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**GRADE THREE PROGRESS REPORT**

**STUDENT DETAILS**

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**GRADE: THREE**

**TERM: TWO**

**YEAR: 2021**

**FORMATIVE ASSESSMENT LUBRICS**

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |  |
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| **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 to3-digit numbers without regrouping |  | √ |  |  | Can subtract up to3-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 to3- digit numbers involving missing numbers with single regrouping | √ |  |  |  | Able to subtract up to3- 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-digti number |  | √ |  |  | Able to subtract a 3-digit number from a 3-digti 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\*10=90 |  | √ |  |  | Able to show relationship between multiplication and division using mathematical sentences up to 9\*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**

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| **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 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 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 acquire a range of vocabulary. |  | √ |  |  | Can recognize new words in a passage. |
|  | 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**

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| **STRAND** | **SUB - STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 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**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| **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 places in the community.** | a) Identify safe places in the community. |  | √ |  |  | Able to name the safe places in the 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 enable safe travel. |  |  | √ |  | Still learning on use of basic 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 |

**KISWAHILI ACTIVITY**

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| **MADA** | **MADA NDOGO** | **MATOKEO MAALUM YANAYOTARAJIWA** | **A** | **B** | **C** | **D** | **MAONI** |
| **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 kuimarisha uandishi bora |  | √ |  |  | Anaandika silabi kwa hati nadhifu |
|  |  | 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 kuihusu 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 usalama ili kujenga uandishi bora |  | √ |  |  | Anaandika maneno kwa hati nadhifu |
|  |  | 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 usalama katika maisha ya kila siku |  | √ |  |  | Anatambua umuhimu wa usalama maishani |
|  | **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 katika mawasiliano ya kila siku |  | √ |  |  | Anatumia vinyume na vitendo vyake katika mawasiliano kwa ipasavyo |
| **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** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
|  |  |  |  |  |  |  |  |
| 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  parasites in the body  mention the effects of  parasite infestation to the body |  | √ |  |  | Can list the causes of 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  over death |  | √ |  |  | She really appreciates 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. |

**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, Works well in groups, planning and carrying out activities | Knows how to coordinate with others in class work however should learn to be tolerant with others during discussions |
| 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 learn on turn-taking when generating new ideas |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  | √ |  |  | Enthusiastic about participating in group work, thinks fast and solves problems | Able to work amicably and cooperatively in groups however, needs to build more on patience and calmness. |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  | √ |  |  | Appreciates her real worth and takes care of the things around | Is responsible,emphathetic however still learning to be tolerant and patient with other learners |
| 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 |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  | √ |  |  | Is learning to use the digital media for different activity areas | Needs more practice on using 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 |  | √ |  |  | Is committed to work, does not depend on the teacher while reading. | 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 | S |
| Completes assigned homework and projects | S |
| Participates in community service learning | S |
| Uses time wisely | IN |

**Key**

S – Satisfactory

IN – Improvement needed.

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

**FACILITATOR’S NAME: M.S MIRIAM STUDENT’S NAME: MISHA J. KIMELI**

**TERM: TWO GRADE: THREE YEAR: 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **3RD**  **C.A.T** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities |  | 42 | 45 | **Good** | **N.M** |
| Literacy / Reading Activities |  | 50 | 50 | **Good** | **N.M** |
| Total |  | 92 | 95 | **Improvement** | **N.M** |
| Shughuli ya lugha |  | 37 | 42 | **vizuri** | **M.M** |
| Shughuli ya kusoma / insha |  | 50 | 50 | **vyema** | **M.M** |
| Jumla |  | 87 | 92 | **Kazi njema.** | **M.M** |
| Mathematical activities |  | 92 | 92 | **Improvement** | **M.M** |
| Environmental activities |  | 93 | 93 | **Well done** | **D.K** |
| Hygiene and nutrition activities |  | 100 | 100 | **Well done** | **M.M** |
| Christian Religious education / Pastoral Program Instructions(PPI) |  | 90 | 90 | **Bravo!** | **M.M** |
| Movement Activities |  |  |  |  |  |
| Creative Art and Psychomotor Activities |  | 100 | 90 | A slight drop | **M.M** |
| TOTAL OUTCOME |  | 654 | **652** | **Well done** |  |
| OUT OFF |  | **700** | **700** |  |  |

**Facilitator’s general remarks:** \_ Well done Misha. A slight drop noticed in creative Arts. Keep working harder.

**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:

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