GOVERNMENT OF THE REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPLEMENTARY PRINT CURRICULUM SUPPORT MATERIALS SUBMISSION, EVALUATION AND APPROVAL GUIDELINES

2026 EDITION

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
P. O. Box 30231 - 00100
NAIROBI
E-mail: info@kicd.ac.ke

TABLE OF CONTENTS

PAGE	DOC	SUBJECT	REMARKS
2	1.	Advertisement	Invitation to Submit Materials for Evaluation
3	2.	Timetable	Programme for the evaluation process
4	3.	General Guidelines	Submission Conditions, Procedures and Requirements
21	4.	Evaluation and Approval Methodology	Management and Administration of the evaluation and approval Process
	5.	Instrument for the Processing of resubmitted Course Books	Set Criteria to evaluate resubmitted Course Books
25	6.	Instrument for the Processing of ECDE Language Readers	Set Criteria to Evaluate ECDE Language Readers
31	7.	Instrument for the Processing of ECDE Non-Language Readers	Set Criteria to Evaluate ECDE Activity Areas Readers
38	8.	Instrument for the Processing of ECDE Dictionaries	Set Criteria to Evaluate ECDE Dictionaries
50	9.	Instrument for the Processing of Language Readers	Set Criteria to Evaluate Language Readers
55	10.	Instrument for the Processing of Non-Language Readers	Set Criteria to Evaluate Non- Language Readers
61	11.	Instrument for the Processing of Dictionaries	Set Criteria to Evaluate Dictionaries
67	12.	Instrument for the Processing of Atlases	Set Criteria to Evaluate Atlases
76	13.	Instrument for the Processing of Revision materials	Set Criteria to Evaluate Revision materials
83	14.	Instrument for the Processing of General Reference Materials	Set Criteria to Evaluate General Reference Materials
90	15.	Instrument for the Processing of Bibles	Set Criteria to Evaluate Bibles
94	16.	Instrument for the Processing of Wall Maps	Set Criteria to Evaluate Wall Maps
98	17.	Instrument for the Processing of Wall Charts	Set Criteria to Evaluate Wall Charts
103	18.	Instrument for the Processing of Models	Set Criteria to Evaluate Models
109	19.	Instrument for the Processing of Materials on Contemporary & Emerging Issues	Set Criteria to Evaluate Materials on Contemporary & Emerging Issues
116	20.	Instrument for the Processing of Educational Kits	Set Criteria to Evaluate Educational Kits
120	21.	Instrument for the Processing of Calculators	Set Criteria to Evaluate Calculators

INVITATION TO SUBMIT COMPLEMENTARY MATERIALS 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 (CBC) Complementary Materials 2026*** **Edition** from the KICD Website, www.kicd.ac.ke starting 4th September 2026.

Each submission should be accompanied by proof of payment of the non-refundable appropriate Evaluation fees per material proposal. Any submissions coming after the deadline will not be received.

Submissions are required for complementary materials for Pre-primary, Primary, Junior School, Senior School and Diploma Teacher Training level.
For evaluation logistics, publishers wishing to submit materials are required to inform the Director KICD/CEO by **10th February, 2027 in writing (conventional and digital channels).**

Publishers' submission for any of the listed learning areas for evaluation and approval must be made not later than **12:00 p.m on 6th April 2027**.

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 – 3, +254 729327334
Email: info@kicd.ac.ke or materialevaluation@kicd.ac.ke

DOCUMENT 2

COMPLEMENTARY PRINT CURRICULUM SUPPORT MATERIALS SUBMISSION, EVALUATION VETTING AND APPROVAL TIMETABLE

NO	ACTIVITY	PROPOSED DATES
1.	Formal invitation of Submission Announcement in KICD Website www.kicd.ac.ke and "My Gov"	4th September 2026
2.	Preparation of materials for Submission by Publishers	4th September 2026 to 5th April 2027
3.	Final date for each interested Publisher to formally confirm the materials to submit	10th February, 2027
4.	Deadline for Submission of Complementary Materials	6th April 2027 at **12:00 pm**
5.	Release of Evaluation Results	21st May 2027
6.	Final date for receiving any appeals	28th May 2027
7.	Final date for KICD to respond to any appeals	4th June 2027
8.	Submission of corrected copies	9th June 2027
9.	Listing of approved materials	Until 31st August 2027

DOCUMENT 3

SUBMISSION, EVALUATION AND APPROVAL GUIDELINES FOR COMPLEMENTARY PRINT CURRICULUM SUPPORT MATERIALS 2026

The Guidelines below provide detailed procedures for submitting Complementary Print Curriculum Support Materials for Evaluation and Approval. These are materials intended for learners in Pre primary, Primary, Junior School, Senior School, Special Needs Education (SNE), trainees for Diploma in Early Childhood Teacher Education (**DECTE),** Diploma Junior School Teacher Education (**DJSTE**)and Diploma Primary Teacher Education (**DPTE**).

3.1 ELIGIBILITY

Interested parties should note that submissions will only be accepted from Publishers who are legally incorporated and registered in Kenya, and who can therefore provide, on request, valid certification of such incorporation or company registration and legal operation.

Publishers who wish to submit materials on behalf of firms that are not locally registered should make available a certified copy of the Agency Agreement or Representation Authority.
Membership of the Kenya Publishers Association (KPA) is recommended.

3.2 SUBMISSION AREAS

Eligible Publishers are invited to submit Complementary Print Curriculum Support Materials for the levels and in the learning areas provided below:

3.2.1 Curriculum Subjects:

(i) Special Needs Education (SNE)

Hearing Impairement

1. English Grade 1-3
2. Environmental PP 1-2
3. Environmental Grade 1-3
4. Movement and Creative Activities
5. Psychomotor activities
6. Kenyan Sign Language PP 1-2
7. Kenyan Sign Language G 1-3

Physical Impairment

1. Movement and Creative Activities
2. Mathematics and Environmental
3. Psychomotor Activities

Visual Impairment

1. Environmental, Mathematics,
2. Psychomotor, Movement and Creative Activities
3. Mathematics, Environmental, Psychomotor and Creative Activities
4. Pre Braille
5. Literacy Braille

ii)Pre-Primary One & Pre-Primary Two

1. Language Activities
2. Mathematics Activities
3. Creative Arts
4. Environmental Activities
5. Religious Education Activities: Each as a standalone material (Hindu Religious Education, Islamic Religious Education, Christian Religious Education)

ii) LOWER PRIMARY: GRADES (1, 2, & 3)

1. English
2. Kiswahili
3. Mathematics
4. Environmental Activities
5. Creative Activities
6. Religious Education: Each as a standalone material (Christian Religious Education, Hindu Religious Education, Islamic Religious Education)
7. Indigenous Language

iii) UPPER PRIMARY (GRADE 4, 5 & 6)

1. English
2. Kiswahili
3. Mathematics
4. Agriculture & Nutrition
5. Social Studies
6. Creative Activities
7. Science & Technology
8. Religious Education: Each as a standalone material (Hindu Religious Education, Christian Religious Education, Islamic Religious Education)
9. Indigenous Language
10. Foreign Languages: Each as a standalone material (Arabic, Mandarin, French, German)

iv) JUNIOR SCHOOL

i) Agriculture
ii) Pre technical Studies
iii) Creative Arts and Sports
iv) Religious Education: Each as a standalone material (Hindu Religious Education, Islamic Religious Education and Christian Religious Education)
v) Integrated Science
vi) Social Studies
vii) Mathematics
viii) English
ix) Kiswahili
x) Indigenous Language
xi) Foreign Languages: Each as a standalone material (Arabic, Mandarin, French, German)

V) SENIOR SCHOOL

Languages & Literature:

1. English
2. Literature in English
3. Indigenous Languages
4. Lugha ya Kiswahili
5. Fasihi ya Kiswahili

Foreign Languages

1. Arabic
2. French
3. German
4. Mandarin Chinese

Humanities & Business Studies

1. Christian Religious Education
2. Islamic Religious Education
3. Hindu Religious Education
4. Community Service Learning
5. Business Studies
6. History and Citizenship
7. Geography

Arts and Sports

1. Physical Education
2. Sports and Recreation
3. Music and Dance
4. Theatre and Film
5. Fine Arts

Applied Sciences

1. Agriculture
2. Computer Studies
3. Home Science
4. ICT

Pure Sciences

1. Biology
2. Chemistry
3. Physics
4. General Science
5. Essential Mathematics
6. Core Mathematics

Technical Studies

1. Building and Construction
2. Metal Work
3. Woodwork

4. Aviation
5. Electricity
6. Power Mechanics
7. Media Technology
8. Marine Technology

vi) Diploma in Early Childhood Teacher Education (DECTE)

1. Research skills
2. Arabic
3. Art and Craft
4. Child Development and Psychology
5. CRE
6. Curriculum Studies
7. Educational Assessment
8. Educational Resources
9. English
10. Environmental Studies
11. French
12. German
13. Health & Nutrition
14. HRE
15. ICT integration in Education
16. Inclusive Education
17. Indigenous Languages
18. IRE
19. Kiswahili
20. Kenya Sign Language(KSL)
21. Leadership & Management
22. Mandarin
23. Mathematics
24. Micro Teaching
25. Music
26. Physical education
27. Sociological and Philosophical foundation
28. Historical and comparative Foundations of Education

vii) Diploma in Primary Teacher Education (DPTE)

1. Agriculture
2. Arabic
3. Art & Craft
4. Child Development & Psychology
5. CRE
6. Curriculum Studies
7. Educational Assessment
8. Educational Resources

9. English
10. French
11. German
12. Home Science
13. HRE
14. ICT Integration in Education
15. Inclusive Education
16. Indigenous Languages
17. IRE
18. Kiswahili
19. KSL
20. Leadership and management
21. Mandarin
22. Mathematics
23. Microteaching
24. Music
25. PHE
26. Research Skills
27. Science and technology in Education
28. Social Studies
29. Sociological and Philosophical foundation
30. Historical and comparative Foundations of Education

(viii) Diploma in Junior School Teacher Education (DJSTE)

Professional Learning Courses

1. Sociological and Philosophical Foundations of Education
2. Historical and Comparative Foundations of Education
3. Educational Leadership and Management
4. Research Skills
5. Education Resources
6. ICT Integration in Education
7. Educational Psychology
8. Educational Assessment
9. Inclusive Education
10. Curriculum Studies
11. Micro-teaching
12. Community Service Learning

Pedagogy and Content Blended Learning Areas

1. Mathematics
2. English
3. Kiswahili
4. Indigenous Languages
5. French
6. Mandarin
7. Arabic

8. German
9. Agriculture
10. Creative Arts and Sports
11. Integrated Science
12. Social Studies
13. Christian Religious Education
14. Islamic Religious Education
15. Hindu Religious Education
16. Pre-technical Studies
17. Kenya Sign Language
18. Sign Language
19. Physical Education

viii) Diploma in Senior School Teacher Education (DSSTE)

1. Educational Psychology
2. Curriculum Studies
3. Educational Leadership and Management
4. Inclusive Education
5. Philosophical and Sociological Foundations of Education
6. Historical and Comparative Foundations of Education
7. Educational Resources
8. Research and Communication Skills
9. Micro teaching
10. Educational Assessment
11. Kiswahili /KSL
12. English
13. Indigenous Languages
14. Sign Language
15. German
16. French
17. Arabic Language
18. Mandarin
19. Building Construction
20. Aviation Technology
21. Power Mechanics Technology
22. Metal Technology
23. Electricity
24. Wood Technology
25. Agriculture
26. Theatre and Film
27. Sports and Recreation
28. Physical Education (PE)
29. Fine Arts
30. Music and Dance
31. History and Citizenship
32. Geography

33. Hindu Religious Education
34. Christian Religious Education
35. Islamic Religious Education
36. Business Studies
37. General Science
38. Essential Mathematics/Core Mathematics
39. Physics
40. Biology
41. Chemistry
42. Media Technology
43. Marine and Fisheries
44. ICT Skills
45. Community Service Learning (CSL)

3.2.2 Categories of Materials

1. ***Readers***
   Storybooks, Picture stories, poems, plays, novels, comics, anthologies, (auto) biographies in English, Kiswahili, Mother Tongue, French, German, Arabic and Chinese.

2. **Dictionaries**
   English, Kiswahili, Mother Tongue, French, German, Chinese and Arabic; Subject–Specific, Area-specific and Picture. The thesaurus belongs in this category.

3. **Atlas (In English)**

4. **Revision Materials**
   All subjects at Pre-primary and Primary School Levels These should be organised per subject per level. Encyclopaedias are highly discouraged

5. **General Reference Materials**
   (For Learners or Teachers) These should be organised per subject per level. Encyclopaedias are highly discouraged

6. **Religious Education Materials** relevant to the ECDE or Primary Education Curriculum, e.g. Bibles.

7. **Materials on Contemporary and Emerging Issues** (for all levels for learners or Teachers)
   - HIV and AIDS
   - Guidance & Counselling
   - Life Skills
   - Drugs and Substance Use and Abuse
   - Gender Agenda
   - National Cohesion & Integration
   - Disaster Preparedness & Management
   - Environmental Conservation & Management
   - Peace and Conflict Management

- School Health, Water & Sanitation
- Child and Human Rights
- Public Health & Nutrition
- Ethics & Integrity Assurance
- Do-it-yourself (DIY) Manuals
- Education for Sustainable Development (ESD)

8. ***Non-Book Materials (All Levels)***
   - Wall Maps
   - Wall Charts
   - Models
   - Educational Kits
9. **Special Needs Education (SNE)**
   - Kenyan Sign Language
   - Perceptual Training Materials
   - Activities of Daily Living Skills
   - Pre-Vocational Skills Materials
   - Vocational Skills Materials
   - Books for Braille Learning
   - Models – Abacus, Pegboard, Communication Board, Cubarithms, etc

3.3 PROCESS TIME TABLE

Document 2 provides the Timetable for the process from Invitation to submit materials to the Submission Deadline, Evaluation and related activities, to Release of Evaluation Results and Updating of Orange Books. The Timetable is expected to guide the activities that constitute the process. All parties are required to adhere to the set timelines. In the event of any need for change in any item on the Timetable, consensus will be sought from all concerned.

3.4 EVALUATION AND APPROVAL METHODOLOGY AND CRITERIA

The Evaluation stages and Approval Methodology are provided in **Doc. 4**. The Criteria for Evaluation are presented as **Docs 5 – 21** for the information of the interested or participating Publisher. In the event that unique materials are submitted, relevant evaluation documents may be adapted to accommodate them; e.g. Special Needs Education (SNE).

3.5 CATEGORIES FOR SUBMISSION

Details of Learning Areas and Categories for Submission are outlined in **Sections 3.2.1.** and **3.2.2**

The choice of education level, subject area and category of material (s) to submit is entirely at the discretion and judgment of the interested or submitting Publisher. A Publisher can submit in as many subjects and categories as possible.

Each Submission will be evaluated solely in terms of its relevance and suitability for the requirements of the specific curriculum area and categorization as outlined in the necessary Evaluation Criteria.

3.6 SUBMISSION REQUIREMENTS

3.6.1 Status of Materials

- Materials to be submitted for Evaluation and consideration for Approval should strictly be finished products. In consideration of production costs, these may be presented as spiral bound copies of the finished product.
- However, Dictionaries, Atlases, Wall Maps and Wall Charts may be presented in final proofs in Printers' dummy form, demonstrating the format, extent and proposed physical technical production specifications.

3.6.2 Relevance to the Curriculum

- The Content in the Materials to be submitted should be;
  - relevant to the curriculum needs
  - of good quality
  - compliant with the Kenyan education policies
- Revision and reference materials should be designed in keeping with the relevant Curriculum Design.
  It is expected that this category of materials is packaged creatively:
  - the content, quality and presentation should enhance the information in the materials.
  - the exercises and assessment activities component should be tailored to deepen the understanding of relevant concepts and develop required skills.
- Generally, whatever the category, the materials being encouraged for submission are those that:
  - feature Kenyan content and examples wherever relevant, and appropriate according to the curriculum subject.
  - are sensitive to societal values and therefore exhibit effort at featuring contemporary and pertinent issues.
  - represent the Kenyan cultural, ethnic and environmental diversity in text, illustrations and examples, wherever it is considered appropriate and relevant.

3.6.3 Submission Quantities

- The interested Publisher is not limited as to category, level or subject. Thus, the Publisher may submit materials in all the categories and subjects, and as many different titles as the Publisher may wish.
- Each book title should be submitted in six (6) Copies.
- For non-book items, five (5) Copies of each item should be submitted.
- Any material that a Publisher intends to be evaluated and considered for more than one level should be submitted in the distinct sets for each level, each set constituting a submission.
- It should be noted that materials that have been presented to be evaluated as Course Books and failed to meet set threshold in performance may be resubmitted for re-Evaluation.
- Any material that bears information that purports it to have been 'Approved' by MoE or KICD prior to the current Submission, Evaluation ad Approval process shall not be evaluated.

- Materials that carry a Foreword ostensibly from an official of MoE will **not** be evaluated.
- Non-book materials which require operations must come complete with Operational Manual. The parts and components of such submissions should be in good working condition. Testing to confirm workability of equipment will constitute the Evaluation Process.

3.6.4 Submission Packaging, Labelling Requirements and Presentation

Each Publisher will present their materials as follows:

- A large envelope containing the Covering Letter and Other Supporting Documentation as outlined under **Section 3.6.5.**

- Large Carton(s) containing the items of Submission for Evaluation. Each category should be packaged separately by subject and level or class and clearly labelled.

Note:
In the case of Publishers representing foreign firms, the materials from different firms must be packaged separately by category, subject and level or class, and labelled accordingly.

3.6.5 Supporting Documents

Supporting Documentation should be presented in a separate envelop, which will be clearly labelled on the outside **SUPPORTING DOCUMENTATION**. The large envelop should bear the Publisher's details and should contain:

- The Submission Covering Letter
- Evidence of official registration and incorporation in Kenya
- Evidence of Agency Agreement or Representation Authority, for Publishers acting on behalf of foreign firms
- Proof of operational premises
- Profile(s) of the Material(s) being submitted, featuring the information outlined under **Section 3.6.4**

Publishers will necessarily provide the following:

- A covering letter on the firm's letterhead giving a summary of the categories and quantities submitted. The Covering Letter should be addressed to the Director, KICD.
- A detailed profile of each submission, featuring;
  - Category
  - Title
  - Full list of Author(s), Contributors, Editors or Producer(s)

Note:
The Publisher will be required to provide the full and actual names of **each** Author or producer. Where pen-names are used on the Materials, the Publisher or Producer shall be required to supply the true identity of such author(s)/producers under Confidential Cover. Further, it will be mandatory for the Publisher to confidentially provide the full list of all those who participated in the development of materials under plural bodies such as Life Skills Promoters, etc.

- Publisher's name (Submitting and Actual Publisher, as necessary)
- Year of Publication or Production
- Extent (Number of Pages)

- Maximum retail Price

Note:
For all the Materials where the Publisher is playing an agency role, the maximum retail Price for each of the foreign firm Submission should be converted to Kenya Shillings and presented as such.

- The Correct amount of Evaluation Fees (Section 3.8) should be paid in Banker's Cheque, payable to the Director, KICD.
- Each set of materials should be packaged separately by category, subject and level or class, and clearly labelled.
- Any Publisher(s) representing non-locally based firms should handle the packing for self and partner's separately, being careful to clearly indicate category, subject and level or class for each submission.
- **Note:**
- Publishers submitting for other firms must ensure that documentation from each of the firms is presented separately.

3.7 MINIMUM PHYSICAL TECHNICAL SPECIFICATIONS AND TYPE REQUIREMENTS

All materials presented for Evaluation and Approval must satisfy the requirements as specified in the necessary instruments. To be considered for Approval, materials should be strongly bound and finished to withstand common constant handling and basic environmental conditions. The quality of text paper, coverboard and binding styles are therefore critical to the eventual decision on the product or proof.

The specifications provided below are minimum. Materials produced to more superior physical quality are welcome and encouraged.

3.7.1 Minimum Physical Production Specifications

These specifications apply to all submitted materials as necessary.
A tolerance of 5% will be allowed in the determination of whiteness and opacity of text paper.

- **Type face:** This is left to the discretion of the submitting publisher but guided by what is produced under **Section 21.3 below.**
- **Text Paper**: 70 gsm, MF, wood free offset with a minimum 75% whiteness and 75% opacity. A tolerance of approximately 5% will be allowed in the evaluation of whiteness and opacity due to unavoidable minor variations from different methods of testing.
- **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.
- **Binding Styles for Books:**
  a) Extents up to 96 Pages:
  Saddle stitched, 2 rust less metal wires, evenly spaced from head to foot, cut to correct length and fully closed in centre. Covers scored, one score, and trimmed flush.

b) <u>Extents over 96 pages</u>:

Thread-sewn or thread sealed sections with minimum four stitches and flush cut, 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 be particularly monitored during evaluation and usage.

- **Formats for Books**: Unless specified by the MoE/KICD, A4 and landscape formats will not be acceptable except in ECDE and Lower primary (Grades 1-3).

3.7.2 Font <u>Types and Font Sizes for Textual Materials</u>

a) **Font Types**

From Pre-Primary to Lower Primary (Std 1- 3), all font types must be *Sans Serif* using an open and simplified **'a'** and **'g'**. From Class 4 upwards, font types may be at the discretion of the publisher. Publishers should ensure that the font type and line spacing selected will provide for maximum readability.

b) **Type sizes**

Level	**Minimum Type Size**
Pre-primary	18 pt
Grade 1 & 2	16 pt
Grade 3 - 6	14 pt
Secondary	12 pt
Diploma	12 pt

Type sizes for Bibles and Dictionaries should not be less than 10 points. For other materials, the Publisher is advised to study the relevant evaluation instrument e.g. Wall Maps **– Document 16,** Wall Charts **– Document 17,** etc.

3.7.3 <u>Additional Production Issues</u>

Submitted materials should be appropriate and sufficient to complement course books in the various curriculum subjects. Irrelevant and redundant content may be penalised.

Full colour illustrations should be done in lower classes (Pre-primary to Lower Primary – Grade 1-3) and in some specific subjects. Colour should therefore be used where it is necessary and appropriate. The use of 4/1, 2/1 approaches of colour, where feasible, is encouraged.

Page design and layout should be appropriate for the level and subject. It should aim for attractiveness and ease of use by both teacher and learner. Logical work sequencing with clear headings, numbering, captions, labels, signals and symbols for teachers and learners are important. Page design should enhance readability and usability. Appropriate margins should be used.

3.7.4 Non – Book Materials

- ***Wall Maps***

- *Minimum Dimensions:*

Kenya	1100 mm x 900 mm
East Africa	1200 mm x 800 mm
Africa	1100 mm x 800 mm
World	700 mm x 1200 mm

A tolerance of approximately 5% will be allowed

- *Material*
  150 gsm matt finish coated cartridge paper.

- *Finish*
  12 Micron laminated both sides or superior lamination is encouraged.

- *Mounting*
  3-4 reinforced eyelets, a straight rod, spiral or suitable alternative for effective hanging or mounting or display, complete with the necessary accessories – strong hooks, string, etc.

- *Colour*
  Consistent use of high quality conventional colour.

- *Layout*
  Clear margins, conventional information appropriately positioned.

- **Wall Charts**

- *Minimum Dimensions*

Pre-primary/Primary School Level	500 mm x 700 mm
Secondary School Level and above	800 mm x 500 mm

  A tolerance of approximately 5% will be allowed.

- *Binding*
  Spiral binding for flip charts.

- ***Material***
  150 gsm matt finish coated cartridge paper.

- *Finish*
  12 Micron laminated both sides or better lamination is encouraged.

- *Mounting*
  3–4 reinforced eyelets, a straight rod, spiral or suitable alternative mounting for display, complete with the necessary accessories – strong hooks, string, etc

- *Colour*
  Appropriate colour(s) used correctly and consistently.
- *Layout*
  Appropriate margins, suitable for target level.

- ***Models and Educational Kits***
- The Models and items constituting the Educational Kits should be made from relevant, appropriate, functional and suitable material of specified sizes, masses, weights and lengths.
- The raw materials used to make the items should not be toxic, explosive, corrosive or inflammable, unless otherwise specified.
- The products should not discolour, tarnish or disintegrate, unless otherwise specified.
- Sample materials will be picked for actual testing to ascertain compliance and credibility.

3.8 COSTS OF DOCUMENTATION, SUBMISSION, EVALUATION AND APPROVAL

Material Evaluation is a tedious and expensive venture. The Evaluation fees for the 2027 submissions have been established as follows: -

Category	**No. of pages**	**Current Charges for Evaluation (Kshs.)**	**Charges for Improvement/corrections/ approval (Kshs.)**
Readers	0-20	40,000.00	20,000.00
	21-50	60,000.00	30,000.00
	51-100	100,000.00	50,000.00
	101-150	150,000.00	75,000.00
	151-200	180,000.00	90,000.00
	201-250	200,000.00	100,000.00
	251-300	250,000.00	120,000.00
	301-350	300,000.00	150,000.00
	Above 350	400,000.00	180,000.00
Reference/ Revision	0-20	60,000.00	40,000.00
	21-50	80,000.00	60,000.00
	51-100	120,000.00	80,000.00
	101-150	180,000.00	100,000.00
	151-200	200,000.00	120,000.00
	201-250	250,000.00	150,000.00
	251-320	300,000.00	180,000.00
	321-400	400,000.00	250,000.00
	Above 400	500,000.00	300,000.00
Chart	1-10	25,000.00	25,000.00
	10-20	50,000.00	50,000.00
	Above 25	80,000.00	80,000.00
Model/Kit		100,000.00	100,000.00
Map		60,000.00	60,000.00
Laboratory		250,000.00	250,000.00
Atlas		250,000.00	250,000.00

Dictionaries		Up to 10,000 entries – 150,000.00 10,100 – 15,000 entries – 200,000.00 16,00 – 25,000 entries – 300,000.00 Above 25,000 entries – 350,000.00	Up to 10,000 entries – 150,000.00 10,100 – 15,000 entries – 200,000.00 16,000 – 25,000 entries – 300,000.00 Above 25,000 entries – 350,000.00

NB: Any course material to be resubmitted for re-evaluation must be declared by **10th February 2027** and the charges for the same will be as follows:

Level	**Cost**
ECDE	170,000.00
Grades 1 – 3	180,000.00
Grades 4 - 12	250,000.00

3.9 CLARIFICATION OF DOCUMENTS

Participating Publishers, who may wish certain sections of the *Submission Evaluation and Approval Guidelines for Print Complementary Curriculum Support Materials 2026* clarified, will be required to formally notify the Director KICD. The Institute will respond to any such request accordingly, provided the enquiry is not made within 14 days to the Submissions deadline.

Written copies of the KICD response to such an application will be sent to the firms and local representatives of all participating Publishers.

NOTE

At any time prior to the Submissions deadline, MoE or KICD may, for justifiable reason, whether at own initiative or acceding to a Clarification and/or request from a Participating Publisher, modify the Complementary Curriculum Support Materials documents by Amendment(s) and mail such Amendment(s) to all Participating Publishers.

Further, in order to afford participating Publishers reasonable time to take any Amendment(s) into account in preparing their materials for Submission, the MoE or KICD may, at its own discretion, vary the Submissions deadline backwards by a reasonable period, and therefore prudently reorganise the activities that come after the Submissions deadline accordingly.

3.10 REVIEW OF AND AMENDMENT(S) TO THE COMPLEMENTARY MATERIALS GUIDELINES

Whenever an Evaluation of Complementary Materials is scheduled, MoE/KICD will review and propose amendments to the Guidelines in the context of experience. The prospective submitting Publishers or their Agents and relevant stakeholders will be notified of the

review and amendments to enable them make submissions to the review process, as appropriate.

DOCUMENT 4

COMPLEMENTARY CURRICULUM SUPPORT MATERIALS EVALUATION AND APPROVAL METHODOLOGY

4.1 MANAGEMENT, ADMINISTRATION AND EVALUATION

The Submission, Evaluation and Approval of Complementary Curriculum Support Materials is a very involving process. The operations that constitute the process are outlined in the established guidelines. Thus, the ***Submission, Evaluation and Approval of Complementary Print Curriculum Support Materials Guidelines*** governs the process.

The Director is responsible for all the Submission and Evaluation activities and advises the Curriculum Technical Committee on the Subject Evaluation Panels' and the Technical Specifications Evaluation Team's recommendations for consideration for Approval.

4.2 APPOINTMENT AND MANAGEMENT OF SUBJECT EVALUATION PANELS

The Kenya Institute of Curriculum Development and the Directorate of Quality Assurance & Standards have a joint responsibility of the identification of suitably qualified Evaluators and recommending the proposals of such educational professionals to the Evaluation Office for scrutiny, approval and appointment. Each Evaluation Panel should have five (5) members, all of them specialists in the subject they are Panellists in. In the interest of objectivity and fairness, membership in each and every Evaluation Panel is drawn from varied education experiences as much as possible. The Evaluation Panels will comprise members drawn from: -

- KICD: A Curriculum Development Specialist of the subject, who must have knowledge of the curriculum for which Instructional Materials are to be evaluated.
- Directorate of Quality Assurance & Standards: A Subject Specialist representative of MoE, nominated by the Director Quality Assurance & Standards.
- KNEC: A Subject Specialist representative nominated by the CEO, Kenya National Examinations Council
- Teacher Educator: A Subject Specialist nominated by KICD from among the Teacher Education Colleges and or Universities.
- TSC: Experienced actively practising Subject Specialist Teachers, nominated by KICD, from across the schools nationwide.

All nominee Evaluators will each be vetted by the Director before Appointment and Invitation.

Each Subject Evaluation Panel (SEP) will be sufficiently processed through training in the techniques of Complementary Curriculum Support Materials Evaluation according to the relevant criteria and approach as specified in Documents 5 – 20.

4.3 EVALUATION STAGES

The Evaluation process will be conducted in three (3) stages:

4.3.1 Preliminary Evaluation

The Institute Director will verify that each Publisher meets the Eligibility requirements and is Responsive in terms of the stipulated submission procedures.

Publishers that do not meet the Eligibility and Responsiveness requirements should have their materials rejected and will not have any item proceed to the next stage of Evaluation.

4.3.2 Technical Specifications Evaluation

Submissions that fully satisfy the Eligibility and Responsiveness conditions will next be evaluated on the basis of the Technical Specifications Criteria as provided in **Document 3 Section 3.7**. Any deviations that may be detected under the Technical Specifications Criteria shall be documented in the manner the Technical Specifications Evaluation Team will have been trained. It will be indicated whether such a deviation is minor or major to facilitate the decision of the reconcile with Ministerial Instructional Materials.

It should be noted that Compliance with the specified minimum physical technical production specifications is mandatory, and that any material that does not satisfy any of the stated relevant quality will be discontinued from proceeding to the next stage of Evaluation.

4.3.3 Evaluation on Content Quality and Presentation

The mode of Evaluation of Content Quality and Presentation will be participatory. This is the arrangement where members of each Panel will be issued with a copy of the materials under Evaluation to read individually for a set period of time as they make brief notes. Each Panel will have a Chair and Secretary from among the Panellists. At an appointed time, the Panel will often go into plenary to discuss the material being processed and consensually score on the appropriate Mark Sheet. The brief notes taken during the reading will be useful at the point of discussion. The Panel Secretary will insert the agreed score in the relevant part as she or he compiles a report. This is the treatment that every item assigned to the Panel will be given.

There is a threshold in certain criteria, but every category has an overall threshold. Publishers are invited to acquaint themselves with the set of criteria for all the categories they intend to present materials in. There are, for example, sections which could lead to possible disqualification of a material. Much attention is necessary for such sections. Further, Publishers should carefully study the Profiles, Assumptions and Guidelines provided for some specialized materials – Dictionaries, Atlases, the Bible, Wall Maps or Charts and Educational Kits.

4.4 RECOMMENDATION AND APPROVAL

- The Director will ensure that all materials are accounted for at every Evaluation stage.
- After the Subject Evaluation Panels (SEPs) and Technical Specifications Evaluation Team conclude their Evaluation, the Director will scrutinize all the Technical Reports (TRs) for **every** processed submission.
- The Director will compile and consolidate all the TRs into a Comprehensive Evaluation Report (CER).

- The CER will be tabled before the Curriculum Technical Committee (CTC).
- The CTC will study and interrogate both the qualitative and quantitative reports carefully.
- After the Committee is satisfied that the Evaluation has been conducted in accordance with the laid down procedures, it will adopt the CER and make recommendations to the KICD Council.

The decisions of the Council will be presented to the Principal Secretary (PS), MoE, for ratification, approval, and authority to release the Evaluation results and to publicise the Approved Materials through the Orange Book.

4.5 RELEASE OF EVALUATION RESULTS

The Notification of performance for each Publisher will formally be communicated to all participating Publishers by the Director, KICD.

4.6 EVALUATION REPORTS

After release of the Results, the Director KICD will roll out the process of providing participating Publishers with Evaluation Reports for all evaluated materials. They will use these reports to improve the materials through incorporating suggested corrections. The improved editions will then be resubmitted for verification and further improvement as necessary before the Approval letter is issued.

4.7 PUBLISHERS' ACCESS TO DETAILED EVALUATION MARKS

In the interest of Transparency, participating Publishers have the right to access Evaluation reports of their own titles. This service will be rendered within the Institute for a period of seven (7) days from the date of Notification of Evaluation Results.

4.8 SIGNING THE REGISTER

Successful Publishers are required to sign the Register of Approved Instructional Materials as they present ten (10) gratis copies to the Institute.

4.9 OFFICIAL LISTS OF INSTRUCTIONAL MATERIALS: THE ORANGE BOOKS

All materials that are finally awarded Approved Status shall be integrated into the relevant Parts and Sections of the existing Official Lists of Instructional Materials **(Orange Books).**

Publishers whose materials are successful will be required to confirm accuracy of the entry of their newly approved materials, as well as advise the Director QAS on their listed titles which may have gone out of print so that such titles are withdrawn from the next editions of the Orange Books.

Further, all Publishers who have any materials listed in the Orange Books must provide their contacts and that of their Book Seller Agents so that such information is included in Appendices 1 & 4 of the Orange Books.

4.10 RECORD OF DOCUMENTS

KICD will maintain a complete set of all Evaluation documents for a period of at least six (6) months after the formal Evaluation and Approval process is finalized.

DOCUMENT 6

CRITERIA FOR EVALUATING PRE-PRIMARY LANGUAGE READERS 2026

Story books, picture books, poems, comics, (English, Kiswahili, French, German, Arabic, Mother Tongue) for Pre Primary education.

6.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class…….

ECD Language Reader ……..

No. of Pages ……

Price ……..

Date of Evaluation ……..

Each reader will be evaluated against the areas listed below. The ratings are indicated against each statement.

The mark awarded should be inserted in the box provided.

6.2 CONTENT (37 MARKS)

a) Setting (5 Marks)

The choice of the setting is:

Pick one alternative:	*Marks*
(i) Appropriate to the level of the learner	5
(ii) Fairly appropriate to the level of the learner	2
(iii) Not appropriate to the level of the learner	0

b(i) Plot (6 marks)

The plot is: (4 Marks)

Pick one alternative:	*Marks*
(i) Well developed and appropriate for the level of the learner	6
(ii) Well-developed but inappropriate for the level of the learner	2
(iii) Not well developed but appropriate for the level of the learner	2
(iv) Not well developed and inappropriate for the level of the learner	0

b (ii) The Plot has: **(2 Marks)**

Pick one alternative	*Marks*
(i) Good ending	2
(ii) Bad ending	0

c (i) **Number of Characters** **(4 Marks)**

Pick one alternative	*Marks*
(i) A maximum of 3 characters	4
(ii) More than 3 characters	0

(Readers with more than 3 characters should be recommended for disqualification.)

C(ii) **Characters**

The characters are: **(8 Marks)**

Pick one alternative	*Marks*
(i) Appropriate and well developed	8
(ii) Appropriate but not well developed	4
(iii) Not credible but well developed	4
(iv) Fairly credible but not well developed	2
(v) Neither credible nor well developed	0

d) **Theme(s)** **(8 Marks)**

Pick one alternative	*Marks*
(i) Well developed and appropriate for the level of the learner	8
(ii) Well developed but not appropriate for the level of the learner	3
(iii) Not well developed but appropriate for the level of the learner	3
(iv) Neither developed nor appropriate for the level of the learner	0

e) **Accuracy of subject matter** **(4 Marks)**

(This criterion is genre-specific)

The subject matter:

Pick one alternative	*Marks*
(i) Has no factual error(s)	4
(ii) Has factual error(s)	0

Note: Penalize for factual errors in explicit events. Poetic freedom and licence should not be penalized.
A reader with factual errors should be recommended for disqualification.

f) **Length** **(2 Marks)**

The Length is:

Pick one alternative:	*Marks*
(i) Appropriate for the level of the learner	2
(ii) Too long for the level of the learner	0

Total Scored

6.3 FORM **(23 MARKS)**

For a reader to be recommended for approval, it must score 18 marks in this section.

LANGUAGE

a) **Suitability of vocabulary and Sentence structures for language acquisition by the target learner** **(10 Marks)**

Evaluate this section according to the respective level

a(i) **Evaluate the following for pre-primary 2**

- Vocabulary is simple and relevant
- Sentences are simple and short
- Most words are made of 3 to 5 letters
- There is less text (Text to be accompanied with illustration).

Pick one alternative:	*Marks*
(i) All the four statements apply	10
(ii) Three of the statements apply	4
(iii) Less than three of the statements apply	0

(ii) **Evaluate the following for pre-primary I**

- Vocabulary is simple and relevant
- There are 2 to 3 sentences on each page
- Most words are made of 2 to 3 letters

Pick one alternative:	*Marks*
(i) All the three statements apply	10
(ii) Two of the statements apply	4
(iii) One or none of the statements apply	0

(iii) Evaluate the following for Day Care

- Vocabulary is simple and relevant
- Each page has less than two words
- Words are made of 2 to 3 letters
- Emphasis is on object recognition

Pick one alternative:	*Marks*
(i) All the four statements apply	10
(ii) Three of the statements apply	4
(iii) Less than three of the statements apply	0

NB: The number of letters forming a word may not apply for Readers written in other languages except for English.

b) **Accuracy and appropriateness of language to the level of the target learner (7 marks)**

The Language used is:

Pick one alternative:	*Marks*
(i) Accurate and appropriate	7
(ii) Accurate but not appropriate	3
(iii) Not accurate but appropriate	3
(iv) Neither accurate and nor appropriate	0

c) **Style** **(6 Marks)**

The reader is written:

Pick one alternative:	*Marks*
(i) Creatively	6
(ii) Fairly creatively	2
(iii) With no creativity	0

Total Scored

6.4 EDITORIAL **(8 MARKS)**

For a reader to be recommended for approval, it must score 8 marks in this section.

a) Grammar

The reader has: **(5 Marks)**

Pick one alternative:	*Marks*
(i) No grammatical mistakes	5
(ii) Grammatical mistakes	0

b) Typographical status **(3 Marks)**

The reader has:

Pick one alternative:	*Marks*
(i) No typographical errors	3
(ii) Typographical errors	0

Total Scored

6.5 PROMOTION OF POSITIVE VALUES AND ATTITUDES (5 MARKS)

There is:

Pick one alternative:	*Marks*
(i) promotion of positive values and attitudes	5
(ii) Some effort to promote positive values and attitudes	2
(iii) No effort to promote positive values and attitudes	0

Note:
A reader that promotes negative values and attitudes should be recommended for disqualification.

6.6 ILLUSTRATIONS AND USE OF COLOUR (9 MARKS)

a) Illustrations are: (5 Marks)

- Appropriate to the level of the learner
- Relevant to the level of the learner
- Accurate and realistic
- Varied
- Adequate

Pick one alternative:	*Marks*
(i) All statements apply	5
(ii) Four of the statements apply	2
(iii) Less than four of the statements applies	0

b) Use of colour (4 Marks)

Evaluate the submission on the following

- colour is bold and clear
- colour is used realistically
- Colour is consistently used

Pick one alternative:	*Marks*
(i) All the statements apply	4
(ii) Two of the statements apply	1
(iii) Less than two of the statements applies	0

An ECD reader must feature illustrations in full colour, if not, it should be recommended for disqualification.

6.7 LAYOUT (6 MARKS)

Evaluate the reader on the following:

- Page layout is appropriate to the level and subject.
- The layout enhances readability and ease of use.
- There is appropriate use of print sizes, boldness and type faces across the text in highlighting chapters or sections or headings.
- Illustrations are correctly positioned in relation to the relevant text.
- Margins are appropriate and consistently used.

Pick one alternative:	*Marks*
(i) All the statements apply	6
(ii) Four of the statements apply	2
(iii) Less than Four of the statements apply	0

SUMMARY OF THE SCORES

ITEM	**5.2 (37)**						**5.3 (23)**			**5.4 (8)**		**5.5 (5)**	**5.6 (9)**		**5.7 (6)**	**Total Mark**	**%**
	a	b	c	d	e	f	a	b	c	a	b		a	b			
Maximum Mark	5	6	12	8	4	2	10	7	6	5	3	5	5	4	6	88	
Awarded Mark																	
Total																	

A reader must score 90% overall to be considered for recommendation.

Chairperson: _____ _____ _____

Name Sign Date

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

The material meets threshold under Content (characters & factual errors) **Yes /No**

The material meets **78%marks** (18/23) threshold under Form **Yes /No**

The material meets **100%** marks (8/8) threshold under Editorial **Yes /No**

The material does not promote negative values **Yes /No**

The material has all Illustrations in full colour **Yes /No**

The material meets total threshold of **90** % marks (79/88) **Yes/ No**

Remarks: ……

……

Name of Panel: ……

Panel Chairperson: …… …… ……

Name Sign Date

Panel Secretary: …… …… ……

Name Sign Date

Panelist : …… …… ……

Name Sign Date

DOCUMENT 7
CRITERIA FOR EVALUATING READERS FOR ECDE ACTIVITY AREAS 2026

ECDE ACTIVITY AREAS (Mathematics, Physical & Outdoor, Science, Social, Creative, Music and Movement, Religious, Life Skills)

7.1 GENERAL INFORMATION

Title: ……Code ……

Level …….. Class……

Activity Area ……..

No. of Pages ……

Price ……..

Date of Evaluation ……..

Each reader will be evaluated against the areas listed below. The ratings are indicated against each statement.

The mark awarded should be inserted in the box provided.

7.2 CONTENT (35 MARKS)

a) **Theme(s (8 Marks)**

Pick one alternative	*Marks*
(i) Well developed and appropriate for the level of the learner	8
(ii) Well developed but not appropriate for the level of the learner	3
(iii) Not well developed but appropriate for the level of the learner	3
(iv) Neither developed nor appropriate for the level of the learner	0

b) **(i) Concepts (8 Marks)**

- Concepts are theme based
- Concepts are appropriate to the level of the learner
- Concepts are relevant to the level of the learner

Pick one alternative	*Marks*
(i) All 3 statements apply	8
(ii) Two of the statements apply	3
(iii) Less than 2 statements apply	0

(ii) Concept development (4 Marks)

Concepts are:

Pick one alternative	*Marks*
(i) Clear and well developed	4
(ii) Clear but not well developed	1
(iii) Not clear and not well developed	0

c) **Skill development (6 Marks)**

Skills are:

Pick one alternative	*Marks*
(i) Relevant and appropriate	6
(ii) Relevant but not appropriate	2
(iii) Appropriate but not relevant	2
(iv) Neither relevant nor appropriate	0

d) **Accuracy of subject matter (7 Marks)**

(This criterion is genre-specific)

The subject matter:

Pick one alternative	*Marks*
(i) Has no factual errors	7
(ii) Has factual errors	0

Note: A reader with factual errors should be recommended for disqualification.

e) **Promotion of positive values (2 Marks)**

The Length is:

Pick one alternative:	*Marks*
(i) Appropriate	2
(ii) Too long	0

Total Scored

7.3 FORM (23 MARKS)

For a reader to be recommended for approval, it must score 18 marks in this section.

LANGUAGE

a) Suitability of vocabulary and Sentence structures for language acquisition by the target learner (10 Marks)

Evaluate this section according to the respective level

a(i) **Evaluate the following for pre-primary 2**

- Vocabulary is simple and relevant
- Sentences are simple and short
- Most words are made of 3 to 5 letters

- There is less text (Text to be accompanied with illustration).

Pick one alternative:		*Marks*
(i)	All the four statements apply	10
(ii)	Three of the statements apply	4
(iii)	Less than three of the statements apply	0

(ii) **Evaluate the following for pre-primary I**

- Vocabulary is simple and relevant
- There are 2 to 3 sentences on each page
- Most words are made of 2 to 3 letters

Pick one alternative:		*Marks*
(i)	All the three statements apply	10
(ii)	Two of the statements apply	4
(iii)	One or none of the statements apply	0

(iii) **Evaluate the following for Day Care**

- Vocabulary is simple and relevant
- Each page has less than two words
- Words are made of 2 to 3 letters
- Emphasis is on object recognition

Pick one alternative:		*Marks*
(i)	All the four statements apply	10
(ii)	Three of the statements apply	4
(iii)	Less than three of the statements apply	0

NB: The number of letters forming a word may be more for Readers written in other languages except for English.

b) Accuracy and appropriateness of language to the level of the target learner (7 marks)

The Language used is:

Pick one alternative:		*Marks*
(i)	Accurate and appropriate	7
(ii)	Accurate but not appropriate	3
(iii)	Not accurate but appropriate	3
(iv)	Not accurate and not appropriate	0

c) Style **(6 Marks)**

The reader is written:

Pick one alternative:	*Marks*
(i) Creatively	6
(ii) Fairly creatively	2
(iii) With no creativity	0

Total Scored

7.4 EDITORIAL (8 MARKS)

For a reader to be recommended for approval, it must score 8 marks in this section

a) Grammar

The reader has: **(5 Marks)**

Pick one alternative:	*Marks*
(i) No grammatical mistakes	5
(ii) Grammatical mistakes	0

b) Typographical status **(3 Marks)**

The reader has:

Pick one alternative:	*Marks*
(i) No typographical errors	3
(ii) Typographical errors	0

Total Scored

7.5 ASSESSMENT/ACTIVITIES (20 MARKS)

a) **Relevance to syllabus** **(3 Marks)**

Pick one alternative:	*Marks*
(i) The exercises or activities are relevant	3
(ii) Some exercises or activities are irrelevant	1
(iii) All exercises or activities are irrelevant	0

b) **Appropriateness of activities to the level of the target learner (3 Marks)**

Pick one alternative:	*Marks*
(i) Exercises or activities are appropriate	3
(ii) Some exercises or activities are not appropriate	1
(iii) Exercises or activities are inappropriate	0

c) **Adequacy of activities** **(3 Marks)**

Pick one alternative:	*Marks*
(i) Adequate activities	2
(ii) Inadequate activities	0

d) **Quality of activity items** **(4 Marks)**

Evaluate the submission on the following:-

- Captures various levels of knowledge
- Captures various domains of learning
- There is logical flow of the items

Pick one alternative:	*Marks*
(i) All the attributes apply	4
(ii) Two of the attributes apply	1
(iii) Less than two of the attributes applies	0

e) **Variety of activities** **(3 Marks)**

Pick one alternative:	*Marks*
(i) A wide variety of assessment methods	3
(ii) Some variety of assessment methods	1
(iii) No variety of assessment methods	0

f) **Clarity of instructions** **(3 Marks)**

Pick one alternative:	*Marks*
(i) The instructions are clear	3
(Ii) Some instructions are not clear	1
(iii) The instructions are not clear/not available	0

g) **Clarity of questions** **(2 Marks)**

Pick one alternative:	*Marks*
(i) The questions are clear	2
(ii) Some questions are not clear	1
(iii) The questions are not clear	0

7.6 ILLUSTRATIONS AND USE OF COLOUR **(9 MARKS)**

a) Illustrations are: **(5 Marks)**

(i) Appropriate to the level of the learner
(ii) Relevant to the level of the learner
(iii) Accurate and realistic
(iv) Varied
(v) Adequate

Pick one alternative:	*Marks*
(i) All statements apply	5
(ii)Four of the statements apply	2
(iii) Less than four of the statements applies	0

b) Use of colour **(4 Marks)**

Evaluate the submission on the following

- Colour is bold and clear
- Colour is used realistically
- Colour is consistently used

Pick one alternative:	*Marks*
(i) All the statements apply	4
(ii) Three of the statements apply	2
(iii) Less than three of the statements applies	0

Total Scored

Note:
An ECD reader must feature illustrations in full colour, if not, it should be recommended
for disqualification.

7.7 LAYOUT **(5 MARKS)**

Evaluate the reader on the following:

- Page layout is appropriate to the level and subject.
- The layout enhances readability and ease of use.
- There is appropriate use of print sizes, boldness and type faces across the text in highlighting chapters or sections or headings.
- Illustrations are correctly positioned in relation to the relevant text.
- Margins are appropriate and consistently used.

Pick one alternative:	*Marks*
(i) All the statements apply	6
(ii) Four of the statements apply	2
(iii) Less than four of the statements apply	0

SUMMARY OF THE SCORES

ITEM	6.2 (35)						6.3 (23)			6.4 (8)		6.5 (20)							6.6 (9)		6.7 (5)	Total Mark	%
	a	b		c	d	e	a	b	c	a	b	a	b	c	d	e	f	g	a	b			
Maximum Mark	**8**	**8**	**4**	**6**	**7**	**2**	**10**	**7**	**6**	**5**	**3**	**3**	**3**	**2**	**4**	**3**	**3**	**2**	**5**	**4**	**5**	**100**	
Awarded Mark																							
Total																							

A reader must score 90% overall to be considered for recommendation.

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

Chairperson: _____ _____ _____

Name Sign Date

The material meets threshold under Content (characters & factual errors) **Yes /No**

The material meets **78%marks** (18/23) threshold under Form **Yes /No**

The material meets **100%** marks (8/8) threshold under Editorial **Yes /No**

The material does not promote negative values **Yes /No**

The material has all Illustrations in full colour **Yes /No**

The material meets total threshold of **90** % marks (91/101) **Yes/ No**

Remarks:

……

……

…

Name of Panel: ……

Panel Chairperson: …… …….... ……..

Name Sign Date

Panel Secretary: …… …….... ……

Name Sign Date

Panelist: …… …….... ……

Name Sign Date

DOCUMENT 8

CRITERIA FOR EVALUATING ECDE DICTIONARIES 2026

English, Kiswahili, German, Arabic, French, Mother Tongue, subject specific, area specific and picture dictionaries.

8.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class……..

Activity Area ……..

No. of Pages ……..

Price ……..

Date of Evaluation ……..

Each dictionary will be evaluated against the areas listed below. The ratings are indicated against each statement. The mark awarded in each category should be inserted in the box provided.

It should be noted that both Primary and Secondary level dictionaries can be used in the Teacher Education Levels, but have to be evaluated for the tertiary level as well.

8.2 CONTENT PROFILE FOR ECDE LEVEL PICTURE DICTIONARIES (25 MARKS)

Lower Primary, Subject-Specific , Area-Specific and Picture Dictionaries may have fewer pages

(a) Guide to dictionary use (5 Marks)

The dictionary has:

Pick one alternative	*Marks*	
(i) Adequate guidance on usage	5	
(ii) Some guidance on usage	2	
(iii) No guidance on usage	0	

(b) Headwords (5 Marks)

Number of headwords

- Maximum of 100 illustrations for ECD Picture Dictionaries
- Maximum of 100 headwords accompanying the illustrations

The minimum requirements of headwords have:

Pick one alternative	*Marks*	
(i) Been adhered to	5	
(ii) Not been adhered to	0	

(c) Entries **(10 Marks)**

Pick one alternative	*Marks*
(i) All entries are relevant to the subject or level.	10
(ii) Some entries are not relevant for the subject or level.	0

(d) Type of illustration **(3 Marks)**

Pick one alternative	*Marks*
(i) All illustrations are appropriate to the theme	3
(ii) Some illustrations are not appropriate to the theme	0

(e) Ratio of illustrations to headwords **(2 Marks)**

The dictionary has:

(*Pick one alternative*	*Marks*
(i) Illustrations for all headwords	2
(ii) Illustrations for some headwords	0

Total Scored

8.3 CONTENT

(33 MARKS)

A dictionary must score at least 24 marks in this section to qualify.

(a) **Themes** **(5 Marks)**

The dictionary is

Pick one alternative	*Marks*
(i) Theme based	5
(ii) Not theme based	0

(b) **Selection of headwords and illustrations** **(10 Marks)**

The choice of illustrations and headwords is:

Pick one alternative	*Marks*
(i) Consistently relevant to the themes and to the target level	10
(ii) Mostly relevant to the themes and to the target level	7
(iii) Fairly relevant to the themes and to the target level	3
(iv) Not relevant to the themes and to the target level	0

Note: For dictionaries in foreign languages (German, French, Arabic), Kenyan environment may be ignored.

(c) **Relevance and usefulness of entries** **(8 Marks)**

Pick one alternative	*Marks*
(i) All definitions and illustrations are relevant and useful	8
(ii) Some definitions and illustrations are not relevant and not useful	2
(iii) Definitions and illustrations are not relevant and not useful	0

(d) **Accuracy of definitions and illustrations** **(10 Marks)**

Which of the following statements apply in relation to the dictionary?

- The definitions and illustrations are clear, accurate and well presented
- The definitions and illustrations are comprehensible to the target level
- The definitions and illustrations are useful and informative to learners and teachers
- The definitions are consistently well supported by accurate illustrations as may be relevant for the theme or level
- There are no editorial flaws and or errors

Pick one alternative:	*Marks*
(i) All five statements apply	10
(ii) Four of the statements apply	4
(iii) Less than four of the statements applies	0

Total Scored

8.4 ILLUSTRATIONS **(20 MARKS)**

(a) **Clarity of illustrations** **(3 Marks)**

The illustrations are:

Pick one alternative	*Marks*
(i) Clear and easy to understand	3
(ii) Fairly clear and easy to understand	1
(iii) Not clear and not easy to understand	0

(b) **Appropriateness for target level** (**3 Marks**)

The illustrations are:

Pick one alternative	*Marks*
(i) Appropriate for the target level	3
(ii) Fairly appropriate for the target level	1
(iii) Not appropriate for the target level	0

(c) Characteristics of Illustrations (5 Marks)

Which of the following statements apply in relation to the submission?

- Well selected to enhance meaning
- Well presented and comprehensible
- Appropriate in size
- Functional and relevant to the Kenyan environment (Treat this as true for foreign language dictionaries)

Pick one alternative:	*Marks*
(i) All statements apply	5
(ii) Three of the statements apply	3
(iii) Less than three of the statements applies	0

d) Use of colour (4 Marks)

Evaluate the submission on the following:

- The colour is clear
- The colour is bold and clear
- The colour is used realistically
- There is consistent use of colour

Pick one alternative:	*Marks*
(i) All the statements apply	4
(ii) Three of the statements apply	2
(iii) Less than three of the statements applies	0

Total Scored

(e) Variety and positioning of illustrations (5 Marks)

- The illustrations are varied
- The illustration are well located in relation to the text

Pick one alternative	*Marks*
(i) Both statements apply	5
(ii) One of the statements apply	2
(iii) None of the statements apply	0

Total Scored

NB: An ECD Dictionary in which illustrations are not in full colour should be recommended for disqualification.

8.5 LAYOUT AND PRINTING (10 MARKS)

Which of the following statements apply in relation to the submission?

- Page layout is appropriate for the level.
- Page layout enhances readability and ease of reference.
- There is appropriate use of print size, boldness and type faces in highlighting headwords and derivatives.
- There is correct positioning of the illustrations in relation to the headwords.
- Appropriate use of columns and margins.
- The quality of printing enhances readability and ease of use.

Pick one alternative:	*Marks*
(i) All the statements apply	10
(ii) Five statements apply	5
(iii) Four of the statements apply	3
(iv) Less than four of the statements apply	0

SUMMARY OF THE SCORES

	7.2 (25)					**7.3 (33)**				**7.4 (20)**					**7.5 (10)**	**Total (88)**
ITEM	a	b	c	d	e	a	b	c	d	a	b	c	d	e		
Maximum Mark	**5**	**5**	**10**	**3**	**2**	**5**	**10**	**8**	**10**	**3**	**3**	**5**	**4**	**5**	**10**	**88**
Awarded Mark																
Total																

A dictionary must score 90% overall to be considered for recommendation.

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

The material meets **85**% marks (28/33) threshold under Content **Yes/ No**

The material has all illustrations in full colour **Yes /No**

The material meets **90 %** marks **(79/88)** total threshold **Yes /No**

Remarks ……

……

Name of Panel: ……

Panel Chairperson: …… …… ……
Name Sign Date

Panel Secretary: …… …… ……
Name Sign Date

Panelist: …… …… ……
Name Sign Date

DOCUMENT 9

CRITERIA FOR EVALUATING LANGUAGE READERS 2026

Story books, novels, poems, plays comics, (auto) biographies: English, Kiswahili, French, German, Arabic and Mother Tongue

9.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class…….

No. of Pages ……

Price ……..

Date of Evaluation ……..

Each reader will be evaluated against the areas listed below. The ratings are indicated against each statement.
The mark awarded should be inserted in the box provided.

9.2 CONTENT (33 MARKS)

a) **Setting** **(5 Marks)**

The choice of the setting is:

Pick one alternative:	*Marks*
(i) Appropriate to the level of the learner	5
(ii) Fairly appropriate to the level of the learner	2
(iii) Not appropriate to the level of the learner	0

b) **Plot** **(6 marks)**

The plot is:

Pick one alternative:	*Marks*

(i) Well developed and appropriate for the level of the learner	6
(ii) Well developed but inappropriate for the level of the learner	2
(iii) Appropriate for the level of the learner but not well developed	2
(iv) Not well developed and inappropriate for the level of the learner	0

c) **Characters** **(8 Marks)**

The characters are:

Pick one alternative	*Marks*
(i) Credible and well developed	8
(ii) Credible but not well developed	3
(iii) Well-developed but not credible	3
(iv) Neither credible nor well developed	0

d) **Theme(s)** **(8 Marks)**

Pick one alternative	*Marks*
(i) Well developed and appropriate for the level of the learner	8
(ii) Developed but not appropriate to the level of the learner	4
(iii) Appropriate to the level of the learner but not well developed	1
(iv) Neither developed nor appropriate for the level of the learner	0

e) **Accuracy of subject matter** **(4 Marks)**

(This criterion is genre-specific)

The subject matter:

Pick one alternative	*Marks*
(i) Has no factual error(s)	4
(ii) Has factual error(s)	0

Note: Penalize for factual errors in explicit events. Poetic freedom and licence should not be penalized.

f) **Length** **(2 Marks)**

The Length is:

Pick one alternative:	*Marks*
(i) Appropriate	2
(ii) Too long or too short	0

Total Scored

FORM **(21 MARKS)**

For a reader to be recommended for approval, it must score 18 marks in this section.

LANGUAGE

a) Suitability of vocabulary and Sentence structures for language acquisition by the target learner (8 Marks)

The vocabulary and sentence structures are:

Pick one alternative:	*Marks*
(i) Excellent	8
(ii) Good	5
(iii) Poor	0

b) Accuracy and appropriateness of language to the level of the target learner (7 marks)

The Language used is:

Pick one alternative:	*Marks*
(i) Accurate and appropriate	7
(ii) Appropriate but not accurate	3
(iii) Accurate but not appropriate	3
(iv) Inaccurate and inappropriate	0

c) Style (6 Marks)

The reader is written:

Pick one alternative:	*Marks*
(i) Creatively	6
(ii) Fairly creatively	2
(iii) With no creativity	0

Total Scored

9.4 EDITORIAL (8 MARKS)

For a reader to be recommended for approval, it must score 8 marks in this section

a) Grammar

The reader has: **(5 Marks)**

Pick one alternative:	*Marks*
i) No grammatical mistakes	5
ii) Grammatical mistakes	0

b) Typographical status (3 Marks)

The reader has:

Pick one alternative:	*Marks*
(i) No typographical error(s)	3
(ii) Typographical errors	0

Total Scored

9.5 PROMOTION OF POSITIVE VALUES AND ATTITUDES (5 MARKS)

There is:

Pick one alternative:	*Marks*
i) Promotion of positive values and attitudes	5
ii) Some effort to promote positive values and attitudes	2
iii) No effort to promote positive values and attitudes	0

Note:
A reader that promotes negative values and attitudes should be recommended for disqualification.

9.6 ILLUSTRATIONS AND USE OF COLOUR (9 MARKS)
A reader that may not require illustrations may not be evaluated on this section.

a) Illustrations are: (5 Marks)

- Appropriate to the level of the learner
- Relevant to the level of the learner
- Accurately drawn
- Varied
- Adequate

Pick one alternative:	*Marks*
i) All statements apply	5
ii) Four of the statements apply	2
iii) Less than four of the statements apply	0

b) Use of colour **(4 Marks)**

Evaluate the submission on the following:

- The colour is clear
- The colour is bold and clear
- The colour is used realistically
- There is consistent use of colour

Pick one alternative:	*Marks*
(i) All the statements apply	4
(ii) Three of the statements apply	2
(iii) Less than three of the statements apply	0

Note:

Lower primary readers must be in full colour. If they have no colour, they should be recommended for disqualification.

Total Scored

9.7 LAYOUT **(6 MARKS)**

Evaluate the reader on the following:

- Page layout is appropriate to the level and subject.
- The layout enhances readability and ease of use.
- There is appropriate use of print sizes, boldness and type faces across the text in highlighting chapters or sections or headings.
- Illustrations are correctly positioned in relation to the relevant text.
- Margins are appropriate and consistently used.

Pick one alternative:	*Marks*
(i) All the statements apply	6
(ii) Four of the statements apply	3
(iii) Less than Four of the statements apply	0

SUMMARY OF THE SCORES

ITEM	**9.2 (33)**						**9.3 (21)**			**9.4 (8)**		**9.5 (5)**	**9.6 (9)**		**9.7 (6)**	**Total Mark**	**%**
	a	b	C	d	e	f	a	b	c	a	b		a	b			
Maximum Mark	**5**	**6**	**8**	**8**	**4**	**2**	**8**	**7**	**6**	**5**	**3**	**5**	**5**	**4**	**6**	**82**	
Awarded Mark																	
Total																	

A reader must score 90% overall to be considered for recommendation.

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

The material meets threshold under Content (factual errors)	**Yes /No**
The material meets **85%** marks (18/21) threshold under Form	**Yes /No**
The material meets threshold under Editorial	**Yes /No**
The material does not promote negative values	**Yes /No**
The material has all Illustrations in full colour (C1-3)	**Yes /No**
The material meets **90%** marks (74/82) total threshold	**Yes/ No**

Remarks:……

……

Name of Panel: ……

Panel Chairperson: …… …….. ……..
Name Sign Date

Panel Secretary: …… …….. ……
Name Sign Date

Panelist : …… …….. ……
Name Sign Date

DOCUMENT 10

CRITERIA FOR EVALUATING NON-LANGUAGE READERS 2026

Story Books, Poems, Plays, Comics, Songs, (auto) Biographies: Mathematics, Sciences, Humanities and Applied Sciences

10.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class…….

Learning area ……..

No. of Pages ……

Price ……..

Date of Evaluation ……..

Each reader will be evaluated against the areas listed below. The ratings are indicated against each statement.

The mark awarded should be inserted in the box provided.

10.2 CONTENT (41 MARKS)

a) **Setting (5 Marks)**

The choice of the setting is:

Pick one alternative:	*Marks*	
(i) Appropriate to the level of the learner	5	
(ii) Fairly appropriate to the level of the learner	2	
(iii) Not appropriate to the level of the learner	0	

b) **Plot (6 marks)**

The plot is:

Pick one alternative:	*Marks*	
(i) Well developed and appropriate for the level of the learner	6	
(ii) Well developed but inappropriate for the level of the learner	2	
(iii) Appropriate for the level of the learner but not well developed	2	
(iv) Not well developed and inappropriate for the level of the learner	0	

c) **Characters** **(5 Marks)**

The characters are:

Pick one alternative	*Marks*
(i) Credible and well developed	5
(ii) Credible but not well developed	2
(iii) Well developed but not credible	2
(iv) Neither credible nor well developed	0

d) **Theme(s)** **(8 Marks)**

Pick one alternative	*Marks*
(i) Well developed and appropriate for the level of the learner	8
(ii) Well developed but inappropriate to the level of the learner	3
(iii) Appropriate to the level of the learner but not well developed	3
(iv) Neither developed nor appropriate for the level of the learner	0

e) **Concept development** **(4 Marks)**

There is:

Pick one alternative	*Marks*
(i) Satisfactory enhancement of concept development	4
(ii) Some enhancement of concept development	2
(iii) No enhancement of concept development	0

h) **Skill development** **(4 Marks)**

There is:

Pick one alternative	*Marks*
(i) Satisfactory enhancement of skill development	4
(ii) Some enhancement of skill development	2
(iii) No enhancement of skill development	0

g) **Accuracy of subject matter** **(7 Marks)**

(This criterion is genre-specific)

The subject matter:

Pick one alternative	*Marks*
(i) Has no factual errors	7
(ii) Has factual errors	0

Note: A reader with factual errors should be recommended for disqualification.

h) **Length** **(2 Marks)**

The Length is:

Pick one alternative:	*Marks*	
(i) Appropriate	2	
(ii) Too long or Too short	0	

Total Scored

9.3 FORM **(21 MARKS)**

For a reader to be recommended for approval, it must score 18 marks in this section.

LANGUAGE

a) Suitability of vocabulary and Sentence structures for language acquisition by the target learner **(8 Marks)**

The vocabulary and sentence structures are:

Pick one alternative:	*Marks*	
(i) Excellent	8	
(ii) Good	5	
(iii) Poor	0	

b) Accuracy and appropriateness of language to the level of the target learner (7 marks)

The Language used is:

Pick one alternative:	*Marks*	
(i) Accurate and appropriate	7	
(ii) Accurate and but not appropriate	3	
(iii) Appropriate but not accurate	3	
(iv) Not accurate and not appropriate	0	

c) **Style** **(6 Marks)**

The reader is written:

Pick one alternative:	*Marks*	
(i) Creatively	6	
(ii) Fairly creatively	2	
(iii) With no creativity	0	

Total Scored

10.4 EDITORIAL (8 MARKS)

For a reader to be recommended for approval, it must score 8 marks in this section

a) Grammar

The reader has: **(5 Marks)**

Pick one alternative:	*Marks*
(i) No grammatical mistakes	5
(ii) Grammatical mistake(s)	0

b) Typographical status (3 Marks)

The reader has:

Pick one alternative:	*Marks*
(i) No typographical error(s)	3
(iii). Typographical error(s)	0

Total Scored

10.5 PROMOTION OF POSITIVE VALUES AND ATTITUDES (5 MARKS)

There is:

Pick one alternative:	*Marks*
(i) Promotion of positive values and attitudes	5
(ii) Some effort to promote positive values and attitudes	2
(iii) No effort to promote positive values and attitudes	0

Note:
A reader that promotes negative values and attitudes should be recommended for disqualification.

10.6 ILLUSTRATIONS AND USE OF COLOUR (9 MARKS)

A reader that may not require illustrations may not be evaluated on this section

a) Illustrations are: (5 Marks)

- Appropriate to the level of the learner
- Relevant to the level of the learner
- Accurately drawn
- Varied
- Adequate

Pick one alternative:	*Marks*
(i) All statements apply	5
(ii) Four of the statements apply	2
(iii) Less than four of the statements apply	0

c) Use of colour (4 Marks)

Evaluate the submission on the following

- The colour is clear
- The colour is bold and clear
- The colour is used realistically
- There is consistent use of colour

Pick one alternative:	*Marks*
(i) All the statements apply	4
(ii) Three of the statements apply	2
(iii) Less than three of the statements apply	0

Note:

Lower primary readers must be in full colour. If they have no colour, they should be recommended for disqualification.

Total Scored

10.7 LAYOUT (6 MARKS)

Evaluate the reader on the following:

- Page layout is appropriate to the level and subject.
- The layout enhances readability and ease of use.
- There is appropriate use of print sizes, boldness and type faces across the text in highlighting chapters or sections or headings.
- Illustrations are correctly positioned in relation to the relevant text.
- Margins are appropriate and consistently used.

Pick one alternative:	*Marks*
(i) All the statements apply	6
(ii) Four of the statements apply	3
(iii) Less than four of the statements apply	0

SUMMARY OF THE SCORES

ITEM	10.2 (41)								10.3 (21)			10.4 (8)		10.5 (5)	10.6 (9)		10.7 (6)	Total Mark	%
	a	b	c	d	e	f	g	h	a	b	c	a	b		a	b			
Maximum Mark	**5**	**6**	**5**	**8**	**4**	**4**	**7**	**2**	**8**	**7**	**6**	**5**	**3**	**5**	**5**	**4**	**6**	**90**	
Awarded Mark																			
Total																			

A reader must score 90% overall to be considered for recommendation.

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

The material meets threshold under Content (factual errors) **Yes /No**

The material meets **85%** marks (18/21) threshold under Form **Yes /No**

The material meets threshold under Editorial **Yes /No**

The material does not promote negative values **Yes /No**

The material has all Illustrations in full colour (C1-3) **Yes /No**

The material meets **90%** marks (81/90) total threshold **Yes/ No**

Panel Chairperson: _____ _____ _____
Name Sign Date

Remarks: ……

……

Name of Panel: ……

Panel Chairperson: …… …… ……
Name Sign Date

Panel Secretary: …… …… ……
Name Sign Date

Panelist: …… …… ……
Name Sign Date

DOCUMENT 11

CRITERIA FOR EVALUATING DICTIONARIES 2026

English, Kiswahili, German, Arabic, French, Mother Tongue, subject specific area specific and picture dictionaries.

11.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class……..

Learning area ……..

No. of Pages ……

Price ……..

Date of Evaluation ……..

Each dictionary will be evaluated against the areas listed below. The ratings are indicated against each statement. The mark awarded in each category should be inserted in the box provided.

The Primary level dictionary and Secondary level dictionary are handled separately in 11.2 (1) and 11.2 (2), Criteria 11.3 – 11.5 however apply to both dictionaries. It should be noted that both Primary and Secondary level dictionaries can be used in the Teacher Education Levels, but have to be evaluated for the tertiary level as well.

11.2 (1) CONTENT PROFILE FOR PRIMARY LEVEL DICTIONARIES (25 MARKS)

Subject-Specific , Area-Specific and Picture Dictionaries may have fewer pages

(a) Guide to dictionary use (5 Marks)

The dictionary has;

Pick one alternative	*Marks*
(i) Adequate guidance on usage	5
(ii) Some guidance on usage	2
(iii) Inadequate guidance on usage	0

(b) Headwords (5 Marks)

Number of headwords to be based on specific level and area of dictionary under consideration

- Minimum of 8000 headwords for Upper Primary English
- 1000 headwords for lower Primary English
- 1000 headwords for Lower Primary Kiswahili.
- Minimum of 5000 headwords for Upper Primary Kiswahili

The minimum requirements of headwords have:

Pick one alternative	*Marks*
(i) been adhered to	5
(ii) not been adhered to	0

Note: Subject-specific, area-specific and picture dictionaries may feature fewer headwords.

(c) Entries (10 Marks)

Pick one alternative	*Marks*
(i) All entries give pronunciation, definition, examples of usage and grammar as may be relevant to the subject or level.	10
(ii) Some entries do not give pronunciation, definition, examples of usage and grammar as may be relevant for the subject or level.	0

(d) Type of illustration (3 Marks)

Pick one alternative	*Marks*
(i) All illustrations are appropriate to the headwords	3
(ii) Some illustrations are inappropriate to the headwords	0

(e) Ratio of illustrations to headwords (2 Marks)

The dictionary has:

(*Pick one alternative*	*Marks*
(i) A minimum of 2 illustrations per 200 headwords except for lower primary, area specific and picture dictionaries	2
(ii) Less than 2 illustrations per 200 headwords except for lower primary, area specific and picture dictionaries	0

11.2 (2) CONTENT PROFILE FOR SECONDARY LEVEL DICTIONARIES (25 MARKS)

(a) Guide to dictionary use (5 Marks)

The dictionary has:

Pick one alternative	*Marks*
(i) Adequate guidance on usage	5
(ii) Some guidance on usage	2
(iii) Inadequate guidance on usage	0

(b) Headwords **(5 Marks)**

The Number of headwords should be based on specific level and area of dictionary under consideration

- Minimum of 40,000 headwords for English
- Minimum of 15,000 headwords for Kiswahili, French, German and Arabic.

The minimum requirements for headwords have:

Pick one alternative	*Marks*
(i) been adhered to	5
(ii) not been adhered to	0

Note: Subject-specific and area-specific dictionaries may feature fewer headwords

(c) Entries **(10 Marks)**

Pick one alternative	*Marks*
(i) All entries give pronunciation, definition, examples of usage and grammar as may be relevant to the subject or level.	10
(ii) Some entries do not give pronunciation, definition, examples of usage and grammar as may be relevant for the subject or level.	0

(d) Relevance of illustrations **(3 Marks)**

Pick one alternative	*Marks*
(i) All illustrations are relevant to the headwords	3
(ii) Some illustrations are not relevant to the headwords	0

(e) Ratio of illustrations to headwords **(2 Marks)**

The dictionary has:

Pick one alternative	**Marks**
(i) A minimum of 1 illustration per 200 headwords except for subject specific and area specific dictionaries.	2
(ii) No illustrations per 200 headwords	0

Total Scored

11.3 CONTENT

(28 MARKS)

A dictionary must score at least 25 marks in this section to qualify.

(c) **Selection of headwords** **(10 Marks)**

The choice of headwords is:

Pick one alternative	*Marks*
(i) Consistently relevant to the target level and to the Kenyan environment, and supports the basic requirements of curriculum in specific subject(s) or areas	10
(ii) Mostly relevant to the target level and to the Kenyan environment and supports the basic requirements of curriculum specific subject(s) or areas	5
(iii) Fairly relevant to the target level and to the Kenyan environment and partly supports the basic requirements of curriculum specific subjects or areas	3
(iv) Irrelevant to the target level and to the Kenyan environment and does not support the basic requirements of all curriculum specific subjects or areas	0

Note: For dictionaries in foreign languages (German, French, Arabic), Kenyan environment may be ignored.

(b) **Relevance and usefulness of entries** **(8 Marks)**

Pick one alternative	*Marks*
(i) All definitions and examples of usage are relevant and useful	8
(ii) Some definitions and examples of usage are relevant and useful	3
(iii) Definitions and examples of usage are not relevant and not useful	0

(c) **Accuracy of definitions and examples of usage** **(10 Marks)**

Which of the following statements apply in relation to the dictionary?

- The definitions are consistently clear, accurate and well presented
- The definitions are consistently comprehensible to the target level
- The definitions are consistently useful and informative to students and teachers
- The definitions are consistently well supported by accurate examples of usage as may be relevant for the subject or level
- There are no editorial flaws and or errors

Pick one alternative:	*Marks*
(i) All five statements apply	10
(ii) Four of the statements apply	4
(iii) Less than four of the statements apply	0

Total Scored

11.4 ILLUSTRATIONS (15 MARKS)

(a) **Clarity of illustrations** **(3 Marks)**

The illustrations are:

Pick one alternative	*Marks*
(i) Clear and easy to understand	3
(ii) Clear but not easy to understand	1
(iii) Easy to understand but not clear	1
(iv) Not clear and not easy to understand	0

(b) **Appropriateness for target level** (**3 Marks**)

The dictionary is:

Pick one alternative	*Marks*
(i) Appropriate for the target level	3
(ii) Fairly appropriate for the target level	1
(iii) Not appropriate for the target level	0

(c) Characteristics of Illustrations **(5 Marks**)

Which of the following statements apply in relation to the submission?

- Well selected to enhance meaning
- Well presented and comprehensible
- Appropriate in size
- Functional and relevant to the Kenyan environment (Treat this as true for foreign language dictionaries)

Pick one alternative:	*Marks*
(i) All statements apply	5
(ii) Three of the statements apply	3
(iii) Less than three of the statements apply	0

(d) Variety and positioning of illustrations **(4 Marks)**

- The illustrations are varied
- The illustration are well positioned in relation to the text/headward

Pick one alternative	*Marks*
(i) Both statements apply	4
(ii) One of the statements apply	2
(iii) None of the statements applies	0

Note: Where illustrations are not applicable, do not evaluate on this section

Total Scored

11.5 LAYOUT AND PRINTING (10 MARKS)

Which of the following statements apply in relation to the submission?

- Page layout is appropriate for the level
- Page layout enhances readability and ease of reference
- There is appropriate use of print size and the boldness in highlighting headwords and derivatives
- Appropriate use of columns
- The quality of printing enhances readability and ease of use.

Pick one alternative:	*Marks*
(i) All the statements apply	10
(ii) Four statements apply	5
(iii) Three of the statements apply	3
(iv) Less than three of the statements apply	0

SUMMARY OF THE SCORES

	11.2 (25)					**11.3 (28)**			**11.4 (15)**				**11.5 (10)**	**Total (78)**	**%**
ITEM	a	b	c	d	e	a	b	c	a	b	c	d			
Maximum Mark	**5**	**5**	**10**	**3**	**2**	**10**	**8**	**10**	**3**	**3**	**5**	**4**	**10**	**78**	
Awarded Mark															
Percentage %															
Total															

A dictionary must score 90% overall to be considered for recommendation.

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

The material meets threshold under Content Profile Yes / No

The material meets **89%** marks (25/28) threshold under Content Yes / No

The material meets **90%** marks 70/78 total threshold Yes / No

Remarks ……

……

Name of Panel: ……

Panel Chairperson: …… ……

……

Name Sign Date

Panel Secretary: …… …… ……

Name Sign Date

Panelist: …… …… ……

Name Sign Date

DOCUMENT 12

CRITERIA FOR EVALUATING ATLASES 2026

12.1 GENERAL INFORMATION

Title: …… ISBN ……..

Author(s) ……..

Publisher ……..Code ……..

Level ……..Class ……..

Subject ……..

Year of Publication ……

No. of Pages ……..

Price ……..

Date of Evaluation ……

ASSUMPTIONS

The atlas evaluation and approval procedures are based upon the following assumptions:

- The Atlases will be used mainly to support the teaching and learning of Social Studies, Geography, History and Government and will also be useful in other subjects in the curriculum. The coverage of cross cutting issues such as environment and ecology, should be included. Specified topics from other subjects or curriculum areas might also be included.
- The atlases will be targeted for use in the Specific Levels within Basic Education Curriculum.
- Particular attention will be paid to the use of supporting insets of photographic, graphic, tabular and other illustrations, and activities that develop mapping skills.
- Clear running headings, legibility and clarity of lettering and labels, and appropriate use of colour.
- Lettering, labelling and density of information provided must be appropriate to the target level.
- Content should be relevant to curriculum requirements.
- Minimum page specifications only serve as guidelines.
- The Atlas is presented in the English language.

The Primary level atlas and Secondary level atlas are handled separately in 12.2 and 12.3 respectively. Criteria 12.4 – 12.6, however, apply to both atlases. Both atlases cab be used at the Teacher Education Levels, but have to be evaluated for the tertiary levels as well.

Each Atlas will be evaluated against the areas listed below. The ratings are indicated against each statement. The mark awarded should be inserted in the box provided.

PRIMARY SCHOOL ATLAS

12.2 LAYOUT (5 MARKS)

Evaluate the Atlas on the following:

- Page layout is appropriate for the level and subject or curriculum
- The layout enhances readability and ease of reference.
- There is appropriate use of print size type face and boldness across the text.
- Illustrations are correctly positioned in relation to the relevant text.
- Appropriate use of margins

Pick one alternative:	*Marks*
(i) All the attributes apply	5
(ii) Four of the attributes apply	2
(iii) Less than four of the attributes apply	0

12.3 MAPPING SPECIFICATIONS (35 MARKS)

(a) **Availability of the following**: **(3 Marks)**

- Preliminaries
- Contents Page
- Index
- Meaning of terms

Pick one alternative:	*Marks*
(i) All the features are available	3
(ii) Three of the features are available	2
(iii) Less than three of the features are available	0

(b) **Adherence to the mapping specifications and content of minimum 4 pages on:** (**8 Marks)**

- Developing mapping skills based on home, village and school
- Using Contents list and Index
- Scales, Position, Symbols and Key
- Plans and maps

Pick one alternative:	*Marks*
(i) All the specifications and content are adhered to	8
(ii) Three of the specifications and content are adhered to	3
(iii) Less than three of the specifications and content are adhered to	0

(c) **Adherence to the mapping specifications and content of minimum 4 pages on: (8 Marks)**

- Shape, Size and Position of the Earth in the Solar System
- Rotation, Revolution and Direction of the Earth (concept of day and night and seasons respectively)
- Latitudes, longitudes and Time

Pick one alternative:	*Marks*
(i) All the features and content are adhered to	8
(ii) Two of the features and content are adhered to	3
(iii) Less than two of the features and content is adhered to	0

(d) **Adherence to the mapping specifications and content of Minimum 8 pages on Kenya covering**: **(8 Marks)**

- Physical Geography (Plains, Mountains, Valleys, etc)
- Political Geography (administrative boundaries, cities, towns)
- Economic (Transport, Agriculture, Mining, Tourism, etc).

Pick one alternative:	*Marks*
(i) All the features and content are adhered to	8
(ii) Two of the features and content are adhered to	3
(iii) Less than two of the features and content is adhered to	0

(e) **Adherence to the mapping specifications and content of**: **(8 Marks)**

- Minimum 10-page section on Kenya Historical, Information, Resources, Climate, Land-use and the Environment
- Minimum 10-page section on the Eastern Africa Region Illustrating Kenya's neighbours, Political and Physical information
- Minimum 6-page section on the Physical and Political mapping of African Regions.
- Minimum 4-page section of the World and the Continents illustrating Physical and Political Information

Pick one alternative:	*Marks*
(i) All the specifications and content are adhered to	8
(ii) Three of the specifications and content are adhered to	3
(iii) Less than three of the specifications and content are adhered to	0

Total Scored

SECONDARY SCHOOL ATLAS

12.2 LAYOUT **(5 MARKS)**

Evaluate the atlas on the following:

- Page layout is appropriate for the level and subject or curriculum
- The layout enhances readability and ease of reference.
- There is appropriate use of print size, type face and boldness, across the text in high-lighting headings and sub-headings
- Illustrations are correctly positioned in relation to the relevant text.
- Appropriate margins

Pick one alternative:	*Marks*
(i) All the attributes apply	5
(ii) Four of the attributes apply	2
(iii) Less than four of the attributes apply	0

12.3 MAPPING SPECIFICATIONS (35 MARKS)

(a) **Availability of the following**: (**3 Marks)**

- Preliminaries
- Contents Page
- Index
- Meaning of terms

Pick one alternative:	*Marks*
(i) All the features are available	3
(ii) Three of the features are available	1
(iii) Less than three of the features are available	0

(b) **Adherence to the mapping specifications and content of minimum 4 pages on the use of the Atlas: (6 marks)**

- Table of Contents and Index
- Scale
- Position, Direction and Symbols
- Visual presentation of information extracted from the maps

Pick one alternative:	*Marks*
(i) All the features and content are adhered to	6
(ii) Three of the features and content adhered to	3
(iii) Less than three of the features and content are adhered to	0

c) **Adherence to the mapping specifications and content of Minimum 4 pages on: (6 Marks)**

- Origin, Internal and External Structure of the Earth
- Shape, Size and Position of the Earth in the Solar System
- Rotation, Revolution and Direction of the Earth (concept of night or day, and seasons)
- Latitudes, Longitudes and World Time Zones

Pick one alternative:	*Marks*
(i) All the features and content are adhered to	6
(ii) Three of the features and content are adhered to	3
(iii) Less than three of the features and content are adhered to	0

(d) **Adherence to the mapping specifications and content of minimum 16 pages on Kenya and regions of Kenya illustrating: (8 Marks)**

- Physical Landscape, for example, Plains, Mountains, Valleys
- History and distribution of Language groups
- Transport and Communication
- Soil, Agriculture, Forestry, Industries and Mining
- Administrative boundaries, Towns and Cities

Pick one alternative:	*Marks*
(i) All the features and content are adhered to	8
(ii) Four of the features and content are adhered to	4
(iii) Less than four of the features and content are adhered to	0

(e) **Adherence to the mapping specifications and content of Minimum 8 pages on Eastern Africa region and Kenya's neighbours, illustrating: (6 Marks)**

- Historical Information, physical and political
- Climate and Natural Resources
- Transport and Communication

Pick one alternative :	*Marks*
(i) All the features and content are adhered to	6
(ii) Two of the features and content are adhered to	3
(iii) Less than two of the features and content is adhered to	0

(f) **Adherence to the mapping specifications and content of: (6 Marks)**

- Minimum 12 pages on Africa and its Regions illustrating Historical Information ,Physical and Political .
- Minimum 8 pages of the World illustrating Physical and Political information
- Minimum 8 pages of the other Continents illustrating Physical and Political Information

Pick one alternative:	*Marks*
(i) All the specifications and content are adhered to	6
(ii) Two of the specifications and content are adhered to	3
(iii) Less than two of the specifications and content is adhered to	0

Total Scored

PRIMARY AND SECONDARY ATLASES

12.4 CONTENT (25 MARKS)

For an Atlas to be recommended for approval, it must score 22 marks in this section.

(a) **Relevance of content to curriculum and syllabus requirements (7 Marks)**

The content of the mapping is:

Pick one alternative:	*Marks*
(i) Relevant to the requirements of the curriculum subjects that the atlas is intended to support	7
(ii) Fairly relevant to the requirements of the curriculum subjects that the atlas is intended to support	3
(iii) Not relevant to the requirements of the curriculum subjects that the atlas is intended to support	0

(b) **Currency of the Maps (3 Marks)**

The mapping:

Pick one alternative:	*Marks*
(i) Has no dated information	3
(ii) Has dated information	0

(c) **Accuracy of the map (4 Marks)**

The mapping has:

Pick one alternative:	*Marks*
(i) Accurate and Correct information	4
(ii) Inaccurate and incorrect information	0

(d) **Appropriateness of the scales used (3 Marks)**

The use of scale throughout the atlas is:

- Appropriate for the target level
- Appropriate for the information provided

Pick one alternative:	Marks
(i) Both attributes are adhered to	3
(ii) Only one of the attributes is adhered to	1
(iii) None of the attributes is adhered to	0

(e) **Appropriateness of the details provided in the mapping (3 Marks)**
The details provided in the mapping are:

Pick one alternative:	*Marks*	
(i) Suitable for the target level and the syllabus requirements	4	
(ii) Unsuitable for the target level and the syllabus requirements	0	

(f) **Usefulness of the contents page, index and meaning of terms (2 Marks)**
Contents page, index and meaning of terms are:
- Easy to use
- Appropriate for the target learner

Pick one alternative:	*Marks*	
(i) All qualities apply	4	
(ii) Less than two of the qualities applies	2	
(iii) None of the qualities applies	0	

Total Scored ☐

12.5 CONCEPTS AND SKILLS DEVELOPMENT (8 MARKS)

(a) **Development of mapping concepts (4 Marks)**

There is:

Pick one alternative:	*Marks*	
(i) Good development of mapping concepts	4	
(ii) Inadequate development of mapping concepts	0	

(b) **Development of atlas skills (4 Marks)**

There are:

Pick one alternative:	*Marks*	
(i) Adequate activities or information for learners to develop atlas skills	4	
(ii) Inadequate activities or information for learners to develop atlas skills	0	

Total Scored ☐

12.6 MAPPING AND DESIGN (23 MARKS)

For an Atlas to be recommended for approval, it must score 20 marks in this section.

(a) **Quality, appropriateness and consistent use of colour (5 Marks)**

Colour is:

- Appealing
- Appropriately used
- Consistently used

Pick one alternative	*Marks*
(i) All the attributes apply	5
(ii) Two of the attributes apply	2
(iii) Less than two of the attributes applies	0

(b) **Accessibility, legibility and use of information in the mapping (7 marks)**

Information contained in the mapping is:

- Easy to access
- Legible
- Easy to use

Pick one alternative:	*Marks*
(i) All the attributes apply	7
(ii) Two of the attributes apply	3
(iii) Less than two of the attributes applies	0

(c) **Clarity, readability and appropriateness of lettering (5 Marks)**

Lettering on the mapping is:

- Clear
- Easy to read
- Appropriate for the target learner

Pick one alternative:	*Marks*
(i) All the qualities apply	5
(ii) Two of the qualities apply	2
(iii) Less than two of the qualities applies	0

(d) **Appropriateness of supporting insets (6 Marks)**

The graphic, photographic and other insets that support the mapping are:

- Relevant to information on the mapping
- Appropriate for the target level
- Promoting positive values

Pick one alternative:	*Marks*
(i) All attributes apply	6
(ii) Two of the attributes apply	2
(iii) Less than two of the attributes applies	0

Total Scored ☐

12.7 LANGUAGE **(4 MARKS)**

(a) The Map has: **(2 Marks)**

Pick one alternative	*Marks*	
(i) No grammatical errors	2	
(ii) Grammatical errors	0	

(b) The Map has: **(2 Marks)**

Pick one alternative	*Marks*	
(i) No editorial errors	2	
(ii) Editorial errors	0	

Total Scored

SUMMARY OF THE SCORES FOR THE PRIMARY ATLASES

ITEM	**12.2 (5)**	**12.3 (35)**					**12.4 (25)**						**12.5 (8)**		**12.6 (23)**				**12.7 (4)**		**Total Mark**	**%**
		a	b	c	d	e	a	b	c	d	e	f	a	b	a	b	c	d	a	b		
Maximum Marks	**5**	**3**	**8**	**8**	**8**	**8**	**7**	**3**	**4**	**3**	**4**	**4**	**4**	**4**	**5**	**7**	**5**	**6**	**2**	**2**	**100**	
Awarded Marks																						
Total																						

An atlas should score at least 90% overall to be considered for recommendation.

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

Panel Chairperson:_____ _____ _____

Name Sign Date

The material meets **90%** (22/25) threshold under Content **Yes / No**

The material meets **86%** marks (20/23) of mapping and Design **Yes / No**

The material meets threshold under Language **Yes/ No**

The material meets **90%** (90/100) total threshold **Yes / No**

Remarks:……

……

……

Name of Panel:……

Panel Chairperson: …….. …….. ……

Name Sign Date

Panel Secretary: …….. …….. ……

Name Sign Date

Panelist: …….. …….. ……

Name Sign Date

DOCUMENT 13

CRITERIA FOR EVALUATING (PRINT) REVISION AND WORKBOOK MATERIALS - 2026

13.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class……

Learning area ……

No. of Pages ……

Price ……..

Date of Evaluation ……

Each book will be evaluated against the areas listed below. The ratings are indicated against each statement.

The mark awarded should be inserted in the box provided.

It should be noted that **checklists** may be necessary in some of the sections.

13.2 RELEVANCE TO CURRICULUM (20 MARKS)

a) Coverage of relevant syllabus topic(s) or theme(s) (7 Marks)

The submission covers:

Pick one alternative:	*Marks*
(i) 95% – 100% of the topics or themes	7
(ii) 85% - 94% of the topics or themes	*3*
(iii) Less than 85% of the topics or themes	0

b) Coverage of relevant syllabus Concepts (8 Marks)

The submission covers:

Pick one alternative:	*Marks*
(i) 95% – 100% of the concepts	8
(ii) 85% - 94% of the concepts	3
(iii) Less than 85% of the concepts	0

c) Coverage of relevant syllabus Skills (5 Marks)

The submission covers:

Pick one alternative:	*Marks*
(i) 95% – 100% of the skills	*5*
(ii) 85% – 94% of the skills	*2*
(iii) Less than 85% of the skills	0

Total Scored

13.3 CONTENT (29 MARKS)

For a book to be recommended for approval, it must score 26 marks (90%) in this section.

a**) Relevance of content to subject specific objectives (4 Marks)**

The content is:

Pick one alternative:	*Marks*
(i) 95% – 100% relevant	4
(ii) 85% – 94% relevant	*2*
(iii) Less than 85% relevant	0

b) Accuracy of the content (4 Marks)

The information in the book:

Pick one alternative:	*Marks*
(i) Has no factual errors	4
(ii) Has factual errors	0

c) Currency of information (4 Marks)

Pick one alternative:	*Marks*
(i) All information is current	4
(ii) Some of the information is dated	1
(iii) Dated information	0

d) Appropriateness to the level of the target learner (3 Marks)

Pick one alternative:	*Marks*
(i) 95% - 100% of the content is appropriate	3
(ii) 85% - 94% of the content is appropriate	*2*
(iii) Less than 85% of the content is appropriate	0

e) Organization of the content (3 Marks)

Evaluate the book on the following**:**

- The sequence of topics or themes is logical throughout the text
- Sequencing of information within each topic or theme is logical
- Information and topics or themes are presented consistently throughout the text

Pick one alternative:	*Marks*
(i) All the attributes apply	3
(ii) Two of the attributes apply	*1*
(iii) Less than two of the attributes applies	0

f) Promotion of positive values and attitudes (3 Marks)

Pick one alternative:	*Marks*
(i) The book promotes positive values and attitudes	3
(ii) There is some effort to promote positive values and attitudes	1
(iii) The book promotes negative values and attitudes	0

A book that promotes negative values and/or attitudes should be recommended for disqualification .

g) Concept development (4 Marks)

There is:

Pick one alternative:	*Marks*
(i) Sufficient development of all concepts	4
(ii) Sufficient development of some concepts	1
(iii) No concept development	0

h) Skills development (4 Marks)

There is:

Pick one alternative:	*Marks*
(i) Sufficient development of all skills	4
(ii) Some skills development	1
(iii) No skills development	0

Total Scored

13.4 LANGUAGE USE AND EDITORIAL QUALITY (12 MARKS)

a) **Grammatical status (4 Marks)**

The book has:

Pick one alternative:	*Marks*
(i) No grammatical error(s)	4
(ii) Some grammatical error(s)	0

b) **Typographical status (3 Marks)**

The book has:

Pick one alternative:	*Marks*
(i) No typographical error(s)	3
(ii) Some typographical error(s)	0

c) **Appropriateness for the level of the learner (5 Marks)**

Pick one alternative:	*Marks*
(i) The vocabulary and sentence structures are within the level of the learner	5
(ii) Some vocabulary and structures are within the level of the learner	2
(iii) The vocabulary and language structures are not within the level of the learner	0

Total Scored

13.5 ASSESSMENT /ACTIVITIES (19 MARKS)

All revision and workbooks should have assessment and activities.

a) **Relevance to syllabus** **(2 Marks)**

Pick one alternative:	*Marks*
(i) The exercises or activities are relevant	2
(ii) Some exercises or activities are relevant	1
(iii) Exercises or activities are irrelevant	0

b) **Appropriateness of assessment to the level of the target learner (2 Marks)**

Pick one alternative:	*Marks*
(i) Exercises or activities are appropriate	2
(ii) Some exercises or activities are appropriate	1
(iii) Exercises or activities are not appropriate	0

c) **Adequacy of assessment** **(2 Marks)**

Pick one alternative:	*Marks*
(i) Adequate exercises or activities	2
(ii) Inadequate exercises or activities	0

d) **Quality of Assessment items** **(3 Marks)**

Evaluate the submission on the following:-

- Captures relevant levels of knowledge
- Captures various domains
- There is logical flow of the items

Pick one alternative:	*Marks*
(i) All the attributes apply	3
(ii) Two of the attributes apply	1
(iii) Less than two of the attributes applies	0

e) **Variety of assessment methods** **(2 Marks)**

Pick one alternative:	*Marks*
(i) A wide variety of assessment methods	2
(ii) Some variety of assessment methods	1
(iii) No variety of assessment methods	0

f) **Clarity of instructions** **(2 Marks)**

Pick one alternative:	*Marks*
(i) The instructions are clear	2
(ii) The instructions are not clear	0

g) **Clarity of questions** **(2 Marks)**

Pick one alternative:	*Marks*
(i) The questions are clear	2
(ii) The questions are not clear	0

h) **Availability of answers** **(2 Marks)**

Pick one alternative:	*Marks*
(i) All answers are provided	2
(Ii) Some answers are not provided	0

i) **Answers to questions** **(2 Marks)**

Pick one alternative:	*Marks*
(i) No wrong answers	2
(ii) Wrong answers	*0*

Total Scored

13.6 ILLUSTRATIONS **(10 MARKS)**

a) **Relevance and accuracy** **(3 Marks)**

Pick one alternative:	*Marks*
(i) The illustrations are relevant and accurate	3
(ii) Some illustrations are not relevant	1
(iii) The illustrations are not relevant and not accurate	0

b) **Variety and adequacy** **(2 Marks)**

The illustrations are:

Pick one alternative:	*Marks*
(i) Varied and adequate	2
(ii) Varied but not adequate	1
(iii) Adequate but not varied	1
(iv) Neither varied nor adequate	0

c) **Clarity, colour and proportion** **(3 Marks)**

Evaluate the submission on the following:

- Illustrations are bold and clear
- There is proper use of colour
- Illustrations are proportional

Pick one alternative:	*Marks*
(i) All attributes apply	3
(ii) Two of the attributes apply	*1*
(iii) Less than two of the attribute applies	0

d) **Captioning/numbering/ labelling** **(2 Marks)**

Pick one alternative:	*Marks*
i) The illustrations are appropriately captioned/ numbered/ labelled	2
ii) Some illustrations are not appropriately captured/numbered/labelled	1
iii) The illustrations are not appropriately captioned/numbered/ labelled	0

Total Scored

13.7 LAYOUT (5 MARKS)

Evaluate the submission on the following:

- Page layout is appropriate to the level and subject
- The layout enhances readability and ease of reference
- There is appropriate use of print size, boldness and type faces across the text in highlighting topics or themes and sub-topics.
- Illustrations are correctly positioned in relation to the relevant text.
- Appropriate use of margins

Pick one alternative:	*Marks*
(i) All attributes apply	5
(ii) Four of the attributes apply	2
(iii) Less than four of the attributes apply	0

SUMMARY OF THE SCORES

	13.2 (20)			**13.3 (29)**								**13.4 (12)**			**13.5 (19)**									**13.6 (10)**				**13.7 (5)**	**Total Marks (95)**	**%**
	a	b	c	a	b	c	d	e	f	g	h	a	b	c	a	b	c	d	e	f	g	h	i	a	b	c	d			
Maximum Mark	7	8	5	4	4	4	3	3	3	4	4	4	3	5	2	2	2	3	2	2	2	2	2	3	2	3	2	5	95	
Awarded Mark																														
Total																														

Note: **A Revision or workbook must score at least 90% overall to be considered for recommendation.**

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

The material meets **90%** marks (26/29) threshold under Content **Yes / No**

The material does not promote negative values **Yes / No**

The material has no Editorial errors **Yes /No**

The material meets threshold under Exercises/ Activities **Yes /No**

The material meets total threshold **90%** marks (86/95) **Yes / No**

Panel Chairperson:_____ _____ _____

Name Sign Date

Remarks:

……..

……
…..

Panel Name:

……..

Panel Chairperson: …… ……
……..

Name Sign Date

Panel Secretary: …… …… ……..
……..

Name Sign Date

Panelist: …… …… …… ……..
……..

Name Sign Date

DOCUMENT 14

CRITERIA FOR EVALUATING (PRINT) GENERAL REFERENCE MATERIALS 2026

14.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class……

Learning area ……..

No. of Pages ……

Price ……..

Date of Evaluation ……

Each book will be evaluated against the areas listed below. The ratings are indicated against each statement.

The mark awarded should be inserted in the box provided.

It should be noted that checklists may be necessary in some of the sections.

14.2 RELEVANCE TO CURRICULUM (49 MARKS)

a) Relevance of topics or themes to the syllabus (7 Marks)

Pick one alternative:	*Marks*	
(i) 95% - 100% of the topic(s)/theme(s) are relevant	7	
(ii) 85% - 94% of the topic(s) or theme(s) are relevant	3	
(iii) Less than 85% of the topic(s) or theme(s) are relevant	0	

b) Coverage of relevant syllabus concepts (8 Marks)

Pick one alternative:	*Marks*	
(i) 95% - 100% of the concepts are relevant	8	
(ii) 85% - 94% of concepts are relevant	3	
(iii) Less than 85% of the concepts are relevant	0	

c) Coverage of relevant syllabus skills (5 Marks)

Pick one alternative:	*Marks*	
(i) 95% - 100% of the skills are relevant	5	
(ii) 85% – 94% of the skills are relevant	2	
(iii) Less than 85% of the skills are relevant	0	

d) Relevance of content to subject specific objectives (4 Marks)

The content is:

Pick one alternative:	*Marks*
(i) 95% - 100% relevant	4
(ii) 85% - 94% relevant	2
(iii) Less than 85% relevant	0

e) Accuracy of the content (4 Marks)

The information in the book:

Pick one alternative:	*Marks*
(i) Has no factual errors	4
(ii) Has factual errors	0

f) Currency of the content (4 Marks)

Pick one alternative:	*Marks*
(i) All information is current	4
(ii) Some of the information is dated	0

g) Appropriateness of content to the level of the target learner or user (3 Marks)

Pick one alternative:	*Marks*
(i) All content is appropriate	3
(ii) Some of the content is inappropriate	0

h) Organization of the content (3 Marks)

Evaluate the book on the following**:**

- The sequence of topics or themes is logical throughout the text
- Sequencing of information within each topic or theme is logical
- Information and topics or themes are presented consistently throughout the text

Pick one alternative:	*Marks*
(i) All the attributes apply	*3*
(ii) Two of the attributes apply	*1*
(iii) Less than two of the attributes applies	0

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

Pick one alternative:	*Marks*
(i) The book consistently promotes positive values and attitudes	3
(ii) There is some effort to promote positive values and attitudes	1
(iii) The book promote negative values and attitudes	0

Note: A book that promotes negative values or attitudes should be recommended for disqualification.

j) Concept development (4 Marks)

There is:

Pick one alternative	*Marks*
(i) Sufficient concept development	4
(ii) Some concept development	1
(iii) No concept development	0

k) Skills development (4 Marks)

There is:

Pick one alternative	*Marks*
(i) Sufficient skills development	4
(ii) Some skills development	1
(iii) No skills development	0

Total Scored

14.3 LANGUAGE USE AND EDITORIAL QUALITY (10 MARKS)

a) Grammatical status (3 Marks)

The book has:

Pick one alternative:	*Marks*
(i) No grammatical error(s)	3
(ii) Has some grammatical error(s)	0

b) Typographical status (3 Marks)

The book has:

Pick one alternative:	*Marks*
(i) No typographical error(s)	3
(ii) Has some typographical error(s)	0

c) Appropriateness of language for the level of the learner (4 Marks)

Pick one alternative:	*Marks*
(i) The vocabulary and sentence structures are within the level of the learner	4
(iii) Some vocabulary and sentence structures are not Within the level of the learner	1
(iii) The vocabulary and language structures are not within the level of the learner	0

Total Scored ☐

14.4 ASSESSMENT/ACTIVITIES (17 MARKS)

Reference books in which assessment or activities are considered not to be necessary may not be evaluated on this section.

a) Relevance to syllabus (2 Marks)

Pick one alternative:	*Marks*
(i) The exercises or activities are relevant	2
(ii) Some exercises or activities are not relevant	1
(iii) The exercises or activities are irrelevant	0

☐

b) Appropriateness of assessment to the level of the target learner (2 Marks)

Pick one alternative:	*Marks*
(i) The exercises and/or activities are appropriate	2
(ii) Some exercises and/or activities are not appropriate	1
(iii) The exercises and/or activities are not appropriate	0

☐

c) Adequacy of assessment (2 Marks)

There are:

Pick one alternative:	*Marks*
(i) Adequate exercises and/or activities	2
(ii) Inadequate exercises and/or activities	0

☐

d) Quality of Assessment items (3 Marks)

Evaluate the book on the following:-

- Captures various levels of knowledge
- Captures various domains
- There is logical flow of the assessment items

Pick one alternative:	*Marks*
(i) All the attributes apply	3
(ii) Two of the attributes apply	1
(iii) Less than two of the attributes applies	0

☐

e) Variety of assessment methods (2 Marks)

There is:

Pick one alternative:	*Marks*
(i) A variety of assessment methods	2
(ii) Some variety of assessment methods	1
(iii) No variety of assessment methods	0

f) Clarity of instructions (2 Marks)

Pick one alternative:	*Marks*
(i) All instructions are clear	2
(ii) Some instructions are not clear/not available	1
(iii). Instructions are not clear/not available	0

g) Clarity of questions (2 Marks)

Pick one alternative:	*Marks*
(i) All questions are Clear	2
(ii) Some questions are not clear	0

h) Answers to questions (2 Marks)

Pick one alternative:	Marks
(i) All answers are correct	2
(ii) Some answers are incorrect	0

Total Scored

14.5 ILLUSTRATIONS (9 MARKS)

a) **Relevance and accuracy (2 Marks)**

Pick one alternative:	*Marks*
(i) The illustrations are relevant and accurate	2
(ii) Some illustrations are not relevant and not accurate	0

b) **Variety and adequacy (2 Marks)**

The illustrations are:

Pick one alternative:	*Marks*
(i) Varied and adequate	2
(ii) Varied but not adequate	1
(iii) Adequate but not varied	1
(iv) Not varied and not adequate	0

c) **Clarity, colour and proportion** **(3 Marks)**

Evaluate the submission on the following:

- Illustrations are clear
- There is proper use of colour
- Illustrations are proportional

Pick one alternative:	*Marks*
(i) All attributes apply	3
(ii) Two of the attributes apply	*1*
(iii) Less than two of the attribute applies	0

d) **Captioning/numbering/labelling** **(2 Marks)**

Pick one alternative:	*Marks*
(i) The illustrations are appropriately captioned/ numbered/labelled	2
(ii) Some illustrations are not appropriately captioned/numbered/ labelled	1
(iii) Illustrations are not appropriately captured/numbered/labelled	0

Total Scored

14.6 LAYOUT **(5 MARKS)**

Evaluate the book on the following:

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

Pick one alternative:	*Marks*
(i) All the attributes apply	5
(ii) Three of the attributes apply	2
(iii) Less than three of the attributes apply	0

SUMMARY OF THE SCORES

	9.2 (49)											9.3 (10)			9.4 (17)								9.5 (9)				9.6 (5)	Total Marks (90)	%
	a	b	c	d	e	f	g	h	i	j	k	a	b	c	a	b	c	d	e	f	g	h	a	b	c	d			
Max. Mark	**7**	**8**	**5**	**4**	**4**	**4**	**3**	**3**	**3**	**4**	**4**	**3**	**3**	**4**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**2**	**2**	**2**	**3**	**2**	**5**	**90**	
Awarded Mark																													
Total																													

A general reference book must score at least 90% overall to be considered for recommendation.

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

The material does not promote negative values **Yes/ No**

The material meets **100%** threshold under Language **Yes/ No**

The material meets 90 % marks (81/90) total threshold **Yes/ No**

Panel Chairperson:_____ _____ _____

Name Sign Date

Remarks:

……

Panel Name:

……

Panel Chairperson: …… …… ……

Name Sign Date

Panel Secretary: …… .. …… ……

Name Sign Date

Panelist: …… …… ……

Name Sign Date

DOCUMENT 15

CRITERIA FOR EVALUATING BIBLES 2026

15.1 GENERAL INFORMATION

Title: ……Code ……

Level …….. Class……

Learning area ……

No. of Pages ……

Price ……..

Date of Evaluation ……..

Each Bible will be evaluated against the areas listed below. The ratings are indicated against each statement. The mark awarded should be inserted in the box provided.

15.2 PRESENTATION (12 MARKS)

(a) Preface/ Introduction (3 Marks)

The Bible:

Pick one alternative:	*Marks*	
(i) Contains appropriate Preface / Introduction.	3	
(ii) Does not contain Preface/ Introduction	0	

(b) Table of Contents (2 Marks)

The Bible:

Pick one alternative:	*Marks*	
(i) Has a comprehensive table of contents specifying books of the Bible	2	
(ii) Does not provide a table of contents	*0*	

(c) Books of the Bible (2 Marks)

The Bible:

Pick one alternative:	*Marks*	
(i) Is complete with canonical 66 books	2	
(ii) Has less or more than 66 canonical books	0	

(d) Ecumenical standards (5 Marks)

The Bible:

Pick one alternative:	*Marks*	
(i) Meets ecumenical standards	5	
(ii) Does not meet ecumenical standards	0	

Note: The Bible that does not meet the ecumenical standards should be recommended for disqualification.

15.3 CONTENT (16 MARKS)

a) **Correctness of the scriptural texts (10 Marks)**

The text:

Pick one alternative	*Marks*	
(i) Contains no error(s)	10	
(ii) Is flawed, with errors or omission(s)	0	

b) **Organization of the content (6 Marks)**

Pick one alternative	*Marks*	
(i) The themes and subjects are put under relevant subheadings	6	
(ii) No subheadings for the themes and subjects are given	0	

15.4 LANGUAGE (13 MARKS)

(a) Appropriateness of vocabulary and sentence structures (10 Marks)

Pick one alternative	*Marks*	
(i) The vocabulary and sentence structures are appropriate for the level of the learner.	10	
(ii) The vocabulary and the sentence structures are fairly appropriate for the level of the learner	4	
(iii) Both the vocabulary and sentence structures are not appropriate to the level of the learner	0	

Total Scored

(b) Typographical status (3 MARKS)

Pick one alternative	Marks	
(i) No typographical error(s)	3	
(ii) Typographical error(s)	0	

15.5 ILLUSTRATIONS (5 MARKS)

Evaluate the illustrations on the following:

- Relevant to the text
- Varied
- Appropriate to the level
- Clear
- Are responsive (Gender and Disability)

Pick one alternative	*Marks*
(i) All the five statements apply	5
(ii) Four of the statements apply	2
(iii) Less than four statements apply	0

15.6 LAYOUT (4 MARKS)

Evaluate the submission on the following:

- Page layout is appropriate to the level
- The layout enhances readability and ease of reference
- There is appropriate use of print sizes, boldness and type faces across the text in highlighting books, themes and subjects.
- Illustrations are correctly positioned in relation to the relevant text. (where applicable)
- Appropriate use of margins

Pick one alternative	*Marks*
(i) All the five statements apply	4
(ii) Four of the statements apply	2
(iii) Less than four of the statements apply	0

15.7 INDEX/ CONCORDANCE (10 MARKS)

a) The index is **(5 Marks)**

Pick one alternative	*Marks*
i. Exhaustive and easy to use	5
ii. Not exhaustive and not easy to use	0

b) **Glossary/Concordance (5 Marks)**

The Glossary is:

Pick one alternative	*Marks*
(i) Adequate	5
(ii) Inadequate	1
(iii) Not provided	0

Total Scored

SUMMARY OF SCORES

	15.2 (12)				15.3 (16)		15.4 (13)		15.5 (5)	15.6 (4)	15.7 ((10)		Total	%
ITEM	a	b	c	d	a	b	a	b			a	b		
Maximum Marks	**3**	**2**	**2**	**5**	**10**	**6**	**10**	**3**	**5**	**4**	**5**	**5**	**60**	
Awarded Marks														
Total														

A Bible should score 90% overall to be considered for recommendation.

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

The material meets **100%** threshold under presentation Yes / No

The material meets **100%** the threshold under Content Yes / No

The material meets **90**% marks (54/60) total threshold Yes /No

Remarks :

……..

……

Name of Panel:

……..

Panel Chairperson: …… …… ……
Name Sign Date

Panel Secretary: …….. …… ……..
Name Sign Date

Panelist: …….. …… ……..
Name Sign Date

DOCUMENT 16

CRITERIA FOR EVALUATING WALL MAPS 2026

16.1 GENERAL INFORMATION

Title: ……..Code ……..

Level …….. Class……

Learning area ……..

No. of Pages ……

Price ……..

Date of Evaluation ……..

GUIDELINES

The Wall Maps will be used to support relevant themes or topics in specific levels within the Basic Education Curricula

- Use of supporting insets of photographic, graphic, tabular and any other illustrations, will be an added advantage
- Usability
  - Ease of use, including consistency of use of high quality colour
  - Related topical themes presented on the same map
  - Clarity of presentation, layout, lettering, labeling, captioning, bolding and legibility
- Accuracy and correctness of information
- Scale and density of information must be appropriate to the target level
- Language should be appropriate to the target level

  Each Wall Map will be evaluated against the set criteria. The ratings are indicated against each statement.

  Insert the marks awarded in the box provided.

16.2 Relevance of topic(s) or theme(s) to curriculum (8 Marks)

The topic(s) or theme(s) of the map is/ are:

Pick one alternative	*Marks*	
(i) Relevant to the requirements of the curriculum/ subject area	8	
(ii) Not relevant to the requirements of the curriculum/ subject area	0	

16.3 Relevance of information to the topic(s) or theme(s) of the map (5 Marks)

Pick one alternative	*Marks*	
(i) The content on the map is relevant to the topic(s) or theme(s)	5	
(ii) Some of the content on the map is not relevant to the topic(s) or theme(s)	0	

Total Scored

16.4 Clarity of content presentation. (8 Marks)

The information contained in the mapping:

- Is legible
- Is easy to access
- Has highlighted topics for clarity

Pick one alternative	*Marks*
(i) All the features apply	8
(ii) Two of the features apply	3
(iii) Less than two of the features apply	0

16.5 Accuracy of information (6 Marks)

The mapping information has:

Pick one alternative	*Marks*
(i) No factual errors	6
(ii) Factual error(s)	0

16.6 Currency of information (3 Marks)

The mapping information is:

Pick one alternative	*Marks*
(i) Current	3
(ii) Not current	0

16.7 Language (7 Marks)

(a) Appropriateness to the target level and subject (3 Marks)

The language is:

Pick one alternative	*Marks*
(i) Appropriate for the level and subject	3
(ii) Not appropriate for the level and subject	0

(b) Grammatical status (2 Marks)

There are:

Pick one alternative	*Marks*
(i) No grammatical error(s)	2
(ii) Grammatical error(s)	0

(c) Typographical status (2 Marks)

There are:

Pick one alternative	*Marks*
(i) No typographical error(s)	2
(ii) Typographical error(s)	0

16.8 Appropriateness of scale and density of information (4 Marks)

Evaluate the wall map on:

- The map is presented to the appropriate scale
- The scale used is appropriate to the target level
- The information provided in the map is adequate (not too detailed and not scanty for the target level)

Pick one alternative	*Marks*
(i) All the qualities apply	4
(ii) Two of the qualities apply	1
(iii) Less than two of the qualities apply	0

16.9 Appropriateness and consistent use of colour (5 Marks)

Colour is:

- Appropriately used
- Consistently used
- Appealing
- Bold and clear

Pick one alternative	*Marks*
(i) All the attributes apply	5
(ii) Three of the attributes apply	2
(iii) Less than three of the attributes apply	0

16.10 Appropriateness of print size, type face, labelling and captioning (5 Marks)

Evaluate the Materials on the following:

- Print size on the mapping is appropriate for the target level
- Type face on the mapping is appropriate for the target level
- Labelling is clear and appropriate for the target level
- Captioning is appropriate and communicates what is intended for the target level

Pick one alternative	*Marks*
(i) All the qualities apply	5
(ii) Three of the qualities apply	2
(iii) Less than three of the qualities apply	0

16.11 Appropriateness of supporting insets (4 Marks)

The graphic, photographic and other insets:

- Support information on the mapping
- Are appropriate for the target level
- Promote positive values

Pick one alternative	*Marks*
(i) All attributes apply	4
(ii) Two attributes apply	2
(iii) Less than two of the attributes apply	0

16.12 Layout **(5 Marks)**

Evaluate the submission on the following:

- Page layout is appropriate to the level and subject
- The layout enhances readability and ease of reference
- There is appropriate use of print size, boldness and type face across the text in highlighting topics or themes and sub-topics
- Illustrations are correctly positioned in relation to the relevant text
- Appropriate use of margins

Pick one alternative	*Marks*
(i) All statements apply	5
(ii) Four statements apply	2
(iii) Less than four of the statements applies	0

SUMMARY OF THE SCORES

ITEM	**16.2**	**16.3**	**16.4**	**16.5**	**16.6**	**16.7**			**16.8**	**16.9**	**16.10**	**16.11**	**16.12**	**Total Marks**	**%**
						a	**b**	**c**							
Max. Marks	**8**	**5**	**8**	**6**	**3**	**3**	**2**	**2**	**4**	**5**	**5**	**4**	**5**	**60**	
Awarded Marks															
Toral															

A Wall Map should score 90% to be considered for recommendation.

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

The material meets total threshold of **90%** marks (54/60) **Yes / No**

Remarks……

……

Name of panel……

Panel Chairperson: …… …… ……

Name Sign Date

Panel Secretary …… …… ……

Name Sign Date

Panelist …… …… ……

Name Sign Date

DOCUMENT 17

CRITERIA FOR EVALUATING WALL CHARTS 2026

17.1 GENERAL INFORMATION

Title: ……Code ……..

Level …….. Class…….

Learning area ……..

No. of Pages ……

Price ……..

Date of Evaluation ……..

ASSUMPTIONS

The Wall Charts shall be used to support relevant themes or topics for specific Education levels
The content is clearly documented and concisely presented.

- Pictorial presentations are in the right proportions
- Colour is correctly and consistently used
- Language is appropriate for the target level and the subject
- Detail and density of information is appropriate for the target level
- Where information has been presented on both sides, related topics or themes are given on the same side.
- Captioning is of suitable print size and boldness
- Labelling is horizontal and in readable lettering
- Layout enhances ease of use.

Note: Besides charts on themes in the various Curriculum subjects across education levels, there may be charts in some of the contemporary and emerging issue areas.

Each Wall Chart will be evaluated against the areas given. The ratings are indicated against each statement.

Insert the marks awarded in the box provided

17.2 Relevance of topic(s) or theme(s) to curriculum and target level (8 Marks)

The content is:

Pick one alternative	*Marks*	
(i) Relevant to the requirements of the curriculum and the target learner	8	
(ii) Not relevant to the requirements of the curriculum and the target learner	0	

17.3 Content presentation (**6 Marks)**

Content:

- is consistently presented
- is logically organised
- has clear running headings

Pick one alternative	*Marks*	
(i) All the attributes apply	6	
(ii) Two of the attributes apply	3	
(iii) Less than two of the attributes apply	0	

17.4 Accuracy of Information **(6 Marks)**

The information on the chart has

Pick one alternative	*Marks*	
(i) No factual error(s)	6	
(ii) Factual error(s)	0	

17.5 Currency of Information **(3 Marks)**

The information on the chart is:

Pick one alternative	*Marks*	
(i) Current	3	
(ii) Not current	0	

17.6 Presentation of illustrations **(5 Marks)**

Illustrations presented:

- Are in the right proportions
- Are correct representation of the intended objects
- Promote positive values

Pick one alternative	*Marks*	
(i) All the attributes apply	5	
(ii) Two of the attributes apply	2	
(iii) Less than two of the attributes apply	0	

17. 7 Appropriateness and consistency in the use of colour **(4 Marks)**

Colour is:

- Used appropriately
- Used consistently
- Appealing
- Bold and clear

Pick one alternative	*Marks*
(i) All qualities apply	4
(ii) Three of the qualities apply	2
(iii) Less than three of the qualities apply	0

17.8 Language (7 Marks)

(a) Appropriateness of language to the target level and subject (3 Marks)

Language is:

Pick one alternative	*Marks*
(i) Appropriate for the level and subject	3
(ii) Not appropriate for the level and subject	0

(b) Grammatical status (2 Marks)

There are:

Pick one alternative	*Marks*
(i) No grammatical error (s)	2
(ii) Grammatical error (s)	0

(c) Typographical status (2 Marks)

There are:-

Pick one alternative	*Marks*
(i) No typographical error (s)	2
(ii) Typographical error (s)	0

Total Scored

17.9 Appropriateness of detail and density of information (4 Marks)

Information:

- detail is appropriate to the target learner
- density is appropriate to the target learner

Pick one alternative	*Marks*
(i) Both attributes apply	4
(ii) One of the attributes applies	1
(iii) None of the attributes applies	0

17.10 Presentation of related information (3 Marks)

Where information is presented on both sides of the wall chart,

Pick one alternative	*Marks*
(i) Related topics or themes are given on the same side	3
(ii) Unrelated topics or themes are given on the same side	0

17.11 Appropriateness of captioning (6 Marks)

Captioning:

- has appropriate print sizes and type face for the target level
- appropriately highlighted/bolded
- appropriately communicates the intended information

Pick one alternative	*Marks*
(i) All the attributes apply	6
(ii) Two of the attributes apply	3
(iii) Less than two of the attributes apply	0

17.12 Appropriateness of labelling (6 Marks)

Labelling:

- is horizontal
- has readable lettering
- uses straight, non-arrowed lines that do not cross each other

Pick one alternative	*Marks*
(i) All the attributes apply	6
(ii) Two of the attributes apply	3
(iii) Less than two of the attributes applies	0

17.13 Layout (5 Marks)

Evaluate the wall chart on the following

- Page layout is appropriate for the target level and subject
- The layout enhances readability and ease of use
- There is appropriate use of print sizes, boldness and type face across the text in highlighting topics and sub-topics
- Illustrations are correctly positioned in relation to the relevant text.
- Appropriate use of margins

Pick one alternative	*Marks*
(i) All the five statement apply	5
(ii) Four of the statement apply	2
(iii) Less than four of the statements apply	0

SUMMARY OF SCORES

ITEM	17.2	17.3	17.4	17.5	17.6	17.7	17.8			17.9	17.10	17.11	17.12	17.13	Total	%
							a	b	c							
Max. Marks	8	6	6	3	5	4	3	2	2	4	3	6	6	5	63	
Awarded Marks																
Total																

A Wall Chart should score 90% to be considered for recommendation

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

The material meets **90%** marks (57/63) total threshold **Yes / No**

Panel Chairperson:_____ _____ _____
Name Sign Date

Remarks : ……..

……

Name of panel: ……..

Panel Chairperson: …… …….. ……
Name Sign Date

Panel Secretary: …… …….. ……..
Name Sign Date

Panelist: …… …….. ……..
Name Sign Date

DOCUMENT 18

CRITERIA FOR EVALUATING MODELS - 2026

18.1 General Information

Title: …… ISBN ……..

Producer(s)/Non-factor……..

Publisher …….. Code ……

Level …….. Class ……

Subject ……..

Year of Production/Manufacture……..

Price ……

Date of Evaluation ……..

18.2 ASSUMPTIONS

Procedures for evaluation and approval of models are based on the following assumptions:

- The models shall be used to support relevant themes/topics for specific education levels
- The model shall be accompanied by a relevant instructional guide/manual (The material used to make the model should be specified in the guide)
- The model is the actual representation of realia
- The information presented is current and accurate
- The information presented is appropriately detailed
- Lettering is legible and labelling is appropriate
- Language is appropriate to the target level and subject
- Where colour has been used, it is proper, consistent and appropriate
- The model is made from durable material(s) that is safe for use
- The model is portable, easy to handle and easy to store
- The model is easy to assemble and maintain.

Each model will be evaluated against the given criteria. The ratings are indicated against each statement. Insert the marks awarded in the box provided.

18.3 Representation of realia **(12 Marks)**

a) The model: **(6 Marks)**

Pick one alternative	*Marks*	
(i) Is an actual representation of realia	6	
(ii) Is not representative of realia	0	

b) **Proportion** **(4 Marks)**

The model is:

Pick one alternative	*Marks*
(i) Appropriately proportioned	4
(ii) Inappropriately proportioned	0

c) **Size** (2 Marks)

The model is of

Pick one alternative	*Marks*
(i) Appropriate size	2
(ii) Inappropriate size	0

Total Scored

18.4 Relevance to subject/curriculum area and target level **(8 Marks)**

The model:

Pick one alternative	*Marks*
(i) Meets the requirements of the subject/curriculum area and the target level	8
(ii) Does not meet the requirements of the subject/curriculum area and the target level	0

18.5 Currency, Accuracy and Appropriateness of Information **(7 Marks)**

(a) Currency **(2 Marks)**

The model has:-

Pick one alternative	*Marks*
(i) Current information	2
(ii) Dated information	0

(b) Accuracy **(3 Marks)**

The model has:-

Pick one alternative	*Marks*
(i) No factual errors	3
(ii) Factual errors	0

(c) Appropriateness of information **(2 Marks)**

The model has:-

Pick one alternative	*Marks*
(i) Appropriate information	2
(ii) Inappropriate information	0

Total scored

18.6 Labelling, lettering and legibility (5 Marks)

The model has:

- Appropriate labelling
- Legible lettering

Pick one alternative	*Marks*	
(i) Both attributes apply	5	
(ii) One or none of the attributes applies	0	

Note: Where labelling is not required, evaluate the model without this section.

18.7 Appropriateness and consistency of colour use (5 Marks)

Colour is:

- Appropriately used
- Consistently used
- Appealing
- Bold and clear

Pick one alternative	*Marks*	
(i) All qualities apply	5	
(ii) Three of the qualities applies	2	
(iii) Less than three	0	

18.8 Language (9 Marks

(a) The Language used: (5 Marks)

Pick one *alternative*	*Marks*	
(i) Is appropriate for the level and subject	5	
(ii) Is not appropriate for level and subject	0	

(b) Grammatical status (2 Marks)

There are:-

Pick one *alternative*	*Marks*	
(i) No grammatical errors	2	
(ii) Grammatical errors	0	

(c) Typographical status (2 Marks)

There are:-

Pick one *alternative*	*Marks*	
(i) Typographical errors	2	
(ii) No Typographical errors	0	

NB: Where language is not applicable, evaluate the model without this section.

Total scored

18.9 Durability and safety (5 Marks)

The model is made from material that is:

- Durable
- Safe for use

Pick one alternative	*Marks*
(i) Both attributes apply	5
(ii)Only one attribute applies	2
(iii)Neither of the attributes applies	0

18.10 Portability, handling and storage convenience (6 Marks)

The model is easy to:

- Handle/use
- carry
- store
- assemble
- maintain

Pick one alternative	*Marks*
(i) All attributes apply	6
(ii) Four of the attributes apply	2
(iii). Less than four of the attributes apply	0

18.11 Appropriateness of Instructional Guide/Manual (15 Marks)

(a) Relevance (2 Marks)

The Guide/Manual:-

- Is relevant to the model
- Clearly cross references with the model

Pick one *alternative*	*Marks*
(i) Both apply	2
(ii) One or none apply	0

(b) Assembling, Handling and storage

Provides guidelines on:

- Assembling
- Handling
- Caring
- Storage
- Retrival

Pick one *alternative*	*Marks*
(i) All the attributes apply	5
(ii) Four of the attributes apply	2
(iii) Less than four of the attributes apply	0

(c) Accuracy of Information

The Information in the manual has:- **(2 Marks)**

Pick one *alternative*	*Marks*
(i) No factual errors	2
(ii) Factual errors	0

(d) Currency of information **(2 Marks)**

Pick one *alternative*	*Marks*
(i) All the information in the manual is current	2
(ii) Some Information in the manual is dated	0

(e) Language **(2 Marks)**

- No grammatical errors
- No typographical errors

Pick one *alternative*	*Marks*
(i) Both attributes apply	2
(ii) One of none of the attributes apply	0

(f) Safety and Production **(2 Marks)**

- Indicates year of production
- Gives the information about materials used in the production

The model:

Pick one *alternative*	*Marks*
(i) Both statements apply	2
(ii) Less than two statements apply	0

Total scored

SUMMARY OF SCORES

ITEM	**18.3** (12)			**18.4 (8)**	**18.5 (7)**			**18.6 (5)**	**18.7 (5)**	**18.8 (9)**			**18.9 (5)**	**18.10 (6)**	**18.11 (15)**						**Total**	**%**
	a	b	c		a	b	c			a	b	c			a	b	c	d	e	f		
Max. Marks	**6**	**4**	**2**	**8**	**2**	**3**	**2**	**5**	**5**	**5**	**2**	**2**	**5**	**6**	**2**	**5**	**2**	**2**	**2**	**2**	**72**	**100**
Awarded Marks																						
Total																						

A Model should score 90% to be considered for recommendation

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

The material meets **90%** marks (85/72) of total threshold **Yes / No**

Remarks ……

……

Panel Name: ……

Panel Chairperson: …… …… ……
Name Sign Date

Panel Secretary: …… …… ……
Name Sign Date

Panelist: …… …… ……
Name Sign Date

DOCUMENT 19

CRITERIA FOR EVALUATING MATERIALS ON CONTEMPORARY AND PERTINENT ISSUES

2026

19.1 GENERAL INFORMATION

Title: …….. ISBN ……

Author(s) ……

Publisher …….. Code ……..

Level …….. Class ……..

Subject ……

No. of pages ……..

Price ……..

Date of Evaluation ……

Explanation: Contemporary and Emerging Issues
The following Cross-Cutting Issues are envisaged in this category:

- Life Skills Education
- Guidance & Counselling
- Drugs and Substance Abuse
- Peace and Conflict Management
- Environmental Conservation and Management
- Disaster Preparedness and Management
- National Cohesion and Integration
- HIV and AIDS
- Gender
- Child and Human Rights
- School Health, Water and Sanitation
- Ethics and Integrity
- Do-it-yourself (DIY) Manuals
- Education for Sustainable Development
- Other relevant emerging issues

Each book will be evaluated against the areas listed below. The ratings are indicated against each statement.

The mark awarded should be inserted in the box provided.

19.2 CONTENT (38 MARKS)

a) Relevance of content to target group (6 Marks)

Pick one alternative:	*Marks*
(i) All information is relevant	6
(ii) Some information is not relevant	2
(iii) The information is relevant	0

b) Coverage of relevant concepts (5 Marks)

Pick one alternative:	*Marks*
(i) All concepts are relevant	*5*
(ii) Some concepts are relevant	*2*
(iii) The concepts are not relevant	*0*

c) Coverage of relevant skills (5 Marks)

Pick one alternative:	*Marks*
(i) All skills are relevant	5
(ii) Some skills are relevant	2
(iii) The skills are not relevant	0

d) Accuracy and correctness of content or information (4 Marks)

Information in the book:

Pick one alternative:	*Marks*
(i) Has no factual error(s)	4
(ii) Has factual error(s)	0

e) Currency of information (3 Marks)

The book has:

Pick one alternative:	*Marks*
(i) No dated information	3
(ii) Some information is dated	0

f) Appropriateness of information to the level of the learner or user (3 Marks)

Pick one alternative:	*Marks*
(i) All information is appropriate	3
(ii) Some information is appropriate	1
(iii) The information is inappropriate	0

g) Organization of the content (3 Marks)

Evaluate the book on the following**:**

- Sequencing of topics throughout the text is logical
- Sequencing of information within each topic is logical
- Topics and information are presented consistently throughout the text

Pick one alternative:	*Marks*
(i) All the attributes apply	3
(ii) Two of the attributes apply	1
(iii) Less than two of the attributes apply	0

h) Promotion of positive values and attitudes (8 Marks)

The text and illustrations

Pick one alternative:	*Marks*
(i) Consistently promote positive values and attitudes	8
(ii) Makes some effort to promote positive values and attitudes	3
(iii) Makes no effort to promote positive values and attitudes	0

Note: A book that promotes negative values should be recommended for disqualification.

i) Promotion of gender responsiveness in text and illustrations (2 Marks)

The text and illustrations:

Pick one alternative:	*Marks*
(i) Are gender responsive	2
(ii) Are not gender responsive	0

j) Concepts and Skills development (8 Marks)

The book has:

Pick one alternative:	*Marks*
(i) Adequate emphasis on concepts and skills development	8
(ii) Some emphasis on concepts and skills development	3
(iii) No emphasis on concepts and skills development	0

Total Scored

19.3 LANGUAGE USE AND EDITORIAL QUALITY (12 MARKS)

a) Grammatical status (4 Marks)

The book has:

Pick one alternative:	*Marks*
(i) No grammatical error(s)	4
(ii) Grammatical error(s)	0

b) Typographical status (3 Marks)

The book has*:*

Pick one alternative:	*Marks*
(i) No typographical error(s)	3
(iii) Typographical error(s)	0

c) Appropriateness for the level of the learner/user (5 Marks)

Pick one alternative:	*Marks*
(i) The vocabulary and sentence structures are within the level of the learner/user	5
(ii) Some vocabulary and language structures are not within the level of the learner/user	0

Total Scored

19.4 ASSESSMENT/ACTIVITIES (14 MARKS)

Books without assessment/activities should not be evaluated on this section.

a) Appropriateness of assessment for the level of the learner/user (2 Marks)

Pick one alternative:	*Marks*
(i) The exercises/activities are appropriate	2
(ii) Some exercises/activities are not appropriate	0

b) Adequacy of assessment (2 Marks)

The Exercises/ activities are:

Pick one alternative:	*Marks*
(i) Adequate	2
(ii) Inadequate	0

c) Variety of assessment methods (2 Marks)

There is

Pick one alternative:	*Marks*	
(i) Variety of assessment methods	2	
(ii) No variety of assessment methods	0	

d) Clarity of instructions (2 Marks)

Pick one alternative:	*Marks*	
(i) All instructions are clear	2	
(ii) Some instructions are not clear/not available	0	

e) Clarity of questions (2 Marks)

Pick one alternative:	*Marks*	
(i) All questions are clear	2	
(ii) Some questions are not clear	0	

f) Consistency of instructions (2 Marks)

Instructions are:

Pick one alternative:	*Marks*	
(i) Consistently used	2	
(ii) Not consistently used	*0*	

g) Correctness of answers to questions (2 Marks)

Pick one alternative:	*Marks*	
(i) All answers are correct	2	
(ii) Some answers are incorrect/Not available	1	
(iii). Answers are incorrect/not available	0	

Total Scored

19.5 ILLUSTRATIONS (10 MARKS)

a) Relevance to the text and target level/user (3 Marks)

Pick one alternative:	*Marks*	
(i) All illustrations are relevant	3	
(ii) Some of the illustrations are not relevant	1	
(iii) The illustrations are not relevant	0	

b) Variety and adequacy (3 Marks)

Illustrations

Pick one alternative:	*Marks*
(i) Varied and adequate	3
(ii) Varied but not adequate	1
(iii) Adequate but not varied	1
(iv) Not varied and not adequate	0

c) Clarity, colour and proportion (3 Marks)

Evaluate the book on the following:

- All illustrations are clear
- There is proper use of colour
- All illustrations are proportional

Pick one alternative:	*Marks*
(i) All attributes apply	3
(ii) Two of the attributes apply	*1*
(iii) Less than two of the attributes apply	0

d) Captioning/numbering/labelling (2 Marks)

Pick one alternative:	*Marks*
(i) The illustrations are appropriately captioned/ numbered/ labeled appropriately	2
(ii) Some illustrations are not captioned/ numbered/ labeled	1
(iii) The illustrations are not captioned/ numbered/ labeled	0

Total Scored

19.6 LAYOUT (5 MARKS)

Evaluate the book on the following:

- Page layout is appropriate for the level and subject
- The layout enhances readability and ease of reference
- There is appropriate use of print sizes, boldness and type face across the text in high lighting topics and sub-topics.
- Illustrations are correctly positioned in relation to the relevant text.
- Appropriate use of margins

Pick one alternative:	*Marks*
(i) All the five statements apply	5
(ii) Four of the statements apply	2
(iii) Less than four of the statements apply	0

SUMMARY OF THE SCORES

ITEM	19.2 (47)										19.3 (12)			19.4 (14)							19.5 (11)				19.6 (5)	TOTAL MARK	%
	a	b	c	d	e	f	g	h	i	j	a	b	c	a	b	c	d	e	f	g	a	b	c	d			
Maximum Mark	6	5	5	4	3	3	3	8	2	8	4	3	5	2	2	2	2	2	2	2	3	3	3	2	5	89	
Awarded Mark																											
Total																											

A book in this category should score 90% overall to be considered for recommendation.

TOTAL AVERAGE MARKS AWARDED BY EVALUATION PANEL: ……

The material does not promote negative values **Yes / No**

The material meets total threshold **90%** marks (80/89) **Yes / No**

Remarks: ……

……

Panel Name: ……

Panel Chairperson: …….. …….. ……..
Name Sign Date

Panel Secretary: …….. …….. … ……..
Name Sign Date

Panelist: …….. …….. … ……..
Name Sign Date

DOCUMENT 20

CRITERIA FOR EVALUATING EDUCATIONAL KITS 2026

20.1 GENERAL INFORMATION

Title/Name ..... ISBN .....

Producer/Manufacturer ..... Code .....

Level ..... Class .....

Subject(s) .....

Year of Production/Manufacture .....

Price .....

Date of Evaluation .....

This instrument shall be used to assess educational kits.

Prior to evaluation, the panel should generate a full list of syllabus topics, concepts and skills. It should also draw a list of the core items which should be included in the Science kit.

The mark awarded in each case should be inserted in the box provided.

PART A: THE KIT

20.2 CONTENTS OF THE KIT (15 MARKS)

Note: A Kit must score at least 13 marks in this section.

a) Number of required items in the Kit (8 Marks)

What percentages of the required items are in the kit?

Pick one alternative	*Marks*
(i) 95 % – 100% of the items are provided	8
(ii) 85% – 94% of the items are provided	4
(iii) Less than 85% of the items are provided	0

b) Core Items (7 Marks)

What percentage of the core items have been provided?

Pick one alternative	*Marks*
(i) 95% - 100% core items are provided	7
(ii) 85% - 94% core items are provided	3
(iii) Less than 85% core items are provided	0

Total Scored

20.3 RELEVANCE TO THE CURRICULUM (16 MARKS)

a) Coverage of required Syllabus topic activities (8 marks)

What percentage of topic activities in the syllabus can be carried out using items in the kit?

Pick one alternative	*Marks*
(i) 95% – 100% of the topic activities can be carried out using items in the kit	8
(ii) 85% – 94% of the topic activities can be carried out	4
(iii) Less 85% of the topic activities can be carried out	0

b) **Coverage of required Syllabus concepts and skills (8 Marks)**

What percentage of concepts and skills can be developed using items in the kit?

Pick one alternative	*Marks*
(i) 95% – 100% of concepts and skills can be developed using items in the kit	8
(ii) 85% – 94% of concepts and skills can be developed using items in the kit	4
(iii) Less than 85% of concepts and skills can be developed using items in the kit	0

Total Scored

20.4 WORKING CONDITION OF THE ITEMS (7 MARKS)

Note: A Kit must score at least 4 marks in this section.

What percentage of the items in the kit are in good working condition?

Pick one alternative	*Marks*
(i) 95% – 100% of the items are in good working condition	7
(ii) 85% – 94% of the items are in good working condition	4
(iii) Less than 85% of the items are in good working condition	0

20.5 MODELS (7 MARKS)

(a) Attributes (4 Marks)

The attributes in the kit are:-

- Appropriate in size and proportion
- Appropriate in colour
- Varied

Pick one alternative	*Marks*
(i) All the qualities apply	4
(ii) Two of the qualities apply	2
(iii) One or none of the qualities apply	0

(b) Relevance **(3 Marks)**

Pick one alternative	*Marks*
(i) All models in the kit are relevant	3
(ii) Some models in the kit are not relevant	0

20.6 ATTRIBUTES OF THE KIT **(5 MARKS)**

- The items in the kit are durable
- Some of the items can be acquired locally or improvised
- The items are of appropriate size, colour and quality

Pick one alternative	*Marks*
(i) All three features apply	5
(ii) Two of the features apply	2
(iii) One or none of the features applies	0

20.7 LABELLING OF ITEMS **(7 MARKS)**

Evaluate the items in the kit on the following:

(a) Labelling **(4 Marks)**

- All components are labelled
- Labelling is conventional
- Labelling is clear and legible

Pick one alternative	*Marks*
(i) All the attributes apply	4
(ii) Two of the attributes apply	2
(iii) One or none of the attributes apply	0

(b) Calibration **(3 Marks)**

Pick one alternative	*Marks*
(i) All items are well calibrated	3
(ii) Some items are not well calibrated	0

20.8 ORGANIZATION, STORAGE AND PORTABILITY (6 MARKS)

Evaluate the kit based on the following:

- The casing is appropriately designed and is lockable
- Arrangement of components facilitates ease of retrieval and Return/repackaging
- Organization facilitates safety/security of fragile items
- Storage ensures safety from dangerous chemicals/harmful items
- The kit is portable.

Pick one alternative	*Marks*	
(i) All the features apply	6	
(ii) Four of the features apply	2	
(iii) Less than four of the features apply	0	

20.9 COST (3 MARKS)

Based on the relevant components, the kit is:

Pick one alternative	*Marks*	
(i) Affordable	3	
(ii) Expensive	1	

SUB-TOTAL SCORE FOR EDUCATIONAL KIT: 66 MARKS

ITEM	**20.2 (15)**		**20.3 (16)**		**20.4 (7)**	**20.5 (7)**		**20.6 (5)**	**20.7 (7)**		**20.8 (6)**	**20.9 (3)**	**Total Mark**	**%**
	a	b	a	b		a	b		a	b				
Max. Mark	**8**	**7**	**8**	**8**	**7**	**4**	**3**	**5**	**4**	**3**	**6**	**3**	**66**	
Awarded Mark														
Total														

PART B: THE MANUAL

The kit must be accompanied by a relevant and useful Manual. A kit without a Manual will not be evaluated.

15.10 INTRODUCTION (6 MARKS)

The Manual covers the following:

- Definition of the kit
- Background information of the Subject and level
- Justification for a the Kit
- Objectives of using the kit

Pick one alternative		*Marks*	
(i)	All issues are covered	6	
(ii)	Three of the issues are covered	2	
(iii)	Less than three of the issues are covered	0	

20.11 STOCK LIST (4 MARKS)

a) Provision of lists

The Manual contains a list of: **(2 Marks)**

- Equipment/apparatus and instruments
- Substances e.g. chemicals
- Materials to be
    - Purchased locally
    - Sourced from the immediate environment
    - Improvised

Pick one alternative		*Marks*	
(i)	All the three lists are provided	2	
(ii)	Less than three of the lists is provided	0	

b) Illustrations of core items (2 Marks)

Pick one alternative		*Marks*	
(i)	All the core items are illustrated	2	
(ii)	Some core items are not illustrated	0	

20.12 SAFETY AND PRECAUTIONS (6 MARKS)

The Manual has comprehensive guidelines on the following:

- Management of toxic/poisonous, explosive, corrosive and/or inflammable substances
- Handling of fragile/sharp apparatus and instruments
- Handling of dangerous animals, plants and insects
- Administration of First Aid
- Disposal of waste
- General precaution signs

Pick one alternative		*Marks*	
(i)	All the six guidelines are included	6	
(ii)	Less than six of the guidelines are included	0	

20.13 METHODOLOGY ON PRACTICAL WORK (4 MARKS)

The manual provides:

Pick one alternative		*Marks*	
(i)	Adequate and varied methods for practical work	4	
(ii)	Neither adequate nor varied methods	0	

20.14 INSTRUCTIONS ON THE USE OF THE ITEMS IN THE KIT (3 MARKS)

There are:

Pick one alternative		*Marks*
(i)	Relevant, correct and clear instructions on the use of the items in the kit	3
(ii)	No instructions, or where instructions are given, they are not relevant	0

20.15 DIRECTIONS ON PREPARATION OF SOLUTIONS AND/ OR SETTING UP OF APPARATUS

(Where preparation of solution/or setting up of apparatus is not required, do not score on this item)

Clarity and Accuracy **(5 MARKS)**

The instructions are:

Pick one alternative	*Marks*
(i) Clear and accurate	5
(ii) Not clear and not accurate	0

20.16 SUGGESTED ACTIVITIES OR EXPERIMENTS (5 MARKS)

The manual has covered:

Pick one alternative		*Marks*
(i)	95% -100% of the required activities are covered	5
(ii)	85% -94% of the required activities are covered	2
(iii)	Less than 85% of the required activities are covered	0

20.17 LANGUAGE (3 MARKS)

Pick one alternative		*Marks*
(i)	The language used is accurate and correct	3
(ii)	The language used is neither accurate nor correct	0

20.18 ACCURACY AND CORRECTNESS OF INFORMATION (4 MARKS)

The information in the manual is:

Pick one alternative		*Marks*
(i)	Accurate and up-to-date	4
(ii)	Inaccurate and dated	0

Note: A Manual with inaccurate and/or dated information will lead to disqualification of the kit.

20.19 STOCK MAINTENANCE (4 MARKS)

a) Storage and Stock-taking **(2 Marks)**

There are:

Pick one alternative		*Marks*
(i)	Comprehensive suggestions on storage and stock-taking	2
(ii)	No suggestions on storage and stock-taking	0

b) Maintenance and Restocking (2 Marks)

There are:

Pick one alternative		*Marks*
(i)	Useful, relevant and practical suggestions on maintenance and restocking	2
(ii)	Minimal suggestions on maintenance and restocking	0

SUB-TOTAL SCORE FOR MANUAL 40 Marks

ITEM	**20.10 (6)**	**20.11 (4)**		**20.12 (6)**	**20.13 (4)**	**20.14 (3)**	**20.15 (5)**	**20.16 (5)**	**20.17 (3)**	**20.18 (4)**	**20.19 (4)**		**Total Mark**	%
		a	b								a	b		
Maximum mark	**6**	**2**	**2**	**6**	**4**	**3**	**5**	**5**	**3**	**4**	**2**	**2**	**44**	
Awarded mark														
Total														

TOTAL SUMMARY SCORE FOR SCIENCE KIT AND MANUAL

ITEM	**KIT**	**MANUAL**	**TOTAL MARK**	**%**
Maximum mark	**66**	**44**	**110**	
Awarded mark				

A Science Kit should score 90% overall to be considered for recommendation.

RECOMMENDATION

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

The Kit meets **90 %** marks (13/15) of content threshold **es/ No**

The Kit meets **90 %** marks (4/7) working condition of threshold **Yes/ No**

The Kit meets **90 %** marks (54/66) of threshold **Yes/ No**

The Manual meets **90%** marks (40/44) of threshold **Yes/ No**

The material meets **90%** marks (82/110) of total threshold **Yes /No**

Remarks: ……

……

Panel Name: ……

Panel Chairperson: …… …… ……
Name Sign Date

Panel Secretary: …… …… ……..
Name Sign Date

Panelist: …… …… ……..
Name Sign Date

DOCUMENT 21

CRITERIA FOR EVALUATING CALCULATORS 2026

21.1 GENERAL INFORMATION

Title/Name …..…….. Model……..

Producer/Manufacturer …….. Calculator Code ……..

Level (Basic/Tertiary Education) ……..……..

Year of Production/Manufacture.……..

Price ……..……..

Date of Evaluation ……..……..

PART A: EXPECTED MINIMUM FUNCTIONS

1. The basic functional keys in a scientific calculators should include numbers buttons 0 to 9, operation keys of addition, subtraction, multiplication, division and equal sign, ON key and initiation button.
2. The first functions of squares, n^{th} root functions, trigonometric functions, logarithms of base 10 (log), fraction button, brackets, inverse button, answer button (ans), second function button (shift), the mode button, clear entry function (delete), direction keys.
3. The second functions should include the inverse of trigonometric functions, x^{th} root functions
4. The other functions which may be on the first or second functions such as pi, exponential, combination/permutation, factorial functions, minutes, degrees and radians conversion buttons.

21.2 CALCULATOR LAYOUT

(a) Availability of first function keys in the calculator (7 Marks)

What percentage of the first functions keys are in the calculator?

Pick one alternative	*Marks*	**Score**
(i)100% of the first functions keys are available	7	
(ii)95 % – 99% of the first functions keys are available	5	
(iii) 85% – 94% of the first functions keys are available	4	
(iv)Less than 85% of the first functions keys are available	0	

(b) Number of second functions keys in the calculator (7 Marks)

What percentage of the required second functions keys are in the calculator?

Pick one alternative	*Marks*	**Score**
(i)100% of the second functions keys are available	7	
(ii)95 % – 99% of the second functions keys are available.	5	
(iii) 85% – 94% of the second functions keys are available.	4	
(iv)Less than 85% of the second functions keys are available	0	

(c) Other required functions listed in item 4 available in the calculator (5 Marks)

Pick one alternative	*Marks*	**Score**
(i) All the functions listed are available	5	
(ii) Some of the functions listed are available.	3	
(iii) None of the functions listed is available.	0	

21.3 THE WORKING OF THE CALCULATOR BUTTONS

(a) Ease of press of the calculator keys/buttons (5 marks)

Pick one alternative	*Marks*	**Score**
(i) All the buttons press with ease	5	
(ii) Some of the buttons press with ease	3	
(iii) None of the buttons press with ease	0	

(b) Accuracy of input from the buttons (3 marks)

Pick one alternative	*Marks*	**Score**
(i) All the buttons give correct display on the screen	3	
(ii) Some buttons give incorrect display on the screen	0	

(c) Spacing of the buttons in the calculator (2 marks

Pick one alternative	*Marks*	**Score**
(i) All buttons are well spaced	3	
(ii)Some buttons are not well spaced	1	

21.4 LABELING OF THE CALCULATOR BUTTONS

(a) Accuracy of the labeling of the calculator buttons (4 marks)

Pick one alternative	*Marks*	**Score**
(i)All the buttons and their second functions are accurately labeled	4	
(ii)Some buttons and/or their second functions are not accurately labeled	0	

(b) Clarity in the labeling of the calculator buttons (4 marks)

Pick one alternative	*Marks*	**Score**
(i)All the buttons and their second functions are clearly labeled	4	
(ii)Some buttons and/or their second functions are not clearly labeled	0	

(c) Use of conventional symbols in labeling (4 marks)

Pick one alternative	*Marks*	**Score**
(i) The calculator buttons are labelled using conventional symbols	4	
(ii) In some instances, the calculator buttons are not labelled using the conventional symbols.	0	

(d) Quality of the labeling **(4 marks)**

Pick one alternative	*Marks*	**Score**
(i) The writings on the calculator are permanent and of high quality	4	
(ii) The writings on the calculator are of low quality and can easily be erased	0	

21.5 WORKING OF THE CALCULATOR

(a) Processing speed of the calculator **(2 marks)**

Pick one alternative	*Marks*	**Score**
(i) The calculator processing speed is prompt	2	
(ii) The calculator processing speed is not prompt	0	

(b) Clarity of the calculator display **(2 marks)**

Pick one alternative	*Marks*	**Score**
(i) The display on the calculator screen is clear	2	
(ii) The display on the calculator screen is not clear.	0	

(c) Number of display operation lines of the calculator **(2 marks)**

Pick one alternative	*Marks*	**Score**
(i) The calculator screen has more than one display line.	2	
(ii) The calculator screen has one display line.	0	

(d) Display of the working mode **(2 marks)**

Pick one alternative	*Marks*	**Score**
(i) The calculator displays the working mode on the screen.	2	
(ii) The calculator does not display the working mode on the screen.	0	

21.6 ATTRIBUTES OF THE CALCULATOR

(a) Size of the calculator **(2 marks)**

Pick one alternative	*Marks*	**Score**
(i) The calculator is of reasonable size.	2	
(ii) The calculator is not of reasonable size.	0	

(b) Case of the calculator **(2 marks)**

Pick one alternative	*Marks*	**Score**
(i) The calculator has a protective case	2	
(ii) The calculator does not have a protective case	0	

(c) Robustness of the calculator (2 marks)

(The calculator can be dropped from a height of not more than 1.5m. It should not be thrown.)

Pick one alternative	*Marks*	**Score**
(i) The calculator continues to function after a fall	2	
(ii) The calculator stops functioning after a fall	0	

PART B: THE USER MANUAL

The calculator must be accompanied by a relevant and useful Manual. A calculator without a Manual will not be evaluated.

NB: The manual should be available in English.

21 LANGUAGE USE AND EDITORIAL QUALITY

(a) Grammatical accuracy (4 Marks)

The manual has:

Pick one alternative	*Marks*	**Score**
(i) No grammatical error(s)	4	
(ii) Some grammatical error(s)	1	

(b) Typographical status (3 Marks)

The manual has:

Pick one alternative	*Marks*	**Score**
(i) No typographical l error(s)	3	
(ii) Some typographical error(s)	0	

(c) Clarity of instructions in the manual (2 Marks)

Pick one alternative	*Marks*	**Score**
(i) All instructions are clear	2	
(ii) Some instructions are not clear	0	

21.7 ILLUSTRATIONS ON USE OF FUNCTIONS

Illustrations on how to use the various functions of the calculator (2 Marks)

Pick one alternative:	*Marks*	**Score**
(i)The manual provides illustrations on how to use various functions of the calculator	2	
(ii) The manual does not provide illustrations on how to use various functions of the calculator	0	

21.8 LEGIBILITY OF THE MANUAL (2 Marks)

Pick one alternative:	*Marks*	**Score**
(i) All writings in the manual are legible	2	
(ii) Some writings in the manual are not legible	0	

21.9 ACCURACY OF INSTRUCTIONS IN THE MANUAL (2 Marks)

Pick one alternative:	*Marks*	**Score**
(i) All instructions given in the manual produce the expected results	2	
(ii) Some instructions given in the manual do not produce expected results	0	

21.10 CARE AND MAINTENANCE OT THE CALCULATOR (2 Marks)

Pick one alternative:	*Marks*	**Score**
(i) The manual provides instructions for care and maintenance of the calculator	2	
(ii) The manual does not provide instructions for care and maintenance of the calculator	0	

RECOMMENDATION

TOTAL MARKS AWARDED BY EVALUATION PANEL: ……..

The calculator meets **90%** of the marks of the outlook **Yes/ No** The calculator meets **90%** marks of the working of the buttons **Yes/ No**

The calculator meets **100%** marks of the labeling of the buttons **Yes/ No**

The calculator meets **90%** marks on the general working **Yes /No**

The calculator meets **90%** marks on the attributes **Yes /No**

The calculator meets **90%** marks on the manual **Yes /No**

Remarks on the suitability of the calculator for use in basic education.

(Specify the levels at which the calculator may be used)

……

……

Panel Chairperson: …….. …….. ……
Name Sign Date

Panel Secretary:……. ……... …….. ……
Name Sign Date

Panelist:……. ……... ……

Name Sign Date