



## KINGS INTERNATIONAL ACADEMY

P.O BOX 45383 – 00100, NAIROBI.

Phone: +254-0716 119 645

Email: [kingsinternational264@gmail.com](mailto:kingsinternational264@gmail.com)

### GRADE THREE PROGRESS REPORT

#### STUDENT DETAILS



**NAME: NAYSA NEEMA MUTUGI**

**GRADE: THREE**

**TERM: THREE**

**YEAR: 2021**

#### FORMATIVE ASSESSMENT LUBRICS

#### MATHEMATICS ACTIVITIES

STRAND	SUB-STRAND	EXPECTED OUTCOME / INDICATORS	A	B	C	D	REMARKS
Measurement	Time	a. Identify the minute as a unit of measuring time.		√			Able to identify minute as a unit of measuring time
		b. Read and tell time using the digital clock.		√			Able to read and tell time using the digital clock.
		a. Read and tell time using “past” and “to” the hour using the clock face.		√			Can Read and tell time using “past” and “to” the hour using the clock face.
		b. Write time using “past” and “to” the hour.		√			Can accurately Write time using “past” and “to” the hour
		c. Estimate time in hours		√			Able to Estimate time in hours
		d. Add and subtract time with hours and minutes without conversion		√			Can easily Add and subtract time with hours and

						minutes without conversion
<b>Measurement</b>	<b>Money</b>	a. Recognize and identify Kenyan currency notes and shillings up to sh. 1000		√		Able to recognize and identify Kenyan currency notes and shillings up to sh. 1000
		b. Add and subtract money involving change up to sh. 1000		√		Can Add and subtract money involving change up to sh. 1000
		c. Carry out shopping activities involving change and balance		√		Able to Carry out shopping activities involving change and balance
		d. Relate money to goods and services up to sh. 1000		√		Able to relate money to goods and services up to sh. 1000
		e. Differentiate between needs and wants,		√		Easily identifies needs and wants
		f. Appreciate spending and saving of money in real life situations		√		Appreciates the importance of saving money in real life situations
<b>Geometry</b>	<b>Position and direction</b>	a. Move along a straight line from a point		√		Able to move along a straight line from a point
		b. Turn to the right from a point		√		Able to turn to the right from a point
		c. Turn to the left from a point		√		Able to turn to the left from a given point
<b>Geometry</b>	<b>Shapes</b>	a. Make patterns involving rectangles, circles, triangles ovals and squares		√		Can make patterns involving rectangles, circles, triangles ovals and squares
		a. Appreciate making patterns with various shapes such as circles, ovals, triangles		√		Enjoys making patterns using various shapes

## **ENGLISH ACTIVITIES**

<b>STRAND</b>	<b>SUB-STRAND</b>	<b>THEME</b>	<b>EXPECTED OUTCOME / INDICATORS</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>REMARKS</b>
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.		√			A keen listener
1.0 LISTENING AND SPEAKING	Pronunciation and Vocabulary:	Theme: Play time and sport	a) Respond to questions using the sound appropriately		√			Able to respond to comprehension question appropriately.
			b) Pronounce the vocabulary related to the theme correctly for effective communication,		√			Good articulation skill.
			c) Demonstrate the understanding of new words by applying them in relevant contexts, Use the vocabulary learnt to communicate confidently in various contexts		√			Able to construct grammatically correct sentences using the learnt vocabulary.
			d) form words using given sound and make simple sentences using the sounds		√			Able to form correct words and sentences.
1.0 LISTENING AND SPEAKING	2.4 Language Structures and Functions	Theme: disease and food we eat	a) Use conjunctions appropriately to construct simple sentences about disease and food we eat.		√			Able to use conjunctions correctly
			b) Enjoy conversations using conjunctions in communicating ideas.		√			Uses correct conjunction in dialogues.
			c) Form sentences using but, and, because in communication.		√			Able to form correct sentences.

## LITERACY ACTIVITY

STRAND	SUB – STRAND	EXPECTED OUTCOMES/ INDICATORS	A	B	C	D	REMARKS
1.0 LISTENING AND SPEAKING	1.4 Talk about	a) Identify messages conveyed in a thematic story and engage in oral discussions		√			able to identify the key idea/ message in a story
		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		√			Fluent and audible.
		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 decision.
		c) Sequentially position their views using appropriate words.		√			Good presentation skills
		d) Demonstrate an interest in making decisions in their environment through contributions and valid suggestions		√			Thinks critically and gives the best solution.
2.0 READING	2.1 Independent reading	a) Read with accuracy, fluency, and understanding		√			A fluent reader
		b) Locate information from print sources		√			Able to answer comprehensive questions
		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		√			Able to spot the key idea
		b) Read through texts to find answers to questions through independent reading.		√			Enjoys reading texts and passages.
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		√			Portrays well organized notes.

		c) Use writing and other forms of representation to generate and organize ideas		√			Shapes letters appropriately.
		d) Appreciate the importance of logic in writing		√			Have good compositions.

## **ENVIRONMENTAL ACTIVITIES**

<b>STRAND</b>	<b>SUB-STRAND</b>	<b>EXPECTED OUTCOMES</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>REMARKS</b>
<b>Social Environment</b>	Waste management for income generation project at school.	utilize the waste in the community to make money		√			Able to determine suitable waste management activity to generate income at school
Caring for the environment	Caring for Plants: Communicating plant protection messages in the community	Name ways of protecting plants in the community		√			Is able to name ways of protecting plants in the community
	Ways of protecting plants	Discuss and create plant protection messages.		√			Is able to design plant protection messages using print and electronic media
	Communicating plant protection messages in the community	Communicate messages that protect plants in the community		√			Is able to convey the plant protection messages to the community through print and electronic media.
	Caring for animals: Caring for animals in distress	Recognize signs of distress in animals		√			Is able to recognize signs of distress in animals e.g. watery eyes, making a funny sound, skin falling off, saliva dripping from the mouth.
	Caring for animals in distress	Care for animals in distress		√			Is able to name ways of caring for animals in distress e.g. treating them, giving them food and water, building them shelter.

	Sounds animals makes when in need of help	Identify sounds made by animals in distress		√		Is able to identify sounds made by animals in distress
	Caring for animals.: Ways in which animals are mistreated	Name some of the ways animals are mistreated		√		Able to name ways animals are mistreated e.g. not given food, not treated when they are sick, beaten.
	Caring for animals.: Animals rights	Discuss animals rights and freedom explaining what should be done and not done to animals		√		Able to name animals rights and freedom e.g. right to food, right to medication, right to shelter
	Managing waste : Disposing of waste in the community	State ways of disposing of waste in the community		√		Able to name different ways of disposing waste
	Disposing of waste in the community	Participate in disposing of waste in the community (sorting and grouping)		√		Is able to sort and dispose waste in the community
	Communicating messages on managing waste	Recognize persuasive messages on how to manage waste			√	Is able to observe and recognize messages on managing waste
	Communicating messages on managing waste	Use hand print and electronic media to create messages on how to manage waste in the community		√		Use hand print and electronic media to create persuasive messages on waste management
	Communicating messages on managing waste	Communicate messages on management of waste in the community			√	Use hand print and electronic media to create persuasive messages on waste management

	Engaging parents or guardians in waste management	Identify ways of involving parents or guardians in waste management			√	Is able to discuss with parents or guardians on various ways of managing waste and report back
	Engaging parents or guardians in waste management	Involve parents or guardians in waste management			√	Involves parents or guardians in establishing simple waste management projects
	Engaging parents or guardians in waste management	Appreciate the participation of parents or guardians in waste management		√		States the importance of parental participation in waste management
	Caring for soil: Planting trees to protect soil	State the importance of trees in protecting soil		√		Names the importance of trees in protecting soil e.g. slows down the speed of wind, slows down the speed of heavy rain drops
	Plant trees for soil protect	Demonstrate on planting tree seedling			√	Demonstrates on planting tree seedling to protect soil
	Plant trees for soil protect	Demonstrate willingness to plant trees to protect soil for environmental sustainability			√	Shares with parents or guardians how planting tree seedling protect the soil
	Improving soil	Identify materials used to improve the soil		√		Is able to identify materials used to improve the soil e.g. manure. Mulching

	Improving soil	Apply manure on a seedbed		√		Is able to demonstrate on how to apply manure on a seedbed
	Improving soil	Apply mulch on a seedbed		√		Is able to demonstrate on how to apply mulch on a seedbed
	Improving soil	Develop interest in caring for the soil for using environmental sustainability		√		Is able to share with parents or guardians on the use of mulch and manure in caring for soil
	Caring for water: Exploring ways of collecting rain water	Identify ways of collecting rain water in school and the community		√		Is able to identify ways of collecting rain water in school and the community e.g. using a tank, drum, buckets
	Caring for water: Exploring ways of collecting rain water	Collect rain water at school			√	Is able to share experiences on ways of collecting rain water
	Caring for water: Exploring ways of collecting rain water	Appreciate the need of collecting rain water for domestic uses		√		States the importance of collecting rain water for domestic uses
	Caring for water reservoirs in the community	Identify ways of protecting reservoirs		√		Identifies ways of protecting water sources and the reservoirs(fencing around, covering, fetching through the tap, regular cleaning)
	Caring for water reservoirs in the community	Appreciate the need to care for reservoirs in the community		√		States the importance of caring for water reservoirs



	Caring for energy: Energy conservation campaigns in the community	State ways of promoting energy conservation in the community		√			States ways of promoting energy conservation in the community e.g. switching off lights when in use, using energy saving jikos and bulbs
	Caring for energy: Energy conservation campaigns in the community	Participate in energy conservation campaigns in the community			√		Is able to reflect, think and share their ideas on promoting energy conservation in the community
	Caring for energy: Energy conservation campaigns in the community	Appreciate the need to promote energy conservation in the community			√		Is able to compose songs, poems and create posters on energy conservation in the community. Then pass the message in school

## KISWAHILI ACTIVITY

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	A	B	C	D	MAONI
Sarufi	Sarufi: Matumizi ya haraka na polepole.	kusoma sentensi zilizo na matumizi ya haraka na polepole ili kujenga usomaji bora.	√				Anasoma sentensi zilizo na matumizi ya haraka na polepole kwa usahihi
DUKANI	Msamiati.	kutambua msamiati wa dukani ili kuutumia katika mawasiliano		√			Anatambua msamiati wa dukani na kuutumia vyema katika mawasiliano
		kusoma maneno yanayohusiana na shughuli za dukani ili kujenga usomaji bora	√				Anasoma maneno ya shughuli za dukani kwa ukakamavu
		kueleza maana ya msamiati wa dukani ili kuimarisha stadi ya kuzungumza		√			Anafahamu maana ya msamiati wa dukani vyema
		kutumia msamiati wa dukani katika sentensi		√			Anatumia msamiati wa dukani ipasavyo

		sahihi ili kuimarisha stadi ya kuzungumza					
		kuandika maneno yanayohusiana na uuzaji na ununuzi ili kuimarisha stadi ya kuandika	√				Anaandika maneno yanayohusu uuzaji na ununuzi kwa hati nadhifu na kwa usahihi
	Kusikiliza na Kuzungumza: Masimulizi	kutambua maneno yanayotumiwa katika muktadha wa dukani ili kuimarisha ufahamu		√			Anatambua maneno yanayotumiwa kuhusu dukani kama vile,muuzaji,kilo,pesa
		kueleza shughuli za dukani ili kuimarisha stadi ya kuzungumza		√			Anaeleza vyema shughuli za sokoni kama vile,uza,nunua
		kusikiliza masimulizi kuhusu uuzaji na ununuzi ili kujenga usikivu		√			Anasimulia visa vya uuzaji na ununuzi kwa ukakamavu
		Kuthamini biashara katika maisha ya kila siku.		√			Anatambua vyema umuhimu wa biashara katika maisha ya kila siku
	<b>Kusoma : Hadithi</b>	kutambua msamiati uliotumiwa katika hadithi ili kuwezesha ufahamu .  kusikiliza hadithi ikisomwa na mwalimu kuhusu shughuli za dukani ili kuimarisha stadi ya kusikiliza		√			Anatambua msamiati uliotumiwa katika hadithi na kusikiliza hadithi kwa makini
		kusoma hadithi kuhusu dukani kwa ufasaha ili kujenga usomaji bora	√				Anasoma hadithi kuhusu dukan kwa ufasaha
		kufahamu hadithi aliyoisoma na aliyosomewa kuhusu shughuli za dukani ili kupata ujumbe		√			Anafahamu hadithi aliyoisomewa vyema

		kuthamini biashara maishani kama njia moja ya kujitegemea maishani.		√		Anafahamu umuhimu wa biashara kama njia moja ya kujitegemea
	Kusikiliza na kuzungumza: Kuandika	kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi		√		Annandika kisa kifupi kwa hati nadhifu na ipasavyo
		kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi.		√		Anaandika visa tofauti kwa ukakamavu
	Sarufi: Matumizi ya alama ya kuuliza(?)	kutambua matumizi ya alama ya kuuliza (?) katika kuimarisha mawasiliano		√		Anatambua matumizi ya alama ya ? ifaavyo
		kusoma sentensi zilizo na matumizi ya alama ya kuuliza (?)		√		Anasoma sentensi zilizo na matumizi ya ? kwa usahihi
NDEGE NIMPENDAYE	Msamiati	Kutaja majina ya ndege mbalimbali ili kuimarisha stadi ya kuzungumza	√			Anafahamu majina ya ndege mbalimbali vyema kama vile,koo,jogoo,tausi
		Kutambua msamiati unaotumika katika kutunza ndege ili kuimarisha mawasiliano		√		Anatambua vyema msamiati unaotumika katika kutunza ndege
		Kutumia majina ya ndege katika sentensi sahihi ili kuwezesha mazungumzo		√		Anatumia ifaavyo majina ya ndege katika sentensi
		Kutumia msamiati wa kutunza ndege katika sentensi ili kuwezesha mazungumzo		√		Anatumia vyema msamiati wa kutunza ndege

		Kusoma maneno na sentensi kuhusu ndege nimpendaye ili kujenga usomaji bora	√				Anasoma maneno na sentensi kuhusu ndege kwa ufasaha
		Kuthamini utunzaji wa ndege ampendaye		√			Anatambua umuhimu wa kutunza ndege kama vile,kuku hutupa mayai na nyama
	Kusikiliza na kuzungumza: Masimulizi	Kutaja aina ya ndege za nyumbani anaowajua ili kujenga stadi ya kuzungumza.	√				Anataja aina ya ndege wa nyumbani kwa ukakamavu
		Kumtambua ndege ampendaye ili kujenga stadi ya kuzungumza	√				Anamtambua ndege ampendaye vyema
		Kusimulia kuhusu ndege ampendaye ili kujenga stadi ya kuzungumza		√			Anasimulia kuhusu ndege ampendaye kwa usahihi na ukakamavu
		Kusimulia kuhusu jinsi ndege anayempenda anavyotunzwa ili kujenga stadi ya kuzungumza		√			Anasimulia kwa ukakamavu njia mbalimbali za kutunza ndege anayempenda kama vile:Kumtibu anapogonjeka,kumpa chakula
		Kusikiliza kwa makini masimulizi kuhusu utunzaji wa ndege wa nyumbani ili kujenga usikivu			√		Anasikiliza masimulizi kwa umakinivu
		Kuthamini ndege wa nyumbani	√				Anatambua umuhimu wa kutunza ndege kama

							vile, kuku hutupa mayai na nyama
	Kusoma: Hadithi	Kutambua msamiati uliotumiwa katika hadithi aliyosoma na kusomewa ili kuimarisha ufahamu		√			Anatambua vyema msamiati uliotumika katika hadithi vyema
		Kusoma hadithi zinazohusu ndege wa nyumbani ili kujenga usomaji bora	√				Anasoma hadithi kwa stadi ya hali ya juu na kwa mfululizo
		Kusikiliza hadithi zinazohusu ndege wa nyumbani zikisomwa ili kujenga usikivu	√				Anasikiliza hadithi kwa umakinivu
	Kusikiliza na kuzungumza: Hadithi	Kufahamu hadithi aliyoisoma na aliyosomewa ili kupata ujumbe		√			Anajibu maswal iya ufaham u wa hadithi kwa ufasaha
		Kuchangamkia kusoma hadithi ili kuendeleza ari ya kusoma zaidi		√			Anafurahia kusoma hadithi
	Kuandika	Kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi		√			Anaandika kisa kifupi kwa hati nadhifu na kwa mfululizo
		Kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi		√			Anaandika visa tofauti kwa ufasaha
	Sarufi: Matumizi ya JUU YA na CHINI YA	Kutambua matumizi ya <b>juu ya</b> na <b>chini ya</b> ili kuimarisha mawasiliano	√				Anatambua vyema matumizi ya <b>juu ya</b> na <b>chini ya</b>

		Kutumia <b>juu ya</b> na <b>chini ya</b> katika sentensi kwa usahihi ili kuimarisha mawasiliano	√			Anatumia <b>juu ya</b> na <b>chini ya</b> ipasavyo
		Kusoma sentensi zinazodhihirisha matuzi ya <b>juu ya</b> na <b>chini ya</b> ili kuimarisha usomaji bora	√			Anasoma sentensi zinazodhihirisha matumizi ya <b>juu ya</b> na <b>chini ya</b> kwa ukakamavu na mfululizo
		Kuandika sentensi zinazodhihirisha matumizi ya <b>juu ya</b> na <b>chini ya</b> ili kuimarisha uandishi bora	√			Anaandika sentensi kwa hati nadhifu na ipasavyo
		Kuchangamkia matumizi ya <b>juu ya</b> na <b>chini ya</b> katika mawasiliano		√		Anawasiliana ifaavyo akitutumia <b>juu ya</b> na <b>chini ya</b>
SOKONI	Msamiati	Kutambua msamiati unaohusiana na shughuli za sokoni ili kuimarisha mawasiliano		√		Anatambua msamiati wa shughuli za sokoni kama vile risiti,dalali,mkokoteni vyema
		Kusoma msamiati wa sokoni ili kujenga usomaji bora		√		Anasoma msamiati wa sokoni kwa ukakamavu na sahihi
		Kufahamu maana ya msamiati unaotumiwa sokoni ili kuwezesha mawasiliano		√		Anafahamu vyema msamiati wa sokoni

		Kutunga sentensi akitumia msamiati wa sokoni ili kuimarisha mawasiliano.		✓		Anatunga sentensi sahihi akitumia msamiati wa sokoni
		Kuandika maneno na sentensi akitumia msamiati wa sokoni ili kuimarisha stadi ya kuandika		✓		Anaandika maneno na sentensi akitumia msamiati wa sokoni kwa hati nadhifu
		Kuthamini shughuli za sokoni		✓		Anafahamu umuhimu wa shughuli za sokoni
		Kutaja watu wanaopatikana sokoni katika kuendeleza mazungumzo Kusikiliza maelezo kuhusu sokoni ili kujenga usikivu		✓		Anataja watu wanaopatikana sokoni kama vile dalali, wachuuzi kwa usahihi
	Kusoma: Hadithi	Kutambua msamiati uliotumiwa katika hadithi ili kuwezesha ufahamu		✓		Anafahamu msamiati uliotumiwa ipasavyo
		Kusikiliza hadithi zikisomwa na mwalimu kuhusu sokoni ili kujenga usikilivu		✓		Anasikiliza hadithi kwa makini
		Kusoma hadithi kuhusu sokoni ili kuimarisha stadi ya kusoma		✓		Anasoma hadithi kwa ukakamavu
		Kufahamu hadithi aliyoisoma au kusomewa kuhusu sokoni ili kupata ujumbe.		✓		Anajibu maswali kuhusu hadithi aliyosomewa kwa ufasaha

	Kuandika	Kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi	✓				Anaandika kisa ipasavyo na kwa hati nadhifu
	Sarufi: Matumizi ya NDANI YA na NJE YA	Kutambua matumizi ya <b>ndani ya</b> na <b>nje ya</b> ili kuimarisha mawasiliano	✓				Anatambua matumizi ya <b>ndani ya</b> na <b>nje ya</b> kwa ufasaha
		Kutumia <b>ndani ya</b> na <b>nje ya</b> katika sentensi kwa usahihi ili kuimarisha mawasiliano	✓				Anatumia <b>ndani ya</b> na <b>nje ya</b> katika sentensi kwa usahihi
		Kusoma sentensi zinazodhihirisha matumizi ya ndani ya nan je ya ili kuimarisha stadi ya kusoma	✓				Anasoma sentensi zenye maneno <b>ndani ya</b> na <b>nje ya</b> kwa usahihi
		Kuandika sentensi zinazodhihirisha matumizi ya <b>ndani ya</b> na <b>nje ya</b> ili kuimarisha stadi ya kuandika	✓				Anaandika sentensi zenye maneno <b>ndani ya</b> na <b>nje ya</b> ipasavyo

### **HYGIENE AND NUTRITION ACTIVITIES**

<b>STRAND</b>	<b>SUB-STRAND</b>	<b>EXPECTED OUTCOMES</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>REMARKS</b>
Food etiquette	Good table manners	a). explains the importance of practicing good table manners		✓			Able to state the importance of practicing good table manners
		b) demonstrates good table manners		✓			Can demonstrate good table manners while eating.
		c). appreciate the need of practicing good table manners		✓			Able to state importance of practicing good table manners.
Food etiquette	Reasons for eating food	a). explains reasons for eating food					Can list reasons for eating food



		b). state reasons why some people don't eat certain food.		√			Can state reasons why people don't eat certain food.
		c). appreciate people who don't eat certain food.		√			Shows empathy with different people .
		d). state reasons why people eat too much food and others eat too little food.					Can state why some people eat too much food while others eat too little food.
Safety in food storage.	Food	a). name food eaten raw		√			Can list some food eaten raw
		b). identify food cooked before eating.		√			Can identify some common food
Common accidents and basic first aid.	Common accidents in school	a). name common accidents encounter in school.		√			Can write common accidents learners encounter in school.
		b). list causes of these accidents		√			Can identify causes of accidents.
		c). mention ways of avoiding these accidents		√			Can list ways of avoiding accidents in school.
		d). demonstrate basic first aid done		√			Can role play
Packaged Foods	Examples of packaging foods sold in our locality	a). Name examples of packaged foods sold in their locality		√			Can list food available in the community.
		b). give reasons why we pack food.		√			Can tell why we pack food.
		c). Identify the manufacturing date, expiring date and the amount of these products.		√			Can identify the key element in food packaging..

### **CHRISTIAN RELIGIOUS EDUCATION**

<b>STRAND</b>		<b><u>SUB-STRAND</u></b>	<b><u>EXPECTED OUTCOMES</u></b>	<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>REMARKS</u></b>

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 prayer as a way of communicating to God		√		She can now appreciate Jesus as a gift from God in 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 what 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 his 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 promise Jesus gave to the disciples and desire to have faith in God.			√		She was able to define what a promise is and 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 her life.
			d) Demonstrate how the holy spirit work in their lives.		√		Was able to demonstrate how the holy spirit works in his life through showing love to her classmates, sharing and having joy in what she does.
		The fruit of the holy spirit.	a) Name the fruit of the Holy Spirit.		√		She was able to name the fruit of the holy spirit.
			b) Sing a song about the fruit of the holy spirit.		√		She sang the song so well with a lot of joy.

			C) Demonstrate the work of the Holy spirit.		√			She demonstrated it through showing love to her classmate.
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### **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		√			Expressive, Works well in groups, planning and carrying out activities	Knows how to coordinate with others in class work however she is extremely conscientious
Creativity & Imagination	Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas.	Dynamic Creative. Appreciative Imaginative Experiential Connectors			√		shows interest and enthusiasm for the new projects in class	A team player, creative and elaborate however needs to overcome nervousness and shyness.
Critical thinking & Problem Solving	Analyze and evaluate evidence,	Inquisitive Reflective Analytical Curious			√		Enthusiastic about participation	Able to work amicably and cooperatively in groups however,

	arguments and ideas through reasoning.	Problem solver				ting in group work, thinks fast and solves problems	needs to build more on self-confidence.
Citizenship	Contribute to quality and sustainability of their community, environment and society.	Analytical Empathetic Global Stewardship Responsible Decision makers		√		Appreciates her real worth and still learning to take care of the things around the class environment	Is responsible, empathetic however encouragement is needed on self esteem
Learning to Learn	Gain knowledge and skills, understanding through experience, study and interactions with others	Reflective Skillful Resourceful Motivated Interactive Experiential			√	Is able to apply prior knowledge to learning and does individual learning	Needs more effort to be interactive and experiential
	Use and apply	Innovative Creative		√		Is learning	Needs more practice on using

Digital Literacy	technology in learning.	Communicative Problem solver Analytical				to use the digital media for different activity areas	digital media for learning
Self-Efficacy	Become self-aware and self – directed, set and pursue goals.	Self-aware Self-directed Financial literacy Goal oriented Self-reliant Healthy Committed		v		Is committed to work, does not depend on the teacher for reading to improve on the studies	Very helpful and dependable in the classroom, however needs more practice on building confidence

#### **SOCIAL BEHAVIORAL REPORT**

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

#### **Key**

S – Satisfactory

IN – Improvement needed



**KINGS INTERNATIONAL ACADEMY**

P.O BOX 45383 – 00100, NAIROBI

Phone: +254-0716 119 645

Email: [kingsinternational264@gmail.com](mailto:kingsinternational264@gmail.com)

**COMPETENCE – BASED CURRICULUM**  
**STUDENT'S EVALUATION REPORT FORM**

**FACILITATOR'S NAME: \_M.S MIRIAM STUDENT'S NAME: NAYSA NEEMA MUTUGI**

**TERM: THREE**

**GRADE: THREE YEAR: \_2021**

<b><u>ACTIVITIES</u></b>	<b><u>1<sup>ST</sup></u></b> <b><u>C.A.T</u></b>	<b><u>2<sup>ND</sup></u></b> <b><u>C.A.T</u></b>	<b><u>REMARKS</u></b>	<b><u>TRS.</u></b> <b><u>INITIALS</u></b>
English Language Activities	40	26	A Slight drop	N.M
Literacy / Reading Activities	47	50	Excellent work	N.M
<b>Total</b>	<b>87</b>	<b>76</b>	<b>A drop noticed</b>	<b>N.M</b>
Shughuli ya lugha	39	43	vizuri	M.M
Shughuli ya kusoma / insha	47	49	Kazi nzuri	M.M
<b>Jumla</b>	<b>86</b>	<b>92</b>	<b>vyema</b>	<b>M.M</b>
Mathematical activities	68	92	Good work	M.M
Environmental activities	100	87	A slight drop	D.K
Hygiene and nutrition activities	73	100	Excellent work	M.M
Christian Religious education / Pastoral Program Instructions(PPI)	100	90	Good	M.M
Movement Activities				—
Creative Art and Psychomotor Activities	80	100	BRAVO! BRAVO!	M.M
<b>TOTAL OUTCOME</b>	<b>573</b>	<b>637</b>	<b>Well done.</b>	
<b>OUT OFF</b>	<b>700</b>	<b>700</b>		

**Facilitator's general remarks:** Well done NEEMA, you have made me proud with your great work keep it up.

**Learner's general ability:** Meeting Expectations

**Present:** \_90% **absent:** 10% **Closing date:** 16.07.2021 **Opening date:** 26.07.2021

Facilitator's sig:

Principal's sig& school stamp:

Parent's sig:

**M.M**

**M.W.W**