



## KINGS INTERNATIONAL ACADEMY

P.O BOX 45383 – 00100, NAIROBI.

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### GRADE ONE PROGRESS REPORT

#### STUDENT DETAILS



**NAME: CLEATIFFANY MUTHONI**

**GRADE:ONE**

**TERM: THREE**

**YEAR :2021**

#### FORMATIVE ASSESSMENT RUBRICS

##### MATHEMATICS ACTIVITIES

STRAND	SUB-STRAND	EXPECTED OUTCOME / INDICATORS	A	B	C	D	REMARKS
Measurement	Time	a) Identify activities done in the morning, afternoon and evening		√			Able to identify activities done at specific times of the day
		b) Relates days of the week with various activities		√			Can relate the days of the week with various activities
		c) Appreciates various activities done during a		√			Can appreciate various activities

		specific day of the week				done during specific day of the week
	<b>Money</b>	a) Identify Kenyan currency coins and notes up to sh.100		√		Can identify Kenyan currency coins and notes up to sh.100
		b) Sorts different Kenyan currency coins and notes according to their values up to sh. 100		√		Able to sort different Kenyan currency coins and notes according to their values up to sh. 100
		c) Can sort notes and coins according to their values and features		√		Able to sort notes and coins according to their values and features
		d) Relates money to goods and services up to sh. 100 in shopping activities		√		Able to relate money to goods and services up to sh. 100 in shopping activities
		e) Differentiates between needs and wants in real life contexts		√		Able to differentiate between needs and wants in real life contexts
		f) Appreciates spending and saving in Real life situations		√		Able to appreciate spending and saving in Real life situations
<b>Geometry</b>	<b>Lines</b>	a) Identify a straight line for application in real life		√		Able to Identify a straight line for application in real life

		b) Draw curved lines for application in real life		√		Able to draw curved lines for application in real life
		c) Draw straight lines on the ground and in the book		√		Able to draw straight lines on the ground and in the book
		d) Draw curved lines on the ground and in the book		√		Can draw curved lines on the ground and in the book
	<b>Shapes</b>	a) Identify rectangles, circles, triangles in the environment		√		Can identify rectangles, circles, triangles in the environment
		b) Sort and group different shapes using one tribute		√		Can sort and group different shapes using one tribute
		c) Identify the types of lines which make rectangles, circles, triangles etc.		√		Able to Identify the types of lines which make rectangles, circles, triangles etc
		d) Make patterns involving rectangles, circles and triangles		√		Can make patterns involving rectangles, circles and triangles
		e) Appreciates the beauty of patterns in the environment		√		Enjoys making patterns and appreciates the beauty of in the environment

### ENGLISH ACTIVITY

STRAND	SUB - STRAND	THEME	EXPECTED OUTCOMES/ INDICATORS	A	B	C	D	REMARKS
LISTENING AND SPEAKING	Attentive listening		a) Listen attentively during a conversation		√			Attentive listener.
			b) Respond to simple specific one-directional instructions in oral communication,		√			Responds to questions appropriately
			c) Appreciate the importance of listening attentively for effective communication.		√			Attentive listener.
1.0 LISTENING AND SPEAKING	1.3 Language structures and Functions	technology	a). Discriminate the sounds /ph/ /t/ in different spoken words		√			Articulate words properly.
			b). Pronounce the words with the sounds in isolation in preparation for reading.		√			Articulate words properly
			c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning		√			Wide range of vocabulary.
1.0 LISTENING AND	1.4 Language structures		a) Construct simple sentences a) using wh		√			Can construct good

SPEAKING	and functions							sentences.
			b) Appreciate/enjoy communicating ideas using wh for fluency.		√			Shares ideas widely.
1.0 LISTENING AND SPEAKING	Language structures and functions	Colour and shapes	a) talk about the colour and shapes of objects appropriately in dialogues,		√			Able to identify colour and shapes.
			b) Pick out colour and shapes in oral conversations .		√			Able to identify colour and shapes.
			c) Appreciate the use of adjectives in effective communication		√			Able to use adjective of colour and shapes..

### **LITERACY ACTIVITY**

STRAND	SUB – STRAND	EXPECTED OUTCOMES/ INDICATORS	A	B	C	D	REMARKS
1.0 LISTENING	1.2 Phonological Awareness	a) Orally pronounce, blend syllables in spoken words and onset- rhymes of single-syllable words		√			Good articulation skill.
		b) Segment syllables in spoken words and onset rimes of single-syllable words		√			Can blend words appropriately.
		c) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation		√			Constantly check on pronunciation and spelling.
		d) Add or substitute		√			Able to form

		individual sounds in simple, one-syllable words to make new words.					new words from syllables.
		e) Recognize and sound the commonly used letter sounds and syllables		√			Uses words appropriately.
		f) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles		√			Loves riddles and poems.
1.0 LISTENING	1.3 Story Telling	a) Listen attentively and confidently respond to stories		√			Loves story telling.
		b) Use a variety of thematic vocabulary		√			Wide range of vocabulary.
		c) Develop an interest in listening to oral stories		√			Loves oral narratives.
		d) Appreciate their culture and values as taught through oral stories		√			Respects culture.
		e) Empathise with familiar people in stories		√			Shows empathy and sympathy.
		f) Develop their creative and imaginative power as they create mental images of the oral stories		√			Creative and imaginative.
				√			

### **ENVIRONMENTAL ACTIVITIES**

STRAND	SUB-STRAND	EXPECTED OUTCOMES	A	B	C	D	REMARKS
Care for the environment	Caring for Plants: Watering flower beds	Identify the different type of plants	√				Accurately and correctly identifies types of plants

	at school.					
	Caring for Plants: Watering flower beds at school.	Suggest reasons for watering flowers	√			Accurately and correctly names reasons for watering flowers
	Caring for Plants: Watering flower beds at school.	Identify things used for watering flowers	√			Able to identify things to used to water flowers e.g. hose pipe,sprinkler,watering can
	Caring for Plants: Watering flower beds at school	Practice correct procedures of watering flower beds	√			Is able to follow the correct procedures of watering plants
	Caring for Animals: Feeding and watering Animals.	Identify and name common feeds for animals at home	√			Correctly identifies and names common feeds for animals e.g.grass,meat,milk
	Caring for Animals: Feeding and watering Animals	Discuss the common equipment used to feed and water animals.	√			Able to name the common equipment used to feed and water animals
	Caring for Animals: Feeding and watering Animals.	Ways of cleaning the feeding and watering equipment.	√			Accurately and correctly names ways of cleaning the feeding and watering equipment.e.g. using water,brush to scrub
	Caring for Animals: Feeding	Importance of feeding and watering	√			Able to state the importance of feeding and watering animals

	and watering Animals	animals					
	Managing waste responsibly: Exploring types of waste in the classroom	Name types of waste from the classroom(plastic and non-plastic)	√				Correctly names types of waste from the classroom(plastic and non-plastic) i.e.papers,plasticbottles,bottle tops
	waste responsibly: Exploring types of waste in the classroom	Safely sort out waste from the classroom		√			Sorts out and groups waste safely according to its nature
	Safety in handling waste in the home	Identify safe ways of handling waste in the home	√				Able to name the safety measures when handling waste in the home
	Caring for water: Using water sparingly	Identify ways of using water sparingly at home and school		√			Names ways of using water sparingly at home and school e.g.by using a cup when drinking water from a tap, washing clothes in a basin instead of directly from the tap
	Conserving Light Energy in the home and School	Discuss ways of saving light energy on the home and school	√				Accurately and correctly names ways of saving light energy on the home and school e.g. by using energy saving bulbs, switching off lights when not in use.



### KISWAHILI ACTIVITY

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTAR AJIWA	A	B	C	D	MAONI
<b>USAFI WA MWILI</b>	Sautinamajin ayaherufiza Kiswahili	Kutamkasautin nezaherufimoja katikakuimarish amazungumzo	√				Anatamkasautilengwakwaufasaha
	Sautinamajin ayaherufiza Kiswahili	Kutambuasautiz aherufimojazili zofunzwakatika manenoilikuima rishamazungumzo	√				Anatambuasautizaherufimojazil izofunzwavyema
	Sautinamajin ayaherufiza Kiswahili	Kutambuamajin ayaherufizinazo wakilishasautile ngwakatikakui marishastadiyak usoma	√				Anasomamajinayaherufizinazo wakilishasautilengwakwausaha hi
	Sautinamajin ayaherufiza Kiswahili	Kusomaherufiz asautimojakatik akujengastadiya kusoma	√				Anasomaherufizasautimojakwa ufasaha
	Kusoma	Kusomamaneno kwakutumiasila bizinazotokana nasautilengwak atikakujengasta diyakusoma	√				Anasomamanenokwakutumiasil abizinazotokanasautilengwak waufasaha
	Sautinamajin ayaherufiza Kiswahili	Kusomavifungu vilivyonamanen oyaliyonasautil engwailikujeng astadiyakusoma		√			Anasomavifunguvilivyonamane noyaliyonasautilengwavyema
	Msamiati	kutambuamsam iatiwausafiwa		√			Anatambuamsamiatiwausafiwa mwilikama vile kukatakucha

		wilikatikakujen gamsamiatikwa mawasiliano					„kusuguamenoipasavyo
	Msamiati	kutumiamsamia tiwausafiwamw ilikatikasentensi		√			Anatumiabaadhiyamsamiatiwau safiwamwilikatikasentensiifaav yo
	Msamiati	kuandikamanen oyanayohusiana nausafiwamwili katikakuimarish astadiyakuandik a		√			Anaandikasentensiakitumiamsa miamiwausafiwamwilikwahati bora nasahihi
	Msamiati	kuthaminiusafi wamwilikatika maishayakilasik u		√			Anatambuaumuhimuwausafiwa maishani.
	Msamiati	kutambuasehem uzamwilizinazo paswakuangazi wazaidikatikaus afikatikakuimar ishamazungumz o		√			Anatambuavyemasehemuzamw ilizinazopaswakuangaziwazaidi katikausafi.kama vile mdomo,uso,
	Kusikilizana Kuzungumza :Masimulizi	kufahamumasi mulizialiyoyasi kilizakatikakure jeleastadiyakusi kiliza	√				Anajibunakuulizamaswaliyahad ithinamaelezoaliyosikiakuhusu safi
		kusimulia visa vinavyohusuusa fikatikakurejele astadiyakuzung umza		√			Anaimbanyimbonakukaririmash airikuhusuusafiwakiigizavitend ovyausafi.
	Kusoma: Hadithi	Kusomahadithi zinazohusuusafi wamwilikatikak		√			Anasomahadithikuhusuusafiwa mwilikwaufasahanaukakamavu

		ujengastadiyaku soma					
		kufahamuhadith ialiyoisomanaal iyosomewakuh usuusafiwamwi liilikuimarisha mawasiliano		√			Anaelezeamaanamatumiziya msamiatiuliotumikakwenyehadi thikwaumakinifu
	Kusoma: Hadithi	kusikilizahadith izikisomwanam walimuzinazoh usuusafiwamwi likatikakujenga stadiyakusoma		√			Anasikilizahadthiikisomwakish aanaisomapekeyake.kwamfululi zonaumakinifu
	Kusoma: Hadithi	Kudumishausaf ikatikamaishaya kilasiku		√			Anatambuavitendovyausafiwam wiliilikudumishausafi
	Sarufi: Matumiziya <b>huyunahawa</b> <b>a</b>	Kutambuamatu miziya <b>huyunah</b> <b>aw</b> atikamaw asiliano		√			Anatungasentensizenyematumiz iyah <b>huyunah</b> awak.m <b>Huyu</b> anaka takucha- <b>Hawa</b> wanakatakuchaipasavyo
	Sarufi: Matumiziya <b>huyunahawa</b> <b>a</b>	Kusomasentens izinazojumuish <b>ahuyunah</b> awak atikasentensikat ikakuimarisham awasiliano	√				Anasomasentensizinazojumuish amatumiziya <b>huyunah</b> awakwau makinifu
	Sarufi: Matumiziya	Kuandikasenten sikwakutumiah		√			Anaandikasentensizinazojumuis hamatumiziya <b>huyunah</b> awakwa hatinadhifu

	<b>huyunahawa</b>	<b>uyunahawakati</b> kakuimarishasta diyakuandika					
Vyakulavyakiasilia	Sautinamajin ayaherufizak iswahili	Kutamkasautin nezaherufimoja katikakuimarish astadiyakuzung umza	√				Anaatambuasautilengwa s,,,h,y, na z katkamanenovyema
	Sautinamajin ayaherufizak iswahili	Kusomaherufiz asautimojakatik akuimarishastad iyakusoma	√				Anasomaherufizasautimojakwa umakinifunamfululizo
	Msamiati	Kutambuavyak ulavyakiasiliilik uimarishalishe bora		√			Anatambuavyakulambalimbali vyakiasilikwakutumavyakulahal isi, pichanamichorokama vile, mihogo ,viazi ,mahindi, maharagwe ,mboganamatunda
	Msamiati	Kusomamajina yavyakulambali mbaliilikuimari shastadiyakuso ma		√			Anasomamajinayavyakulambali mbalikwaukakamavunaipasavy o
	Msamiati	Kuandikamajin ayavyakulakati kakuimarishasta diyakuandika	√				Anaandikamajinayavyakulakwa hati bora naipasavyo
	Msamiati	kutumiamajinay avyakulakatikas		√			Anatumiamsamiatialiyofunzwa wavyakulakutungasentsikwau

		entensisahihi				sahihi
	Msamiati	kuthaminivyaku lavyakiasilikati kamaishayakila siku		√		Anatambuaumuhimuwavyakula vyakiasilikatikamaishakama vile ,vinazuamaradhikwenyemwili ,vinaongezanguvukatikamwili
	Kusikilizana kuzungumza :masimulizi	kusikilizamasi mulizikuhusavy akulavyakiasili katikakuimarish astadiyakusikili za		√		Anaunganawenzakekatikakuz ungumziajuuyavyakulavyakiasil i
	Kusoma: Hadithi	Kusomahadithi kuhusavyakula vyakiasilikatika kuimarishastadi yakusoma		√		Anasikilizamwalimuanaposoma hadithikishaanasomapekeyakek wausahihi
	Kusoma: Hadithi	Kufahamuhadithi haliyosomanak usomewakuhus avyakulavyakiasili likupatauju mbeunaolengwa		√		Anasomahadithinakujibumaswa likutokananahadithihiyovyema
	Sarufi: Matumiziya- <b>anguna-etu</b>	kutambuamatu miziya –anguna – etukatikamawasiliano		√		Anatumia –anguna – etuipasavyokatikamawasiliano

	Sarufi: Matumiziya- <b>anguna-etu</b>	kutumia – anguna – etukatikasenten siilikuimarisha mawasiliano		√			Anatungasentensizenyematumiziya –anguna -etuifaavyo
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### **HYGIENE AND NUTRITION ACTIVITIES**

STRAND	SUB-STRAND	EXPECTED OUTCOMES	A	B	C	D	REMARKS
Foods	Buying food	Identify places in the community where food is bought.	√				Is able to name places where food is sold in the community (market, shops, butchery, supermarket, kiosk, open air
	Names of the food we buy	Name foods bought from the different places in the community,	√				Correctly identifies foods bought from the different places in the community.
	Buying food	Appreciate the different places for buying food in the community.		√			States the importance of the different places for buying food in the community. i.e. people are able to get food to eat

	Common accidents at home	Name common accidents at home.	√				Able to correctly identify accidents at home like falls,cuts,drowning,suffocation,chocking ,electrocution,burns
	Common accidents at home	Mention causes of accidents at home	√				Accurately states the causes of accidents at home such as sharp edges, slippery floors, fruit peelings, broken glasses,etc
	Common accidents at home	Identify ways of preventing accidents at home.		√			Is able to identify ways of preventing accidents at <u>home.i.e.</u> by wiping tea or water spills, clearing fruit peels, arranging furniture well
	Dangerous chemicals at home	Name some dangerous chemicals found at home		√			Correctly names some dangerous chemicals found at home e.g.kerosene,washingsoap,jik bleach
	Simple First Aid	State reasons for carrying out First Aid to an injured person		√			States reasons for carrying out First Aid to an injured person i.e.to stop bleeding, to remove dirt, to reduce pain

		Identify contents of a First Aid kit	√				Confidently identifies contents of a First Aid kit e.g.gloves,bandages,elastoplasts
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### **CHRISTIAN RELIGIOUS EDUCATION**

STRAND	SUB-STRAND	EXPECTED OUTCOMES	A	B	C	D	REMARKS
CHRISTIAN VALUES	Responsibility	a) Mention the items they carry to school to assist them in learning.		√			She was able to list the items they carry in school for learning like a bag, books, a pencil, rubber sharpener and also draw and colour them.
		b) Acquire the value of responsibility by taking care of the items that they use at school.		√			She was able to acquire the value of responsibility through taking care of her items in class and also taking care of her classmate belongings.
		c) Appreciate God for helping him to be responsible throughout the term.		√			She showed gratitude to God by thanking, him through prayers.
THE CHURCH	Prayer	a)Recite the first four lines of the lord's		√			She can now appreciate Jesus as a gift from God in



		prayer as a way of communicating to God				her life.
		b) Narrate the story of a friend at mid-night Luke 11:5-10 and apply it in their lives.		√		She was able to narrate the story of a friend at midnight and relate it with the reasons why God wants us to keep on praying.
		c) Desire to pray regularly to develop a relationship with God.			√	During devotions she was able to lead in prayers therefore developing a closer relationship with God.
	The importance of prayer.	A) To state the importance of prayer in his life and that of his family.			√	She was able to state the importance of prayers in her life and in her family.
		b) To state how many times one should pray.		√		She was able to state that prayer should be a lifestyle therefore a person should pray at all times.
		c) To appreciate Jesus Christ for teaching the lord's prayer and making him know how to pray.			√	Showed appreciation to Jesus Christ by reciting the lord's prayer.
	The Holy Spirit	a) State what a promise is and describe the			√	She was able to define what a promise is and

		promise Jesus gave to the disciples and desire to have faith in God.				stated the promise Jesus made to his disciples.
		b) Appreciate the work of the holy spirit.		√		She can appreciate the work of the holy spirit by demonstrating the fruit of the holy spirit.
		c) Draw and colour the disciples during the day of Pentecost.			√	Can be able to draw and colour the disciples of Jesus during the day of Pentecost
	The role of the holy spirit.	a)define what is a role		√		She is able to define what a role is.
		b) State the role of the holy spirit to a Christian and discuss his role both in class and at home.			√	She is able to state the role of the holy spirit and also discuss his roles both at home and school.
		c) Appreciate the role of the holy spirit in their lives.		√		She appreciates the role of the holy spirit in his life.
		d) Demonstrate how the holy spirit works in their lives.		√		Was able to demonstrate how the holy spirit works in her life through showing love to her classmates, sharing and having joy in what she does.

## COMPETENCIES EVALUATION

COMPETENCE	Expected outcome(s)	Key indicators	A	B	C	D	Remarks	Recommendations
Communication & Collaboration	Interpret and express themselves through various media	Expressive Clear Emphatic Responsible Thoughtful Team player patient		√			She expresses herself clearly, is responsible and patient	Has greatly improved in communication and collaborates well with others.
Creativity & Imagination	Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas.	Dynamic Creative. Appreciative Imaginative Experiential Connectors			√		Demonstrates openness to new experiences, is appreciative, and very creative and imaginative.	Open minded , and creative
Critical thinking & Problem Solving	Analyze and evaluate evidence, arguments and ideas through reasoning.	Inquisitive Reflective Analytical Curious Problem solver			√		Participates well class discussions and reasons clearly in arguments	Is very reflective but still needs improvement in problem solving
Citizenship	Contribute to quality and	Analytical			√		Is empathetic	Is responsible and empathetic needs

	sustainability of their community, environment and society.	Empathetic Global Stewardship Responsible Decision makers					, responsible in community and environmental events	to build more on self esteem
Learning to Learn	Gain knowledge and skills, understanding through experience, study and interactions with others	Reflective Skillful Resourceful Motivated Interactive Experiential		√			Interacts with others very well, is motivated and reflective	Has greatly improved in interaction, however needs to be skillful
Digital Literacy	Use and apply technology in learning.	Innovative Creative Communicative Problem solver Analytical			√		Has greatly improved in use of technology i.e. computers in learning	Still needs more effort in technology use

### **Social behavioral report**

<b>Value / skill</b>	<b>comment</b>
Consideration for others	<b>S</b>
Respect for school property	<b>S</b>
Organization	<b>S</b>
Accepts responsibility	<b>S</b>
Works independently	<b>S</b>
Works well with others	<b>S</b>
Completes assignments at school	<b>S</b>
Completes assigned homework and projects	<b>S</b>
Participates in community service learning	<b>IN</b>
Uses time wisely	<b>S</b>

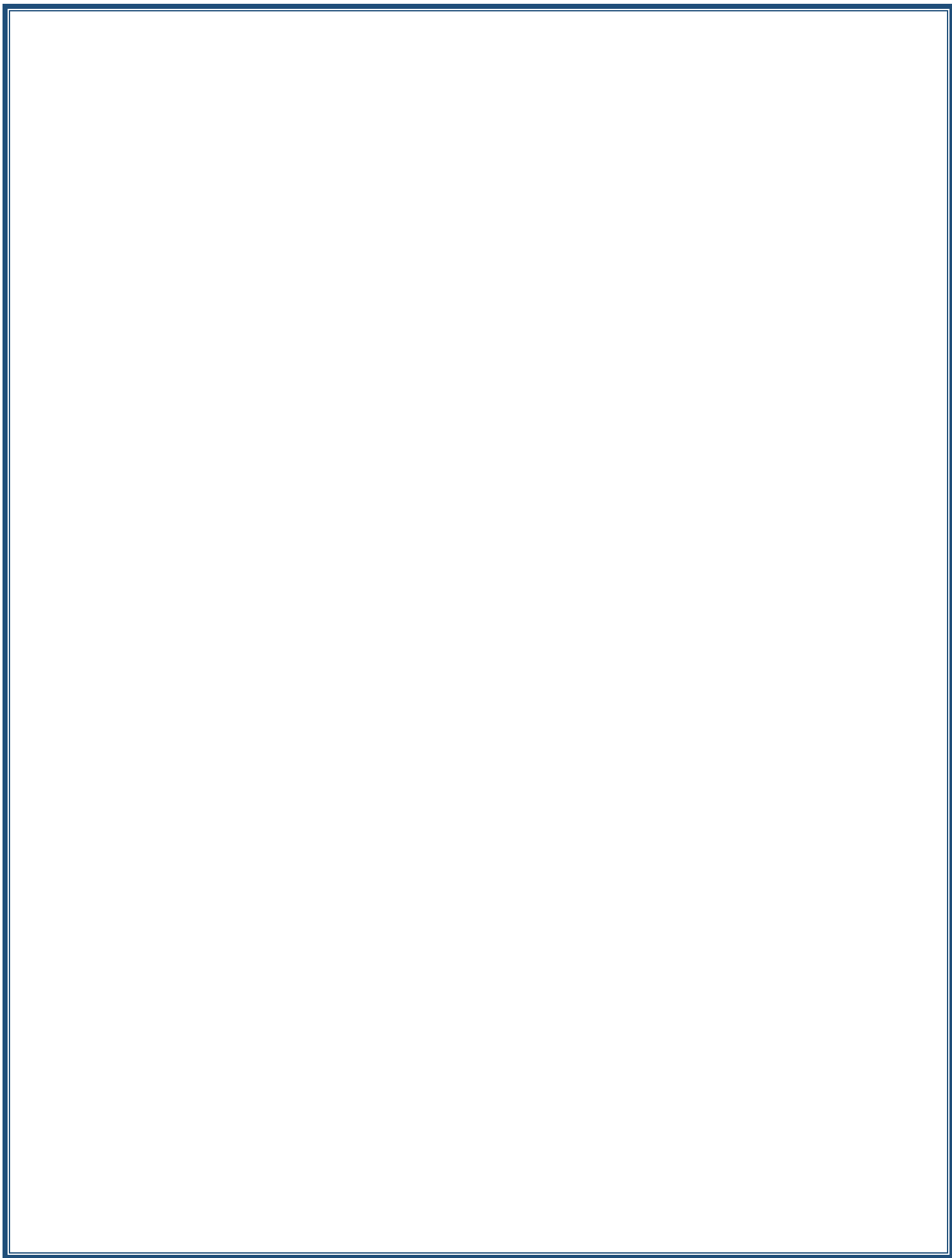
#### **Key**

S – Satisfactory

IN – Improvement needed.

### **EXTRA – CURRICULUM**

<b>ACTIVITY</b>	<b><u>TEACHER'S REMARKS</u></b>
SWIMMING	Good at swimming
BALLET	Able to do the initial moves in ballet
SKATING	N/A
SOCCER	N/A
P.E	Able to do some gymnastics and loves racing
MUSIC	Loves singing and dancing
CHESS	N/A
CLUBS	A member of Ballet club



### **COMPETENCIES EVALUATION**

<b>COMPETENCE</b>	<b>Expected outcome(s)</b>	<b>Key indicators</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Remarks</b>	<b>Recommendations</b>
Communication & Collaboration	Interpret and express themselves through various media	Expressive Clear Emphatic Responsible Thoughtful Team player patient		√			She expresses herself clearly, is responsible and patient	Has greatly improved in communication and collaborates well.
Creativity & Imagination	Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas.	Dynamic Creative. Appreciative Imaginative Experiential Connectors			√		Demonstrates openness to new experiences, is appreciative, and very creative and imaginative.	A lot of improvement noticed in openness, and creativity
Critical thinking & Problem Solving	Analyze and evaluate evidence,	Inquisitive Reflective Analytical Curious			√		Participates well class discussion	Is very reflective but still needs improvement

	arguments and ideas through reasoning.	Problem solver				s and reasons clearly in arguments	in problem solving
Citizenship	Contribute to quality and sustainability of their community, environment and society.	Analytical Empathetic Global Stewardship Responsible Decision makers			√	Is empathetic, responsible in community and environmental events	Is responsible and empathetic but needs more encouragement in decision making
Learning to Learn	Gain knowledge and skills, understanding through experience, study and interactions with others	Reflective Skillful Resourceful Motivated Interactive Experiential		√		Interacts with others very well, is motivated and reflective	Has greatly improved in interaction, however needs to be skillful
Digital Literacy	Use and apply technology in learning.	Innovative Creative Communicative Problem solver Analytical			√	Has greatly improved in use of technology i.e. computers in learning	Still needs more effort in technology use
Self-Efficacy	Become self-aware and self –	Self-aware Self-directed		√		Is self-reliant, self –	A step forward in self –aware and



	directed, set and pursue goals.	Financial literacy Goal oriented Self-reliant Healthy Committed					aware and works towards achieving her goals	self-reliant noticed ,but needs to work on being healthy committed
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### **SOCIAL BEHAVIORAL REPORT**

<b><u>Value / skill</u></b>	<b><u>comment</u></b>
Consideration for others	<b>S</b>
Respect for school property	<b>S</b>
Organization	<b>S</b>
Accepts responsibility	<b>S</b>
Works independently	<b>S</b>
Works well with others	<b>S</b>
Completes assignments at school	<b>S</b>
Completes assigned homework and projects	<b>S</b>
Participates in community service learning	<b>S</b>
Uses time wisely	<b>S</b>

### **Key**

S – Satisfactory

IN – Improvement needed.



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### **COMPETENCE – BASED CURRICULUM**

### **STUDENT’S EVALUATION REPORT FORM**

**FACILITATOR’S NAME:** MS. PATRICIA.

**STUDENT’S NAME:** CLEATIFFANY MUTHONI

**TERM:** THREE. **GRADE:** ONE. **YEAR:** 2021

<b><u>ACTIVITIES</u></b>	<b><u>1<sup>ST</sup> C.A.T</u></b>	<b><u>2<sup>ND</sup> C.A.T</u></b>	<b><u>REMARKS</u></b>	<b><u>TRS. INITIALS</u></b>
English Language Activities	<b>46</b>	<b>37</b>	Good work	<b>N.M</b>
Literacy / Reading Activities	<b>49</b>	<b>48</b>	Excellent	<b>N.M</b>
Total	<b>95</b>	<b>85</b>	Good work	<b>N.M</b>
Shughuli ya lugha	<b>45</b>	<b>34</b>	Hongera	<b>M.M</b>
Shughuli ya kusoma / insha	<b>40</b>	<b>47</b>	Hongera	<b>M.M</b>
Jumla	<b>85</b>	<b>81</b>	Improved	<b>M.M</b>
Mathematical activities	<b>68</b>	<b>76</b>	Improved	<b>M.M</b>
Environmental activities	<b>93</b>	<b>100</b>	Good work	<b>D.K</b>
Hygiene and nutrition activities	<b>93</b>	<b>93</b>	Improved	<b>M.M</b>
Christian Religious education / Pastoral Program Instructions(PPI)	<b>90</b>	<b>100</b>	Improved	<b>M.M</b>
Movement Activities	<b>-</b>			
Creative Art and Psychomotor Activities	<b>100</b>	<b>80</b>	Excellent	<b>P.N</b>
<b>TOTAL OUTCOME</b>	<b><u>624</u></b>	<b><u>615</u></b>	Good work	
<b>OUT OF</b>	<b><u>700</u></b>	<b><u>700</u></b>		

**Facilitator's general remarks:** Bravo!. Excellent improvement

**Learners general ability:** Meeting Expectation

**Present:** 98% attendance. **Absent:** 2%.

**Closing date:** 16.7.2021    **Opening date:** 27.7.2021

Facilitator's sig:    Principal's sig& school stamp:

Parent's sig:

**P.N**

**MWW**

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