 Publisher .....

Criteria	Marks to be Allocated	Marks Awarded	Comments
<b>1. CONFORMITY TO PHYSICAL PRODUCTION AND TYPE SPECIFICATIONS</b> <ul style="list-style-type: none"> <li>Quality of text paper</li> <li>Quality of cover card</li> <li>Binding styles</li> <li>Formats</li> <li>Type and type sizes</li> </ul>	Pass or Fail	N/A	Technical specifications will not be assessed by the evaluation panel but by technical specialists. The submitted items/dummies <u>must</u> conform to the minimum specifications. The submission is disqualified if the books do not meet the minimum technical requirements.
<b>2. PUBLISHER QUALIFICATION as specified in section 1 Doc. 3</b>	Pass or Fail	N/A	Publisher qualification will <u>not</u> be judged by the evaluation panel but by the MoE. The submission is disqualified if the publisher is not qualified
<b>3. CONFORMITY TO BID REQUIREMENTS (as specified in section 11, 12 and 13)</b>	Pass or Fail	N/A	Conformity will <u>not</u> be judged by the evaluation panel but by the MoE. The submission is disqualified if the publisher is non conformable
<b>Criteria 4, 5, 6, 7, 8, 9 and 10 will be evaluated by each of the individual Learning area/grade Evaluation Panels</b>			
<b>4. CONFORMITY TO THE CURRICULUM</b> (90% of the available marks for this criterion are required for approval)	<b>20</b>		Failure to achieve 90% coverage of the curriculum (18/20 marks) will lead to disqualification
<b>5. CONTENT</b> (80% of the available marks for this criterion are required for approval)	<b>40</b>		Failure to achieve 90% coverage (36/40 marks) will lead to disqualification
<b>6. LANGUAGE</b>	<b>12</b>		
<b>7. EXERCISES, ACTIVITIES &amp; ASSESSMENT</b>	<b>18</b>		
<b>8. ILLUSTRATIONS</b>	<b>14</b>		
<b>9. LAYOUT</b>	<b>8</b>		
<b>10. TEACHER GUIDE</b>	<b>40</b>		Failure to achieve 80% coverage (30/38marks) will lead to Disqualification
<b>TOTAL MARKS</b>	<b>152</b>		QUALIFIED, DISQUALIFIED? (delete as necessary for criteria 1,2,3,4,5,10). Also see note below.

**NB:** Each submission must score 90 marks in total for criteria 4-10, out of a possible 152 marks. Failure to achieve 137 marks out of 152 overall will lead to disqualification. This threshold does not take price into account.

Name of Moderator/Chair ..... Signature ..... Date.....  
 MTVC Chair ..... Signature ..... Date.....  
 MTVC Secretary ..... Signature ..... Date.....

## CM Mark Sheet 5

### COURSE BOOKS (PRINT) EVALUATION: – SUMMARY MARK SHEET AND CRITERIA FOR EACH TITLE –

#### IA'S MARK SHEET (Teachers' Material)

*(The average marks derived from the evaluation panel summary mark sheets should be inserted into the appropriate spaces for criteria 4, 5, 6, 7, 8, 9 and 10 by the evaluation administrator. The evaluation administrator should also enter the marks awarded by the relevant learning area evaluation panels for criteria 1, 2 and 3)*

Learning area ..... Level ..... Date .....  
 Title .....  
 Author(s) .....  
 Publisher .....

Criteria	Marks to be Allocated	Marks Awarded	Comments
<b>1. CONFORMITY TO PHYSICAL PRODUCTION AND TYPE SPECIFICATIONS</b> <ul style="list-style-type: none"> <li>Quality of text paper</li> <li>Quality of cover card</li> <li>Binding styles</li> <li>Formats</li> <li>Type and type sizes</li> </ul>	Pass or Fail	N/A	Technical specifications will not be assessed by the evaluation panel but by technical specialists. The submitted items/dummies <u>must</u> conform to the minimum specifications. The submission is disqualified if the books do not meet the minimum technical requirements.
<b>2. PUBLISHER QUALIFICATION as specified in section 1 Doc. 3</b>	Pass or Fail	N/A	Publisher qualification will <u>not</u> be judged by the evaluation panel but by the MoE. The submission is disqualified if the publisher is not qualified
<b>3. CONFORMITY TO BID REQUIREMENTS (as specified in section 11, 12 and 13)</b>	Pass or Fail	N/A	Conformity will <u>not</u> be judged by the evaluation panel but by the MoE. The submission is disqualified if the publisher is non conformable
<b>Criteria 4, 5, 6, 7, 8, 9 and 10 will be evaluated by each of the individual Learning area/grade Evaluation Panels</b>			
<b>4. CONFORMITY TO THE CURRICULUM</b> (90% of the available marks for this criterion are required for approval)	<b>20</b>		Failure to achieve 90% coverage of the curriculum (18/20 marks) will lead to disqualification
<b>5. CONTENT</b> (90% of the available marks for this criterion are required for approval)	<b>40</b>		Failure to achieve 90% coverage (33/36 marks) will lead to disqualification
<b>6. LANGUAGE</b>	<b>12</b>		
<b>7. EXERCISES, ACTIVITIES &amp; ASSESSMENT</b>	<b>18</b>		
<b>8. ILLUSTRATIONS</b>	<b>14</b>		
<b>9. LAYOUT</b>	<b>8</b>		
<b>10. PEDAGOGICAL ISSUES</b> (80% of the available marks for this criterion are required for approval)	<b>40</b>		Failure to achieve 80% coverage (30/38marks) will lead to disqualification
<b>TOTAL MARKS</b>	<b>152</b>		QUALIFIED, DISQUALIFIED? (delete as necessary for criteria 1,2,3,4,5,10). Also see note below.

**NB: Each submission must score 90 marks in total for criteria 4-10, out of a possible 134 marks. Failure to achieve 137 marks out of 152 overall will lead to disqualification. This threshold does not take price into account.**

Name of Moderator/Chair ..... Signature ..... Date.....  
 MTVC Chair ..... Signature ..... Date.....  
 MTVC Secretary ..... Signature ..... Date.....

## DOCUMENT 6

### **PUBLISHER'S PRODUCER'S WARRANTY TO THE MINISTRY OF EDUCATION**

1. A publisher/producer who has agreed to participate in the process of acquisition of an approved status under the document entitled **SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR COMPETENCY BASED CURRICULUM COURSE BOOKS 2017** agrees to be bound by the terms and conditions herein provided.

**That, the Publisher/Producer:**

- 1.1 Shall make available for the duration of this warranty sufficient quantities of the titles/productions to support reasonable demand through purchase by MOE on behalf of individual schools. In order to ensure effective teaching practices, there should be a ratio of at least 1: 20 teacher's guide to pupils' books; each optical disk should be available with an accompanying user manual.
- 1.2 Shall maintain maximum retail prices within the limits specified in **Doc 3 Section 17.0** of the *terms and conditions of Evaluation and Approval*. The publisher/producer accepts that failure to supply at the retail price specified (or any permitted increase in the stated retail prices according to the provisions of **11.1.5**) may result in the removal of the defaulting titles/productions from the approved list.
- 1.4 Shall supply the titles/productions at the minimum standards of production quality specified in the *Terms and Conditions of evaluation and approval* and in all respects similar to the standards and specifications of the samples, dummies and guarantees submitted by the publisher/producer for evaluation and approval. Where the required standards and specifications are not replicated in the final print run/production, any offending publisher will be required to replace defective copies/optical disks at their own cost within sixty (60) days of notification of the detected problem. Failure to replace defective copies could lead to the respective titles being removed from the list of approved course books (**Orange Book**). Where a publisher/producer persistently fails to comply with the required standards and specifications, the Publisher/Producer shall be prohibited from participating in subsequent submissions for evaluation and approval.
- 1.5 Shall acknowledge the right of the MoE to disqualify any approved title where the format, extent, page layout, type faces, type sizes, number of colours and basic physical production specifications differ materially from those evaluated and approved. The MoE will accept that the Publisher/Producer may not always be able to use exactly the same text paper and cover card for every printing but requires that substitute raw materials must meet the basic production specifications set down, and the relevant technical specifications will apply to the optical disks.
- 1.6 Shall seek the prior approval in writing of the **Ministerial textbooks Vetting Committee (MTVC)** before making any significant changes to the content or presentation or production standards of any approved titles/productions.
- 1.7 Shall ensure compliance with all of the conditions and requirements specified in the Terms and Conditions of Evaluation and approval.
- 1.8 Shall supply free of charge to the KICD, within sixty (60) days of formal approval, **seven copies** of each of the approved titles prior to delivery of bulk stock. These samples will be examined/tested and retained by the KICD as a basis for comparison with the samples submitted by the publisher for the process of evaluation and approval and also with the stock supplied by the publisher for use in schools. In addition, KICD/MoE may check stock in the warehouse prior to distribution, and also in schools in order to ascertain compliance to the required minimum technical standards.
- 1.9 Shall accept the right of the KICD to disqualify or remove from the approved list any title/production where an author/developer or any other person defined as associated with the publisher /producer in the terms and conditions of Evaluation and Approval has not been declared in the Publisher's/Producer's submission and has consequently taken part as an Evaluator in the evaluation and approval process. Failure by the Publisher/Producer to disclose potential conflicts of interest with the evaluation process will always render a title/production or titles/productions liable to disqualification. Persistent failure to disclose conflicts of interest could lead to suspension of the publisher from future submissions for evaluation and approval.

- 1.10 Shall recognise that the KICD/MoE cannot accept any responsibility for marketing approved titles nor can it accept responsibility for that matter if approved titles fail to achieve acceptable levels of sales.
- 2.0 Shall grant free of charge to the M0E, if so requested in writing, publication licences for Braille, large print and talking book editions of any of the approved titles. Such licences will only remain valid while the relevant Course books and Teacher's Guides/User Manual remain on the approved list of Course books and will be granted only on condition that the published titles/productions shall be supplied free of charge by either the GoK or a donor to schools in Kenya. The free license will not apply to any titles which are sold by the MoE or which are supplied outside the territory of Kenya, except with the prior approval of the Publisher/Producer in writing.
- 3.0 The Kenya Publishers Association and Kenya Booksellers' Association have developed codes of conduct governing the promotion, marketing and sale of Course books, Teacher's Guides/User manuals and other instructional materials to primary and secondary schools. It is expected that no publisher/producer/bookseller whether a member or not of the above two associations will act in a manner contrary to the above codes.
- Over and above the above codes, the warranties herein provided shall remain in force for the duration of the Publisher's/Producer's approved status.
- 4.0 This Warranty shall be governed and interpreted in accordance with the Laws of Kenya.

Signed:

For the Publisher/Producer .....Date.....Place .....

**For and on behalf of**

Director, Kenya Institute of Curriculum Development .....Date .....

Place.....

Witness .....

Date .....

## DOCUMENT 7

### ADDITIONAL INFORMATION

#### 1. Ministerial Textbook Vetting Committee (MTVC)

##### 1.1 Authority

The MTVC is the body charged with the Course Materials evaluation and approval process. It represents the Government of Kenya.

##### 1.2 Composition of the MTMVC

• Director General (MoE)	-	Chair
• Director, Kenya Institute of Education	-	Secretary
• Director, Quality Assurance and Standards	-	Member
• Secretary, Kenya National Examinations Council	-	Member
• Director Policy and Planning	-	Member
• Director Secondary & Tertiary Education	-	Member
• Director Teacher Education	-	Member
• Director Early Childhood Education	-	Member
• Kenya Secondary Schools Heads Association	-	Member
• Kenya Primary Schools Heads Association	-	Member

##### 1.3 Terms of Reference

The **MTVC** has, among others, the following responsibilities:

- To assess on Qualification, Eligibility and Responsiveness of the submitting Publishers/Producers and to score their Prices, as laid down in the evaluation mark sheets.
- To receive the partial *Course Materials Evaluation Report* (CMER) from the Independent Administrator
- To scrutinize the partial CMER and to be satisfied that the evaluation process has been conducted in an accurate, fair and transparent manner in accordance with the documentation, and normal evaluation practices and the Management Guidelines
- To scrutinize all technical reports attached to the CMER. These will include, but may not be limited to, reports from the Subject Evaluation Panels, the Technical Specialists' Report, and the Minutes of the Submission Opening
- To scrutinize the marks awarded to each submission for each subject and level. If required, the MTVC may request copies of detailed mark sheets to supplement the summary marks sheets, which will normally be provided as part of the CMER
- After due scrutiny, to complete Course Materials Mark Sheet 5 for each submission and to make a list of up to six approved Course Materials per subject per Class where applicable and to receive and sign the completed Course Materials Evaluation Report from the Independent Administrator for transmission to the Permanent Secretary for approval for publication
- To instruct the Independent Administrator to make the awards known to the relevant Publishers/Producer.

## 2. **Compliance**

The office of the Director, Quality Assurance and Standards has been vested with the responsibility to verify compliance.

### **2.1 Responsibilities**

In liaison with the Course Materials Management Unit, the office of the Director, Quality Assurance and Standards will make random checks in the field to ensure that every supplied Course Material complies with the stated standards as passed by the Vetting Committee.

## DOCUMENT 8

### FORMS AND ATTACHMENTS

#### Form 1: Submission Covering Letter (sample)

To: Director, KICD

Dear Sir/Madam,

Having examined the proposal submission documents the receipt of which is hereby duly acknowledged, we, the undersigned, are submitting our applications for the publication of \_\_\_\_ titles of Course Materials (Primary and Secondary – delete or retain as appropriate) schools in conformity with the said proposal submission documents.

If our titles are approved, we undertake to publish the approved titles in conformity with the approved technical specifications and any improvements that may be recommended at approval.

Number of packages accompanying this submission:

1. (Specify or insert description)
2. (Specify or insert description)
3. Specify or insert description)
4. (Specify or insert description)
5. Specify or insert description)

Date of submission \_\_\_\_\_ Date or Receipt \_\_\_\_\_

Representative Publisher \_\_\_\_\_ Receiving Officer's Name \_\_\_\_\_

Signature \_\_\_\_\_ Signature \_\_\_\_\_

Note: This form should be submitted in duplicate.



**Form 2: Publisher's Details and Submissions (sample)****a) Physical Address**

Publisher's Name \_\_\_\_\_

Address: Street Name \_\_\_\_\_ Building Name \_\_\_\_\_

Postal Address: P O Box \_\_\_\_\_ Code \_\_\_\_\_

Town: \_\_\_\_\_

Telephone: \_\_\_\_\_ Mobile \_\_\_\_\_ E-Mail \_\_\_\_\_

**b) Titles, Authors and prices****(i) Pre-Primary Grades**

<b>Learning Area</b>	<b>Pre- Primary 1</b>	<b>Pre-Primary 2</b>	<b>Total</b>
Language Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Mathematical Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Environmental Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Psychomotor And Creative Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Religious and Moral Education Activities CRE	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Religious and Moral Education Activities IRE	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Religious and Moral Education Activities HRE	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	

**Note:** This form may be adjusted to suit individual requirements e.g. accommodate the list of authors, include advisors.

\*This format can be adopted for proposal submissions in other levels (e.g. Pre-Primary and Primary.)

c) (ii) Lower Primary

Learning Area	Grade 1	Grade 2	Grade 3	Total
Literacy Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Kiswahili Language Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
English Language Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Indigenous Language Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Mathematical Activities	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Environmental Activities	Not applicable	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Hygiene and Nutritional Activities	Not applicable	Not applicable	Title _____ Author _____ Price: PB__ TG__	
Religious Education and Life Skills Activities CRE	Not applicable	Title _____ Author _____ Price: PB__ TG__	Title _____ Author _____ Price: PB__ TG__	
Religious Education and Life Skills Activities IRE	Title _____ Author _____ Price: TG _____	Title _____ Author _____ Price: TG _____	Title _____ Author _____ Price: TG _____	
Religious Education and Life Skills Activities HRE	Title _____ Author _____ Price: TG _____	Title _____ Author _____ Price: TG _____	Title _____ Author _____ Price: TG _____	

**Attachments:**

1. Bankers' cheque

Bankers' Cheque: No: \_\_\_\_\_ Amount \_\_\_\_\_ Date \_\_\_\_\_

Issuing Bank: \_\_\_\_\_ Branch: \_\_\_\_\_

2. Certificate of registration and incorporation

Business Registration No. \_\_\_\_\_ Date \_\_\_\_\_

3. Form 3: Form for Statement of Copyright ownership of publication rights (attach 1)

4. Form 4: For statement of Grant for License for publication of Braille, large print or talking book editions (attach 1)