



KINGS INTERNATIONAL ACADEMY

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GRADE THREE PROGRESS REPORT

STUDENT DETAILS



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GRADE: THREE

TERM: TWO

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FORMATIVE ASSESSMENT LUBRICS

MATHEMATICS ACTIVITIES

STRAND	SUB-STRAND	EXPECTED OUTCOME / INDICATORS	A	B	C	D	REMARKS
Numbers	Addition	a) add two 3-digit numbers with regrouping with sum not exceeding 1000		√			Able to add two 3-digit numbers with regrouping with sum not exceeding 1000
		b) work out missing numbers in patterns involving addition up to 1000		√			Can work out missing numbers in patterns involving addition up to 1000

		c) work out all problems on addition	√				Able to work out all problems on addition
Numbers	Subtraction	a) subtract up to 3-digit numbers without regrouping	√				Can subtract up to 3-digit numbers without regrouping
		b) subtract 2-digit numbers from 3-digit numbers		√			Able to subtract 2-digit numbers from 3-digit numbers
		c) subtract up to 3-digit numbers involving missing numbers with single regrouping	√				Able to subtract up to 3-digit numbers involving missing numbers with single regrouping
		d) subtract up to 3-digit numbers by breaking apart	√				Able to subtract up to 3-digit numbers by breaking apart
		e) subtract a 3-digit number from a 3-digit number	√				Able to subtract a 3-digit number from a 3-digit number
		f) subtract horizontally		√			Can subtract horizontally

		g) subtract 3-digit numbers from 3-digit numbers with regrouping	√				Able to subtract 3-digit numbers from 3-digit numbers with regrouping
		h) work out word problems that involves subtraction up to 3-digit numbers	√				Able to work out word problems that involves subtraction up to 3-digit numbers
Numbers	Multiplication	a) multiply single digit numbers by numbers 1-10 in different contexts		√			Able to multiply single digit numbers by numbers 1-10 in different contexts
		b) work out multiplication using the multiplication table	√				Knows how to work using the multiplication table
		c) work out word problems on multiplication		√			Able to work out word problems on multiplication
		d) fill the multiplication table		√			Able to correctly fill the multiplication table
Numbers	Division	a) represent division as repeated subtraction up to 5 times	√				Can represent division as repeated

						subtraction up to 5 times
		b) show relationship between multiplication and division using mathematical sentences up to $9 \times 10 = 90$		√		Able to show relationship between multiplication and division using mathematical sentences up to $9 \times 10 = 90$
		c) divide by sharing equally	√			Can divide by sharing equally
Measurement	Length	a) measure length in meters		√		Able to measure length in meters
		b) add and subtract length in meters		√		Can add and subtract length in meters
Measurement	Mass	a) measure mass in kilograms		√		Able to measure mass in kilograms
		b) estimate mass up to 5 kilograms	√			Can estimate mass up to 5 kilograms
Measurement	Capacity	a) measure capacity in litres		√		Able to measure capacity in litres
		b) estimate capacity up to 5 litres		√		Can estimate capacity up to 5 litres

ENGLISH ACTIVITIES

STRAND	SUB-STRAND	THEME	EXPECTED OUTCOME / INDICATORS	A	B	C	D	REMARKS
LISTENING AND SPEAKING	1.1 Attentive Listening		a) Listen attentively during a conversation,		√			Able to remain focus all through a conversation
			b) Respond to simple specific three-directional instructions in oral communication,		√			Responds to instructions appropriately
			c) Appreciate the importance of listening attentively for effective communication.		√			Show a positive attitude
1.0 LISTENING AND SPEAKING	Pronunciation and Vocabulary:	Theme: Safety	a) Respond to questions using the sound st and sr		√			Able to form words and sentences
			b) Pronounce the vocabulary related to the theme correctly for effective communication,		√			Good articulation skill.
			c) Demonstrate the understanding of new words		√			Able to construct grammatically correct

			by applying them in relevant contexts, Use the vocabulary learnt to communicate confidently in various contexts					sentences using the learnt vocabulary.
			d) form words using sound cl and br and make simple sentences using the sounds		√			Able to form correct words.
1.0 LISTENING AND SPEAKING	2.4 Language Structures and Functions	Theme: Safety Opposites	a) Use opposites of higher level difficulty to construct simple sentences about safety at home, school and the environment		√			Able to use opposites correctly
			b) Enjoy conversations using opposites in communicating ideas.		√			Uses correct opposite in dialogues.

1.0 LISTENING AND SPEAKING	Attentive Listening	Theme: Wild animals / A visit to the park	a) Talk about the picture given		√			Able to predict what the pictures are communicating.
1.0 LISTENING AND SPEAKING	Language structures and functions		b) Respond to questions using the sound dr and gr		√			Able to respond to questions correctly.
			c) form words using sound cl and br and make simple sentences using the sounds		√			Can form correct sentences.
	Language structures and functions	Prepositions Next to, around, near, by, beside.	d) Use prepositions to talk about the position and location of objects, people, animals and places around the park.		√			Uses prepositions correctly.
LISTENING AND SPEAKING	Pronunciation and Vocabulary	Theme: Saving	a) Pronounce the consonant blend /nd/ /nch/ correctly and accurately.		√			Able to construct words with the given sounds.
			b) Recognize new words used in the theme to		√			Can recognize new words in a passage.

			acquire a range of vocabulary.					
	Language structure and functions	use of 'wh' words	c) Ask questions using 'how', and 'where' learn about saving		√			Able to ask questions using "wh" words
			d) Respond correctly to questions using: 'how', and 'where' appropriately for effective communication		√			Able to respond to questions correctly.
1.0 LISTENING AND SPEAKING	Language structure and functions	The Festival Adjectives Describing words- size, shape and colour.	a) Use adjectives to describe people, things and actions in a festival.		√			Can use adjectives correctly.
			b) Describe given nouns in relation to shape, size and colour clearly in oral communication.		√			Able to describe objects using adjectives.

LITERACY ACTIVITY

STRAND	SUB - STRAND	EXPECTED OUTCOMES/ INDICATORS	A	B	C	D	REMARKS
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LISTENING AND SPEAKING	1.1 Effective Communication (sharing Experiences)	a) Use compound and complex sentences to link thoughts.	√		Able to form correct sentences.
		b) Listen and use talk to organize and clarify thoughts and ideas.	√		Attentive listener
		c) Appreciate the importance of sharing one another's feelings	√		Can express feeling appropriately.
		d) Use compound and complex sentences to link thoughts in answering comprehension questions	√		Able to answer comprehension passage correctly.
		e) identify connecting words in a thematic story and engage in oral discussions	√		Able to identify some conjunctions.
1.0 LISTENING AND SPEAKING	1.4 Talk about	a) Identify messages conveyed in a thematic story and engage in oral discussions	√		Engages in discussions.
		b) Use appropriate expressions to describe people, situations, and events	√		Uses both verbal and non-verbal cues.
		c) Build on one's ideas in a conversation by linking them to those given by others	√		Able to keep the conversation flow.
		d) Develop an interest to read stories and texts.	√		Loves reading storybooks.
1.0 LISTENING AND SPEAKING	1.5 Presentation skills	a) Question the decisions made in their environment and ask critical questions	√		Inquisitive and loves to seek clarity

		b) Engage in decision making in their environment.		√		Makes sound decisions.
		c) Sequentially position their views using appropriate words e.g firstly, secondly, lastly		√		Good presentation skills
		d) Demonstrate an interest in making decisions in their environment through contributions and valid suggestions		√		Good problem solving skills.
2.0 READING	2.1 Independent reading	a) Read with accuracy, fluency, and understanding		√		shows good ability when completing reading comprehension tests
		b) Locate information from print sources		√		is able to offer direct responses to readings and supports ideas with sound reasoning and specific examples
		c) Silently read a given passage		√		A fluent reader.
		d) Read supplementary books with understanding		√		Consistently reads grade-level material independently.
2.0 READING	Locating information from a text	a) Read through texts to locate information from a text		√		Is able to analyze character actions, story

						plots, and shows strong fluency with reading.
		b) Read through texts to find answers to questions through independent reading.		√		consistently demonstrates comprehension of short spoken texts by answering questions, and explaining the events described
3.0 WRITING	3.1 Sentence formation	a) Write a variety of compound and complex sentence structures correctly		√		continues to make excellent progress in spelling and reading
		b) Develop strategies for making and organizing notes		√		is conscious of putting care into daily writing work
		c) Use writing and other forms of representation to generate and organize ideas		√		Tries to have well organized ideas.
		d) Appreciate the importance of logic in writing		√		Usually work hard to submit work that is free of grammatical errors.

3.0 WRITING	1.2 Spelling Instruction	a) Use a range of spelling strategies to correct misspelled words.		√		Constantly checks on editing skills.
		b) use a range of ideas to form sentences		√		Able to form sentences.
		c) Develop strategies for writing creative texts		√		Loves to be creative in writing.
		d) Demonstrate willingness to interact with others		√		Cooperates well with peers.
3.0 WRITING	1.3 Organizing ideas into paragraphs	a) Develop strategies for writing creative texts		√		Able to write creative work.
		b) Demonstrate a sense of ownership in the written work		√		Does the work independently.
		c) Compose simple texts in written and digital formats				Able to come up with good ideas.

ENVIRONMENTAL ACTIVITIES

STRAND	<u>SUB-STRAND</u>	<u>EXPECTED OUTCOMES</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>B</u>	<u>REMARKS</u>
Social Environment	2.1 Harmonious living in the community. 2.1.1 Sanitation in the community.	a) Describe ways of keeping the market place clean.		√			Able to name ways of keeping the market place clean e.g. sweeping, throwing litter in the bins, unblocking the sewage lines and washing toilets.

		b) Participate in keeping the market place clean to promote social cohesion.		√			Able to keep the market clean by throwing fruit peels in litter bin and not throwing sweet wrappers down.
		c) Appreciate a clean market place for good health.		√			Able to state the importance of a clean market with regards our health.
	2.2 Keeping safe in the community. 2.2.1 Responding to strangers	a) Identify appropriate ways of responding to strangers in the community.		√			Knows appropriate ways to respond to strangers in the community.
		b) Respond appropriately to strangers in the community.		√			Able to respond appropriately to strangers in the community.
		c) Take personal responsibility in keeping safe to limit risks		√			Knows how to responsibly safe keep e.g. not talking to strangers and not receiving gifts from strangers.
	2.2.2 Safe and dangerous	a) Identify safe places in the community.		√			Able to name the safe places in the

	places in the community.					community e.g. Churches, schools and homes.
		b) Identify dangerous places in the community.		√		Able to identify dangerous places in the community e.g. bushes and abandoned houses.
		c) Keep personal safety in the community.		√		Able to keep personal safety in the community by not walking alone in lonely places
		d) Respond appropriately to security threats in the community.		√		Able to state ways of responding to security threats e.g. by involving the police or neighbors in case of war or thefts.
	2.3 Safe Travel 2.3.1 Basic road safety signs	a) Recognize basic road safety signs.		√		Able to name basic road signs e.g. Pedestrian crossing sign, Stop sign and traffic lights.
		b) Use basic road safety signs appropriately to			√	Still learning on use of basic

		enable safe travel.					road signs for safe travel.
		c) Appreciate the use of basic road safety signs in enabling safe travel.		√			Able to name the importance of using basic road signs for safe travel.
	2.4 Environmental and cultural events in the community	a) State how cultural events promote environmental and social wellbeing in the community			√		Able to name how cultural events promote environmental and social wellbeing e.g. It brings unity, and love amongst the community.
		b) Participate in cultural events that promote environmental and social wellbeing in the community			√		Sometimes participates in cultural events like drama festivals
		c) Develop interest in environmental and cultural events that promote social wellbeing in the community			√		Is interested in environmental and cultural events like music and drama festivals

2.0 Social Environment	2.2 Enterprise projects 2.2.1 Waste management for income generation project at school	a)Identify ways of using waste responsibly to generate income		√		Able to identify ways of using waste responsibly like using old tins to put pencils, use them as flower vases
		b)Determine suitable waste management activity to generate income at school			√	Still not able to determine suitable waste management activity to generate income at school
		c) Participate in waste management activity to generate income at school			√	Not yet able to participate in waste management activity to generate income at school
		d)Develop interest in undertaking income generating activities in waste management			√	Is very much interested in undertaking income generating activities in waste management like making flower vases and selling them

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KISWAHILI ACTIVITY

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>MAONI</u>
4.0 Kazi Mbalimbali	4.1 Sauti mbili tofauti zinazotamkwa pamoja	a) Kutambua sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi bora		✓			Anatambua sauti mbili zinazotamkwa pamoja kwa urahisi
		b) Kutamka sauti lengwa ili kuimarisha matamshi		✓			Anatamka sauti lengwa kwa ukakamavu
		c) Kusoma silabi za sauti lengwa ili kuimarisha usomaji		✓			Anasoma silabi za sauti lengwa kwa ufasaha
		d) Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji		✓			Anasoma maneno kwa ufasaha
		e) Kusoma kwa sauti hadithi zilzo na maneno yaliyo na sauti lengwa ili kuimarisha matamshi na usomaji		✓			Anasoma hadithi na kutamka sauti kwa ukakamavu
		f) Kuandika silabi zinazotokana na sauti lengwa ili		✓			Anaandika silabi kwa hati nadhifu

		kuimarisha uandishi bora				
		h) Kuchangamkia kutamka sauti lengwa ili kuimarisha mawasiliano		√		Anasoma maneno yenye sauti lengwa kwa ufasaha
	4.2 Msamiati	a) Kutambua msamiati wa kazi mbalimbali ili kuimarisha mawasiliano		√		Anatambua msamiati wa kazi mbalimbali k.v udaktari ,upishi ,ualimu
		b) Kutunga sentensi akitumia msamiati wa kazi mbalimbali ili kujenga ubunifu		√		Anatunga sentensi akitumia msamiati wa kazi mbalimbali kwa ubunifu
		c) Kusoma maneno na sentensi kuhusu kazi mbalimbali ili kuimarisha usomaji		√		Anasoma maneno na sentensi kwa ukakamavu
		d) Kuandika maneno na sentensi kuhusu kazi mbalimbali ili kuimarisha usomaji		√		Anaandika maneno na sentensi kuhusu kazi mbalimbali kwa ufasaha
		e) Kuthamini kazi mbalimbali ili kutambua huduma zinazotolewa na watu wanaofanya kazi mbalimbali		√		Anathamini kazi mbalimbali na kutambua huduma zinazotolewa na watu wanaofanya kazi mbalimbali
	4.3 Kusikiliza na kuzungumza: Masimulizi	a) Kusikiliza kwa makini masimulizi kuhusu kazi mbalimbali ili kuimarisha usikivu		√		Anasikiliza masimulizi kwa umakinifu

		b) Kuelezea kuhusu kazi mbalimbali ili kuimarisha stadi ya kuzungumza		√		Anaelezea kuhusu kazi mbalimbali kwa ukakamavu
		c) Kutaja majina ya kazi mbalimbali na watu wanaozifanya ili kuimarisha stadi ya kuzungumza		√		Anaweza kutaja majina ya kazi na wanaozifanya kwa ufasaha
		d) Kuthamini kazi mbalimbali		√		Anathamini kazi mbalimbali ipasavyo
	4.4 Kusoma : Hadithi	a) Kutambua picha za watu na kazi mbalimbali ili kuimarisha ufahamu wa hadithi		√		Anatambua picha za watu na kazi mbalimbali katika hadithi
		b) Kusikiliza hadithi ikisomwa na mwalimu kuhusu kazi mbalimbali ili kuimarisha usomaji na usikivu		√		Anasikiliza hadithi kwa umakinifu na kujibu maswali kuhusu kwa ufasaha
		c) Kusoma hadithi kuhusu kazi mbalimbali ili kuimarisha stadi ya kusoma		√		Anasoma hadithi kwa ukakamavu

		d) Kufahamu hadithi aliyoisoma na aliyosomewa kuhusu kazi mbalimbali ili kupata ujumbe		√		Anafahamu hadithi vyema
		e) Kuchangamkia kusoma hadithi		√		Anaoma hadithi vyema
	4.5 Kuandika	a) Kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi		√		Anaandika kisa kwa hati nadhifu na yenye mtiririko
		b) Kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi		√		Anaandika kisa akifuata mada,mwadiko nadhifu yenye maudhui na yenye mtiririko
	4.6 Sarufi: Ukanusho wa nyakati	a) Kutambua ukanusho wa -li- , -na- ,-ta- katika sentensi ili kuimarisha mawasiliano		√		Anatumia -li- , -na- , -ta- , kuelezea vitendo alivyofanya katika wakati uliopita,uliopo na ujao
		b) Kusoma ukanusho wa nyakati katika sentensi ili kuimarisha usomaji		√		Anasoma ukanusho wa nyakati katika sentensi kwa ukakamavu

		c) Kuandika ukanusho wa nyakati katika sentensi ili kujenga ubunifu		√		Anaandika ukanusho wa nyakati katika sentensi kwa ubunifu
		d) Kuchangamkia matumizi ya nyakati katika mawasiliano		√		Anawasiliana vyema akitumia maneno ya nyakati
USALAMA	5.0 Msamiati	a) Kutambua msamiati ambao hutumiwa katika usalama ili kuimarisha mawasiliano		√		Anaweza kutambua msamiati wa usalama vyema
		b) Kusoma msamiati unaohusiana na usalama ili kujenga usomaji bora		√		Anasoma msamiati wa usalama kwa umakinifu
		c) Kueleza maana ya msamiati wa usalama ili kuimarisha ufahamu			√	Bado anatia bidii katika kujua maana ya baadhi ya maneno
		d) Kutumia msamiati wa usalama katika sentensi ili kuimarisha ufahamu			√	Anaendelea kujifunza zaidi kutumia msamiati wa usalama
		e) Kuandika maneno yanayohusiana na		√		Anaandika maneno kwa hati nadhifu

		usalama ili kujenga uandishi bora				
		f) Kuthamini usalama katika mazingira yake		√		Anatambua umuhimu wa usalama vyema katika mazingira yake
	5.2 Kusikiliza na Kuzungumza: Maagano	a) Kutambua maneno yanayotumiwa katika maagano ili kuwezesha mazungumzo		√		Anatambua maneno ya maagano kwa usahihi
		b) Kutumia maneno yanayotumiwa katika maagano kwenye mawasiliano		√		Anatumia maneno ya maagano ifaavyo
		c) Kujibu maagano kwa njia ifaayo ili kudhihirisha ufahamu		√		Anajibu maagano kwa ufasaha
		d) Kuthamini matumizi ya maagano katika mawasiliano ya kila siku		√		Anatumia maneno ya maagano vyema katika mawasiliano

	5.3 Kusikiliza na Kuzungumza: Masimulizi	a) Kutambua mambo yanayoathiri usalama ili kujihakikishia usalama		√		Anatambua mambo yanayoathiri usalama kama vile:kucheza kwenye barabara,kucheza karibu na shimo kubwa
		b) Kutambua njia za kudumisha usalama katika mazingira yake ili kujihakikishia usalama		√		Anatambua mbinu mbalimbali za kujiepusha na hali zinazoweza kuhatarisha usalama wake
		c) Kusimulia kuhusu mambo yanayoweza kuhatarisha usalama katika mazingira yake ili kuimarisha stadi ya kuzungumza		√		Anasimulia mambo yanayoweza kuhatarisha usalama wake kwa ukakamavu
		d) Kusikiliza masimulizi kuhusu usalama ili kujenga stadi ya kusikiliza		√		Anasikiliza masimulizi kwa makini
		e) Kuthamini umuhimu wa usalama katika maisha ya kila siku		√		Anatambua umuhimu wa usalama wake

	5.4 Kusoma: Hadithi	a) Kutambua picha zinazoonyesha usalama katika mazingira mbalimbali ili kuimarisha ufahamu		√		Anatambua picha zinazoonyesha usalama kwa usahihi
		b) Kutambua maneno yanayohusiana na usalama ili kuyatumia katika mawasiliano		√		Anatambua maneno yanayohusiana na usalama vyema
		c) Kusikiliza hadithi za mwalimu kuhusu usalama ili kuimarisha ufahamu		√		Anasikiliza hadithi na kujibu maswali ya ufahamu kwa ukakamavu
		d) kusoma hadithi kuhusu usalama ili kujenga usikivu		√		Anasoma hadithi kwa ufasaha
		e) Kufahamu hadithi aliyoisoma na aliyosomewa kuhusu usalama ili kupata ujumbe		√		Anarejelea hadithi aliyosomewa kwa umakinifu
		f) Kuthamini umuhimu wa		√		Anatambua umuhimu wa usalama maishani

		usalama katika maisha ya kila siku				
	5.5 Kuandika	a) Kutambua kisa chenye mtiririko		√		Anatambua kisa chenye mtiririko
		b) Kuandika kisa kifupi kwa hati nadhifu kulingana na mada		√		Anaandika kisa kwa hati nadhifu na kulingana na mada na kwa ubunifu
		c) Kufurahia uandishi wa visa tofauti maishani		√		Anaandika kisa chenye mtiririko na kulingana na mada
	5.6 Sarufi Vinyume vya vitendo	a) Kutaja vinyume vya vitendo		√		Anataja vinyume vya vitendo kwa ukakamavu
		b) Kusoma sentensi zilizo na vinyume vya vitendo		√		Anasoma sentensi kwa ufasaha
		c) Kuandika vinyume vya vitendo		√		Anaandika vinyume na vitenzi kwa usahihi
		d) Kuchangamkia kutumia vitendo na vinyume vyake		√		Anatumia vinyume na vitendo vyake katika mawasiliano kwa ipasavyo

		katika mawasiliano ya kila siku				
6.0 Usafi wa Mazingira	6.1 Msamiati	a) Kutambua msamiati wa usafi wa mazingira		√		Anatambua msamiati wa usafi wa mazingira vyema kama vile,kuchoma taka,kupanda miti
		b) Kutumia msamiati wa usafi wa mazingira katika sentensi			√	Anatumia baadhi ya msamiati wa usafi wa mazingira katika sentensi
		c) Kuthamini mazingira safi		√		Anatambua mazingira safi
	6.2 Kusikiliza na Kuzungumza: Masimulizi	a) Kutofautisha mazingira safi na yasiyo safi		√		Anatofautisha mazingira safi na yasiyo safi
		b)Kutambua umuhimu wa mazingira safi		√		Anatambua umuhimu wa mazingira safi kwamba yanazuiya kuambukizwa kwa magonjwa

		d) Kusikiliza masimulizi kuhusu usafi wa mazingira		√		Anasikiliza masimulizi kwa umakinifu
		e) Kuelezea jinsi ya kutunza mazingira yake		√		Anaelezea baadhi ya njia za kutunza mazingira yake
		f) Kufurahia mazingira safi maishani mwake		√		Anatambua umuhimu wa mazingira safi

HYGIENE AND NUTRITION ACTIVITIES

STRAND	<u>SUB-STRAND</u>	<u>EXPECTED OUTCOMES</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>REMARKS</u>
Health practices	Care of toilets/ latrines and urinals	a). explains the importance of toilets , latrines or urinals.		√			Able to state the importance of toilets
		b) explains the procedure of cleaning a toilet, latrine or urinal in their environment		√			Can demonstrate procedures of cleaning the toilets.
		c). appreciate the need for a clean toilet, latrine or urinal in their environment		√			Able to state importance of a clean toilet.
Personal hygiene	Bed making	a). identify materials used as beddings at home					Can list materials

						used as beddings.
		b). state the uses of different bedding materials at home,		√		Can state uses of different beddings materials.
		c). make a bed using available beddings at home		√		Can state materials that can be used to make a bed.
		d). state the importance of making a bed.				Can identify importance of bed making.
Personal hygiene	Prevention of parasites in and out of the body	a). name common external parasites found on the body,		√		Can list some common external parasites
		b). identify common external parasite found on the body		√		Can identify some common external parasites
		c). name common internal parasites found in the body		√		Can write the names of known internal parasites
		d). identify common internal parasites found in the body,		√		Can identify a few external parasite
		e). mention the causes of external and internal		√		Can list the causes of

		parasites in the body mention the effects of parasite infestation to the body				internal and external parasites.
		f). state the importance of personal cleanliness in preventing internal and external parasites, practice personal cleanliness to prevent parasite infestation.		√		Can give reasons for promoting personal cleanliness.
Personal hygiene	Personal hygiene during bed wetting	a). mention causes of bed wetting, state the effects of bed wetting		√		Can list causes of bed wetting
		b). state hygienic practices to observe during bed wetting,		√		Can state measures observed during bed wetting
		c). Appreciate the importance of personal hygiene during bed wetting.		√		Can explain why one should practice personal hygiene during bed wetting.
Foods	Eating Habits and Values	a). name foods available in our community		√		Can list food available in the community.
		b). give reasons for not eating certain foods available in the community.		√		Can tell why some people are not eating certain foods.

Food	Food Etiquette	a). Identify good table manners to observe when taking meals.		√			Can list table manners practices observed while eating.
	Food Etiquette	b). practice good table manners when taking meals.		√			Sometimes can observe table manners.
Foods and Nutrition	Food groups	a). mention reasons for eating food.		√			Can list the reasons why we eat food.
		b). group foods into energy giving, body building and protective foods.		√			Can list some food correctly
		c). appreciate the importance of eating food from all the three food groups in a meal		√			Shows positive attitude towards different groups of food.

CHRISTIAN RELIGIOUS EDUCATION

STRAND	SUB-STRAND	EXPECTED OUTCOMES	A	B	C	D	REMARKS
The Early Life of Jesus Christ	Wise men guided by the Star	a) Explain desire to be led by God in their daily lives		√			She has been able to show the desire to be led by God in her daily life.
		b) narrate the story of the wise men		√			She was able to narrate the story of the wise men and the

						gift they brought to baby Jesus.
The early life of Jesus Christ	Home town of Jesus Christ	a) name the home town of Jesus Christ and their own home towns to promote a sense of belonging		√		She was able to name the hometown of Jesus Christ and her hometown.
		b) appreciate the importance of their environment		√		She really appreciated her environment the importance it has in her life.
The life of Jesus Christ	The good Samaritan	a) narrate the story of the good Samaritan	√			She narrated the story of the good Samaritan so well with a lot of ease.
		b) Identify ways of Helping people in need.	√			She was able to list down some ways of helping people in need.
		c) appreciate the acts of the good Samaritan		√		She really appreciates what the good Samaritan did to the injured man.

The life of Jesus Christ	The little boy with five loaves and two fish	a) explain the miracle of the five loaves and two fish	√			She was able to explain the miracle of the five loaves and two fish.
		b) Explain how to practice kindness to others	√			She was able to tell how to practice kindness to others.
		c) appreciate the miracle of the five loaves and two fish		√		She appreciated a lot the miracle of the five loaves and two fish.
		d) state the number of the baskets which remained	√			She was able to state the number of the baskets that remained after Jesus fed the 5000 people.
		e) identify the number of people fed by Jesus	√			She was able to mention the number of people that Jesus fed.
	Jesus Christ walks on water	a) describe the miracle of Jesus Christ walking on water and have faith in God		√		She described the miracle of Jesus

						Christ walking on water so well such that it led to the growth of her faith.
		b) appreciate Jesus' power in their lives to overcome daily challenges		√		She really appreciated the power of Jesus to help her to overcome her daily challenges,
The life of Jesus	Raising of Jairus' Daughter	a) analyze the miracle of raising Jairus' daughter and have faith in God		√		She was able to read about the miracle of the raising of Jairus daughter thus leading to growth in her faith in God.
		b)narrate the story of raising of Jairus daughter		√		She was able to retell the story of the raising of jairus daughter comfortably without any problems.
		c) appreciate the power of Jesus Christ		√		She really appreciates

		over death				the power of Jesus Christ over death.
	Easter	a) mention the importance of Easter in a Christian life		√		She is able to mention the importance of Easter in her life as a Christian.
		b) appreciate the resurrection of Jesus Christ by taking part in Easter celebrations		√		She took part in Easter celebration by attending the Easter service thus appreciation the resurrection of Christ.
Christian Values	Honesty	a) narrate the story of Ananias and his wife Sapphira		√		She was able to narrate the story of Ananias and sapphire so well.
		b) practice honesty by taking offerings to church	√			She has been honest by taking offering to church.
		c) explain the importance of being honest	√			She was able to explain the importance of being honest.

		d) Appreciate the importance of being honest all the time.	√				She really appreciates the importance of being honest all the time.
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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		√			Expressive, elaborate, Enjoys team work	Enthusiastic, confident. However, needs to learn to have some self-control while interacting with others
Creativity & Imagination	Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas.	Dynamic Creative. Appreciative Imaginative Experiential Connectors		√			Energetic, imaginative and industrious.	A quick learner, loves new discoveries but needs to learn to be patient and tolerant while applying new ideas
Critical thinking & Problem Solving	Analyze and evaluate evidence, arguments and ideas through reasoning.	Inquisitive Reflective Analytical Curious Problem solver	√				Brings fine contributions, loves independence	Volunteers often. Ready to give quick solutions whenever faced with a problem, however needs to downplay the

						and anxious to explore new discoveries	extrovert character.
Citizenship	Contribute to quality and sustainability of their community, environment and society.	Analytical Empathetic Global Stewardship Responsible Decision makers		√		Pleasant and friendly to fellow learners.	A team player, quick decision maker, loves responsibilities however needs to balance his interests and be tolerant with other learners.
Learning to Learn	Gain knowledge and skills, understanding through experience, study and interactions with others	Reflective Skillful Resourceful Motivated Interactive Experiential		√		Interactive, resourceful and skillful	Needs to practice more on patience and tolerance while making new discoveries.
Digital Literacy	Use and apply technology in learning.	Innovative Creative Communicative Problem solver Analytical			√	Still learning to use digital media	Creative in handling given class work projects. However, should be monitored whenever handling digital applications
Self-Efficacy	Become self-aware and self – directed, set	Self-aware Self-directed Financial literacy			√	Has improved steadily,	Helpful and conscious in handling classroom activities but needs

	and pursue goals.	Goal oriented Self-reliant Healthy Committed					quickly to follow instructions.	to learn to listen and develop turn-taking approach.
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SOCIAL BEHAVIORAL REPORT

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

Key

S – Satisfactory

IN – Improvement needed.



KINGS INTERNATIONAL ACADEMY

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COMPETENCE – BASED CURRICULUM

STUDENT'S EVALUATION REPORT FORM

FACILITATOR'S NAME: MS. MIRIAM

STUDENT'S NAME: NATHAN OLANANA KHAMA

TERM: TWO GRADE: THREE YEAR: 2021

<u>ACTIVITIES</u>	<u>1ST C.A.T</u>	<u>2ND C.A.T</u>	<u>3RD C.A.T</u>	<u>REMARKS</u>	<u>TRS. INITIALS</u>
English Language Activities		43	48	Improved	N.M
Literacy / Reading Activities		50	50	Good	N.M
Total		93	98	Good work	N.M
Shughuli ya lugha		39	42	vizuri	M.M
Shughuli ya kusoma / insha		50	50	vyema	M.M
Jumla		89	92	Kazi mufti	M.M
Mathematical activities		96	98	Good work	M.M
Environmental activities		93	87	Slight drop	D.K
Hygiene and nutrition activities		100	87	Slight drop	M.M
Christian Religious education / Pastoral Program Instructions(PPI)		100	90	Good	M.M
Movement Activities					
Creative Art and Psychomotor Activities		100	100	Well done.	
TOTAL OUTCOME		671	652	A slight drop.	
OUT OFF		700	700		

Facilitator's general remarks: Nathan you have a drop in Environmental, Hygiene and CRE. Work harder during the holiday to recover the marks you have lost. I know you can do it wish you all the best.

Learner's general ability: Meeting Expectations

Present: 100% **Absent:** **Closing date:** 18.03.2021 **Opening date:** 10.05.2021

Facilitator's sig:

Principal's sig& school stamp:

Parent's sig:
