



## KINGS INTERNATIONAL ACADEMY

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### GRADE TWO PROGRESS REPORT

#### STUDENT DETAILS



**NAME: NATHAN JABALI KIBURI**

**GRADE: TWO**

**TERM: THREE**

**YEAR: 2021**

#### FORMATIVE ASSESSMENT RUBRICS

#### MATHEMATICS ACTIVITIES

STRAND	SUB-STRAND	EXPECTED OUTCOME / INDICATORS	A	B	C	D	REMARKS
MEASUREMENT	MONEY	a. Identify Kenyan currency coins and notes		✓			Able to identify Kenyan currency coins and notes
		b. Sort out Kenyan currency according to value and features		✓			Able to Sort out Kenyan currency according to value and features
		c. Represent same amount of money in different denomination		✓			Can Represent same amount of money in different denomination
		d. Relate money to goods and services.		✓			Can Relate money to goods and

						services.
		e. Differentiate between needs and wants in real life situations.		✓		Can Differentiate between needs and wants in real life situations
		f. Appreciate spending and saving of money in real life situations		✓		Appreciates spending and saving money in real life situation
Geometry	Lines	a. Draw and model straight and curved lines		✓		Can draw and model straight and curved lines
		b. Modell straight lines and curved lines using strings		✓		Able to model straight lines and curved lines using strings
		c. Draw and model curved lines		✓		Can draw and model curved lines
		d. Draw and model straight lines		✓		Able to draw and model straight lines
Geometry	Shapes	a. Identify different types of shapes		✓		Can identify different types of shapes
		b. Identify the lines used to make the shapes.		✓		Can Identify the lines used to make the shapes
		c. Identify rectangles, circles, triangles, ovals and squares		✓		Easily identifies rectangles, circles, triangles, ovals and squares
		d. Appreciate making patterns involving rectangles, circles, triangles, ovals and squares		✓		Enjoys creating patterns by the use of shapes such as rectangles, circles, triangles, ovals and squares

### **ENGLISH ACTIVITY**

STRAND	SUB-STRAND	THEME	EXPECTED OUTCOME / INDICATORS	A	B	C	D	REMARKS
Listening and Speaking	Oral work	Child labour	a) a) Recognize the consonant blends /bl/ tw//br//in different spoken words.		√			Able to recognize words with given syllables.
			b) Answer simple direct and indirect questions based on a text they have read,		√			Can predict and answer comprehension questions correctly.
			c) Read a text transitioning from word by word to phrasal reading.		√			Able to read texts and passages effectively.
1.0 LISTENING AND SPEAKING	1.2 Pronunciation and Vocabulary		a) Respond to questions using the sound bl and br		√			Able to fill in correct words and missing letters.
			b) form words using sound tw and make simple sentences using the sounds		√			Able to construct grammatically correct sentences.
			c) Respond to questions using the correct vocabulary and pronounce the new words properly and correctly.		√			Able to communicate confidently using the learnt vocabulary
			d) Appreciate reading words with the consonant blends in a variety of genres.		√			Reads widely and extensively

1.0 LISTENING AND SPEAKING	1.3 Language structures and Functions	Using but, and , because	a) Respond to questions using conjunctions		√			Able to use the given conjunctions properly.
			b) Appreciate the importance of communicating using conjunctions		√			Shows positive effort in studies.
1.0 LISTENING AND SPEAKING	Attentive listening	environment	a) Listen attentively during Storytelling.		√			A keen listener and very inquisitive.
			b) Respond to specific simple two directional instructions in oral communication,		√			Response to directions effectively.

### LITERACY ACTIVITY

STRAND	SUB – STRAND	EXPECTED OUTCOMES/ INDICATORS	A	B	C	D	REMARKS
SPEAKING	Talk about	a) Identify messages conveyed in a thematic story and engage in oral discussions.		√			Able to get the correct information
		b) Use appropriate expressions to describe people, situations, and events.		√			Uses both verbal and nonverbal cues.
		c) Develop an interest to read stories and texts		√			Loves reading widely
		d) Use compound and complex sentences to link thoughts.		√			Can form correct sentences.
		e) Listen and use talk to organize and clarify thoughts and ideas.		√			Well organized ideas and thoughts.
		f) Appreciate the importance of sharing ones feeling		√			Able to express self/feelings appropriately

WRITING	Spelling instruction	a) Use phonic knowledge to spell and write familiar and unfamiliar words.		√			Able to spell some words correctly.
		b) Use simple editing strategies to correct spelling in simple sentences.		√			Able to correct wrongs done in spelling.
		c) Appreciate the importance of correct spelling.		√			Tries to give the correct spellings.
1.0 LISTENING	Storytelling	a) Listen attentively and confidently respond to stories.		√			Has a good listening skill.
		b) Develop vocabulary through listening to stories		√			Well-built vocabulary.
		c) Empathize with familiar people in stories.		√			Shows empathy and understanding.
		c) Appreciate their culture and values as taught through oral stories		√			Shows positive attitude towards different culture.
		d) Develop the creative and imaginative power.		√			Progressively building on creativity and imaginative thinking.
1.0 LISTENING	Effective communication	a) Listen with increased attention to rhymes, songs, conversations and stories		√			Attentive listener.
		b) Listen and communicate effectively in varied situations		√			Love story telling.
		c) Listen to experiences of others and respond appropriately to the feelings and ideas expressed		√			Appreciates other people ideas.
		d) Develop an interest in listening to texts on varied themes		√			Shows positive interest.

## **ENVIRONMENTAL ACTIVITIES**

<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>
<b>Social Environment</b>	Enterprise projects: Exploring the environment for appropriate income generating activity	Identify a viable income generating activity for the class within the school environment		√			Is able to suggest income generating activities the class could carry out within the school
	Enterprise projects Exploring the environment for appropriate income generating activity	Analyze income generating activities within the school environment		√			Able to suggest income generating activities the class could carry out within the school like polishing shoes for the learners in school and charge them a little pay
	Exploring the environment for appropriate income generating activity	Determine a workable income generating activity for their class		√			Able to explore and analyze possible income generating activities for the class e.g. drawing and painting pictures and selling them
	Exploring the environment for appropriate income generating activity	Develop interest in income generating activities within the school		√			Able to suggest a workable income generating activity that they could undertake at school like polishing shoes for the learners in school and charge them a little pay
	Initiating a class income generating project	Plan for an income generating Activity for the class		√			Able to discuss and plan for an age-appropriate income generating activity to be carried out by the class e.g. making flower vases out of tins
	Initiating a class income generating project	Participate in initiating the class income generating		√			Able to participate in initiating the selected project

		activity					
	Initiating a class income generating project	Participate in the management of the class income generating activity		√			Needs guidance to carry out responsibilities as according to the plan
Care for the environment	Caring for plants: Communicating plant protection messages	Recognize appropriate messages on plant protection in school	√				Able to recognize messages on plant protection in school
	Caring for plants: Communicating plant protection messages	Create appropriate plant protection messages to promote messages conservation	√				Is able to create plant protection messages using hand scripts, electronics, and print resources.
	Caring for plants: Communicating plant protection messages	Appreciate plant protection for environmental sustainability		√			Able recite verses and sing songs on plant protection
	Caring for animals: Keeping an animal shelter clean and secure	Identify ways of keeping an animal shelter clean at home and school	√				Able to identify ways of keeping an animal shelter clean at home and school e.g.sweeping,removing food remains
	Caring for animals: Keeping an animal shelter clean and secure	-Participate in keeping an animal shelter clean at home and school		√			Needs to be guided to participate in keeping animal shelters clean at home or in school
	Caring for animals: Keeping an animal shelter clean and secure	Suggest ways of making an animal shelter secure at home and school		√			Abe to name ways of making an animal shelter secure at home and school like locking, putting a roof, fencing

Care for the environment	Managing waste: Types of waste in school	-Identify types of waste in the school environment	√				Correctly identifies types of waste in the school environment
	Managing waste: Types of waste in school	Sort out different types of waste in the school environment for safe disposal		√			Actively and correctly sorts out different types of waste in the school environment for safe disposal
	Safety in handling waste	-Identify dangers when handling waste in school	√				Correctly identifies dangers when handling waste in school like being cut, pricked ,inhaling poisonous gases
	Safety in handling waste	- Practice safety measures when handling waste in school	√				Practices safety measures when handling waste in school very well by wearing the protective clothes
	Safety in handling waste	-Communicate safety measures when handling waste in school		√			Using multimedia resources, learners to outline safety measures in handling waste in school
	Caring for water: Keeping stored water safe	State the importance of keeping water safe for human and animal use at home and school	√				Able to state the importance of keeping water safe for human and animal use at home and school i.e. keep us away from diseases
	Re-using water	Suggest how water could be re-used at home and in school	√				Correctly names ways on how water could be re-used at home and in school e.g. water used for washing clothes could be re-used to clean the house, flush the toilet



	Re-using water	Participate in re-using water to reduce wastage at home and school		√			Able to suggest how they could participate in re-using water to reduce wastage at home and school
	Conservation of Energy: Communicating energy conservation messages	Recognize appropriate messages on energy conservation		√			Identifies simple messages on conserving energy using video clips, internet sources, newspaper cutting and brochures
	Conservation of Energy: Communicating energy conservation messages	Create energy conservation messages to promote awareness at home and school		√			Able to create simple persuasive energy conservation messages
	Conservation of Energy: Communicating energy conservation messages	Display energy conservation messages to create awareness in school		√			Needs guidance to display the energy conservation messages

### KISWAHILI ACTIVITY

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	A	B	C	B	MAONI
USALAMA WANGU	Kusoma: Hadithi	kuchangamkia kusoma hadithi kila siku	√				Anaweza kusoma hadithi kutoka kwa jitabu mbele ya darasa kwa ukakamavu na ufasaha
	Sarufi: Matumizi ya Huyo na Hao	kufahamu matumizi ya huyo na hao katika mawasiliano		√			Anasoma sentensi zenye kudhihirisha matumizi ya huyo na hao kama vile: Huyo ni nani? Kwa usahihi
		kutumia huyo na hao katika sentensi kwa usahihi ili kuimarisha mawasiliano		√			Anaweza kujaza mapengo kwa kutumia huyo na hao.
HALI YA	Alfabeti ya	Kutambua alfabeti za		√			Anasoma alfabeti ya Kiswahili

ANGA	Kiswahili	Kiswahili ili kuimarisha usomaji					kwa mfuatano
	Alfabeti ya Kiswahili	Kuandika alfabeti ya Kiswahili katika kuimarisha uandishi bora		√			Anaandika alfabeti ya kiswahili kwa hati bora na nadhifu
		Kubainisha tofauti ya irabu na konsonati za Kiswahili ili kuelewa jinsi silabi huundwa		√			Anatofautisha irabu na konsonanti kwa usahihi
	Msamiati:	Kutambua msamiati ambao hutumiwa katika hali ya anga ili kuelezea hali ya anga ifaayo	√				Anatumia msamiati wa hali mbalimbali za anga ifaavyo kuelezea hali ya anga
		Kutumia msamiati unaohusu hali ya anga katika sentensi sahihi ili kuimarisha stadi ya kuzungumza na kuandika	√				Anatunge sentens sahihi akitumia msamiati unaohusu hali ya anga kama vile upepo,jua,mvua,na mawingu
	Kusikiliza na kuzungumza: Masimulizi	Kubainisha hali mbalimbali za anga ili kuimarisha mawasiliano		√			Anashiriki katika majadiliano kuhusu hali za anga tofauti kama vile upepo,jua,mvua na mawingu katika makundi
		Kuthamini umuhimu wa hali ya anga katika maisha ya kila siku	√				Anafahamu umuhimu wa hali mbalimbali za anga ifaavyo
	Kusoma hadithi	Kusoma hadithi zinazohusu hali ya anga ili kuimarisha usomaji	√				Anaweza kusoma hadithi kutoka kwa kitabu cha hadithi kwa mfululizo na ufasaha
		Kufahamu hadithi aliyoisoma kuhusu hali ya anga ili kupata ujumbe	√				Anajibu na kuuliza maswali kutokana na hadithi kwa ukakamavu
	Sarufi:Nafsi ya pili wakati uliopita	Kutambua maneno na viambishi vinavyo wakilisha nafsi ya pili wakati uliopita ili kuimarisha mawasiliano		√			Anatumia nafsi ya pili wakati uliopita hali ya umoja na wingi katika mazungumzo(wewe ulienda,nyinyi mlienda) ifaavyo
		Kutumia nafsi ya pili wakati uliopita hali ya umoja na wingi katika sentensi ili		√			Anatumie nafsi ya pili wakati uliopita hali ya umoja na wingi katika sentensi kwa ipasavyo

		kuimarisha mawasiliano					
		Kuandika vifungu vya maneno vinavyoashiria nafsi ya pili wakati uliopita katika hali ya umoja na wingi ili kuimarisha uandishi bora		√			Anaweza kujaza mapengo kwa kutumia maneno na viambishi vinavyowakilisha nafsi ya pili wakati uliopita kama vile wewe u,li,nyinyi na m hali ya umoja na wingi kwa usahihi
Lishe Bora	Msamiati	Kutambua msamiati kuhusu lishe bora ili kuimarisha mawasiliano		√			Anaelezea maana ya msamiati unaohusiana na lishe bora kama vile Protini,Vitamini,Wanga ifaavyo
		Kuandika maneno yanayohusu lishe bora katika kuimarisha uandishi bora	√				Ananakili kwenye daftari msamiati uliofunzwa na hati bora na nadhifu
		Kutumia msamiati uliosomwa katika kutunga sentensi ili kuimarisha mawasiliano		√			Anatumia msamiati wa lishe bora kutunga sentensi ifaavyo
		Kuthamini kula chakula kinachofaidi mwili ili kujikinga kutokana na madhara ya ukosefu wa lishe bora		√			Anatambua umuhimu wa lishe bora na madhara ya ukosefu wa lishe bora
	Kusoma: Hadithi	kusoma hadithi kwa mtiririko ufaao ili kuimarisha stadi ya kusoma	√				Anasoma hadithi kwa mtiririko ufaao na kwa ufasaha
		kufahamu hadithi aliyosoma na kusomewa ili kuelewa ujumbe katika hadithi		√			Anajibu na kuuliza maswali kuhusu hadithi kwa ukakamavu
	Sarufi: Matumizi ya <b>hiki na hivi</b>	kutambua matumizi ya <b>hiki</b> na <b>hivi</b> katika kuimarisha mawasiliano		√			Anatambua matumizi ya hiki na hivi kwa ufasaha
		kusoma vifungu vinavyojumuisha <b>hiki na hivi</b> katika kuimarisha stadi ya kusoma		√			Anasoma vifungu vinavyojumuisha <b>hiki na hivi</b> kama vile –kitabu hiki,vitabu hivi kwa mfululizo na usahihi

		kuandika vifungu vinavyoashiria <b>hiki</b> na <b>hivi</b> katika kuimarisha stadi ya uandishi	√			Anaandika vifungu au sentensi zinazojumuisha <b>hiki</b> na <b>hivi</b> kwa hati bora na nadhifu
Mnyama Nimpendaye	Msamiati	kuwatambua wanyama wa nyumbani kwa majina yao ili kujenga stadi ya kuzungumza	√			Anawatambua wanyama wa nyumbani kama vile,ng'ombe,mbuzi,kondoo,n gamia na punda kwa ufasaha na ukakamavu
	Msamiati	kuelezea maana ya msamiati unaotumiwa katika kutunza wanyama ili kuimarisha mawasiliano	√			Anaelezea msamiati unaotumiwa katika kutunza wanyama kwa umakinifu
	Msamiati	kutumia msamiati unaohusu utunzaji wanyama katika sentensi ili kujenga mapenzi ya kuwatunza wanyama wa nyumbani	√			Anaatunga sentensi sahihi kwa kutumia msamiati wa utunzaji wa wanyama kama vile lishe,zizi nk. Ifaavyo.
	Msamiati	kuthamini umuhimu wa kuwatunza wanyama wa nyumbani	√			Anaelezea umuhimu wa kuwatunza wanyama wa nyumbani ipasavyo
	Sarufi: Matumizi ya <b>Hili</b> na <b>Haya</b>	kusoma vifungu vinavyojumuisha matumizi ya <b>Hili</b> na <b>Haya</b> ili kujenga usomaji	√			Anasoma vifungu vyenye matumizi ya <b>hili</b> na <b>haya</b> kama vile embe hili-maembe haya,dawati hili-madawati haya kwa ufasaha na ukakamavu
		kuandika vifungu vinavyojumuisha matumizi ya <b>Hili</b> na <b>Haya</b> ili kuimarisha uandishi bora	√			Anaandika vifungu kwa hati bora na nadhifu

## **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	Food advertisement	a) Define advertisement and state where it is done.		√			He is able to explain what advertisement is and where it is done.
		b) State how to identify advertisement of food from media.		√			Able to identify advertisement of food from media.
		c) State the effect of food advertisement on our feelings.		√			Was able to tell how advertisement of food on media affect his feelings.
	Handling of cooked foods.	a) State the hygiene practices that should be observed while handling cooked food.		√			Was able to explain and state the hygiene practices that should be observed while handling cooked food.
		b) Dangers of not observing hygiene practices when handling cooked food.		√			Was able to list down dangers of not observing hygiene while handling cooked food.
		c) State factors to consider when buying food from a vendor.		√			Was able to state some of the factors to consider when buying food from a vendor.
SAFETY EDUCATION	Waste disposal in the classroom.	a) State types of waste found in the classroom.		√			He was able state types of waste found in the classroom.
		b) Name and draw the containers used in putting waste in the classroom.		√			He drew the container and also named it as

				√		directed by the teacher.
		c) State how to collect and where to dispose waste found in the classroom.		√		Was able to show how to collect and dispose the waste found in the classroom.
		d) List down the importance of waste disposal in the classroom.			√	Was able to list the importance of waste disposal in classroom.
	Common accidents and basic first aid.	a) Define what common accidents.	√			He was able to define what common accidents are.
		b) identify common accident found in the classroom		√		He was able to identify common accidents in the classroom.
		c) State common accidents in the classroom.		√		He was able to state common accidents in the classroom.
		d) List down ways of preventing common accidents in a classroom.		√		Was able to list down ways of preventing common accidents in his classroom.
	First Aid	a) Define what first Aid is.			√	He is able to define first aid.
		b) List down the procedures on how to administer first Aid for graze.			√	He was able to demonstrate how to administer first aid for graze and also write down all the procedures followed.
		c) state the procedures on how to administer first aid for pricks			√	He was able to list down the procedure of administering

						first aid for pricks.
		d) State the procedures of administering first aid for bumps.			√	He was able to list the procedure for administering first aid for bumps.

### **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.		√			He 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.		√			He was able to acquire the value of responsibility through taking care of his items in class and also taking care of his classmate belongings.
			c) Appreciate God for helping him to be responsible throughout the term.		√			He 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		√			He can now appreciate Jesus as a gift from God in his life.

			b) Narrate the story of a friend at mid-night Luke 11:5-10 and apply it in their lives.		√		He 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 he 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.			√	He was able to state the importance of prayers in his life and in his family.
			b) To state how many times one should pray.		√		He 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.			√	He 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.		√		He 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		√			He 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.			√		He 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.		√			He appreciate the role of the holy spirit in his 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 his classmates, sharing and having joy in what he is doing.

### Social behavioral report

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

### Key

S – Satisfactory

IN – Improvement needed.



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## COMPETENCE – BASED CURRICULUM

### STUDENT'S EVALUATION REPORT FORM

FACILITATOR'S NAME: M.S MARGARET

STUDENT'S NAME: NATHAN JABALI KIBURI

TERM: THREE

GRADE: 2

YEAR: 2021

ACTIVITIES	1 <sup>ST</sup> C.A.T	2 <sup>ND</sup> C.A.T	REMARKS	TRS. INITIALS
English Language Activities	28	33	Good	N.M
Literacy / Reading Activities	46	46	Good	N.M
Total	74	79	Good	N.M
Shughuli za lugha	30	23	Jaribio	M.M
Shughuli za kusoma / insha	42	46	vyema	M.M
Jumla	72	69	Jaribio	M.M
Mathematical activities	62	42	Improve	M.M
Environmental activities	100	93	good	D.K
Hygiene and nutrition activities	87	87	Good	M.M
Christian Religious education / Pastoral Program Instructions(PPI)	50	60	improved	N.M
Movement Activities				
Creative Art and Psychomotor Activities	50	50	improve	M.M
TOTAL OUTCOME	525	480	Well done	
OUT OFF	700	700		

Facilitator's general remarks: You can do better than this Nathan. keep on working harder.

Learner's general ability: Meeting Expectations

Present: 99%

absent: 1%

Closing date: 16.07.2021

Opening date: 27.07.2021

Facilitator's sig:

Principal's sig& school stamp:

Parent's sig:

MM

MWW

\_\_\_\_\_