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How to Prepare End-of-Term School Reports Without the Last-Minute Rush

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A practical two-week workflow for Kenyan schools: marks deadlines, missing-mark chasing, CBE performance levels, comments, verification and printing.

The fastest way to prepare end-of-term school reports is to stop building them in the last week of term. Schools that finish reports on time do four things differently: they set a marks-entry deadline two weeks before closing day, they check for missing marks while there is still time to chase them, they generate report cards from one set of verified marks, and they limit class-teacher comments to a short, supervised template. Everything else in this guide is about making those four things happen in a real Kenyan school.

Who this guide is for

This is written for headteachers, deputy headteachers, directors of studies and senior teachers in Kenyan primary and junior secondary schools, whether you run a small private school with one stream per grade or a larger school printing hundreds of report cards every term.

Why end-of-term reporting goes wrong

Almost every report-season problem traces back to the same cause: marks live in too many places. A teacher has an exercise book. Another has a mark sheet on WhatsApp. The deputy has a printout from mid-term. When reporting week arrives, someone has to find every number, type it into a broadsheet, re-check it, convert it to performance levels, and paste it into a report-card format. Each hand-off is a chance to lose a mark or copy the wrong one.

The fix is not working faster in week 12. It is moving the heavy work into weeks 6 to 10, when errors are still cheap to correct.

A step-by-step end-of-term reporting workflow

Step 1: Fix the assessment calendar first

At the start of term, agree internally on which assessments count toward the end-of-term report: for example, two or three assessments per learning area plus an end-of-term exam where your school uses one. Write the marks-entry deadline into the staff calendar as a fixed date, typically 10 to 14 days before closing day. Teachers cannot meet a deadline that was never announced.

Step 2: Get every mark into one place

Whether that place is a well-kept broadsheet or a school management system, there must be exactly one version of a learner's marks. Collect marks per learning area, per assessment, per stream. Do not let teachers hold onto the "final" copy in personal notebooks; those books are where missing marks come from.

Step 3: Chase missing marks while you still can

Five days after the marks deadline, produce a simple missing-marks list: which teachers, which learning areas, which classes. This list is the single most useful document in the whole process. It turns "we think marking is nearly done" into "three teachers still owe us four mark sheets."

Step 4: Convert scores to performance levels once

In school-based CBE reporting, schools commonly report achievement using the four level descriptors: **Exceeding Expectation (EE), Meeting Expectation (ME), Approaching Expectation (AE)** and **Below Expectation (BE)**. For national assessments, KNEC subdivides each descriptor into two (EE1/EE2 down to BE1/BE2, an eight-point scale) and reports per learning area with no aggregate score or school mean. Whatever conversion bands your school uses for its own term reports, apply them once, centrally, so a score of, say, 65% produces the same level for every learner and every class. If three teachers apply three different conversion tables, parents will notice.

Step 5: Handle class-teacher comments without chaos

Free-text comments are where report week stalls. Use a short template: one line on performance, one line on conduct or effort, one line on what to work on next term. Give class teachers a deadline after the marks are locked, and have the deputy or senior teacher skim for tone and consistency rather than rewriting every card.

Step 6: Verify before you print

Pick five learners at random per class and trace their report card back to the source marks. Check the learner's name spelling, class and stream label, term and year, fee balance line (if your cards show one), and the headteacher's comment or signature block. A 30-minute verification pass is far cheaper than reprinting a whole grade.

Step 7: Print, distribute, and archive

Print by class so distribution to each class teacher is clean. Keep a soft copy of every report card. These records matter beyond the term: school-based assessment records accumulated across grades feed into national assessments, including the school-based assessment components of KPSEA (end of Grade 6) and KJSEA (end of Grade 9).

A realistic two-week timeline

When

Action

Owner

Day -14 to -10

Marks-entry deadline; all assessment scores submitted

Teachers

Day -9

Missing-marks list produced and chased

Deputy / DOS

Day -8 to -6

Scores converted to performance levels; broadsheets generated

DOS

Day -6 to -4

Class-teacher comments written; headteacher sign-off

Class teachers / head

Day -3

Spot-check five cards per class against source marks

Deputy

Day -2 to -1

Print by class; distribute to class teachers

Office

Closing day

Learners collect reports; soft copies archived

All

Common mistakes to avoid

- **Letting reporting start on closing week.** If marks are still arriving while reports are printing, errors are guaranteed.
- **Two versions of the truth.** A mark corrected in one place but not another produces disputes with parents that are hard to settle later.
- **Inconsistent performance-level conversion.** Centralise the bands so every class uses the same cut-offs.
- **Missing learner details.** Wrong stream, misspelt name or last term's class label are the errors parents spot immediately.
- **No archive.** When a parent queries a result in March, "the report card was printed in December" is not a record.
- **Fees confusion on report day.** If your school releases reports with a fees balance line, reconcile the balance before printing, not during collection. See our guides on managing school fees records and calculating fees balances.

Where Mwalimu Ease helps

Mwalimu Ease is built around this exact workflow. Teachers enter marks once, by grade, stream and assessment, with validation checks. The system then generates PDF report cards, broadsheets and class rankings automatically, using your school's logo, colours and signature

so reports look official on the first print. Because marks live in one place, the missing-marks chase and the conversion step happen inside the system instead of across notebooks and spreadsheets. If you are already planning next term's reporting calendar, you can register your school or view pricing. For the assessment side specifically, see our guides on calculating CBE assessment scores and preparing CBE report cards.

Frequently asked questions

How early should teachers finish entering marks?

Ten to fourteen days before closing day is workable for most schools. It leaves enough time to chase gaps, convert scores, write comments and verify before printing.

Should end-of-term reports show a percentage, a level, or both?

That is a school decision. Many Kenyan schools show both the raw score and a performance level so parents see the mark and what it means. Whatever you choose, apply it consistently across classes and keep the conversion bands documented.

Do school term reports have to follow the KNEC eight-point scale?

No. The EE1 to BE2 eight-point scale applies to national assessments such as KJSEA, where results are reported per learning area with no aggregate score. For your own term reports, most schools use the four descriptors or a percentage-plus-level format. Check current Ministry of Education and KNEC guidance each year, since reporting rules do change.

How long should we keep report-card records?

Keep them for the learner's entire stay at the school, and ideally longer. School-based assessment records contribute to KPSEA and KJSEA outcomes, and they are what you fall back on when a result is queried or a learner transfers.

What if a teacher misses the marks deadline?

Flag it on the missing-marks list immediately and escalate to the headteacher after a day or two. The deadline only works if missing it has a visible consequence; a quiet reminder in week 12 fixes nothing.

Sources and further reading: Kenya National Examinations Council (KNEC) and KJSEA results guidance, Ministry of Education, Kenya, Kenya Institute of Curriculum Development (KICD). Last reviewed: 13 November 2026.

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