

PROGRESS  
REPORT



Name: Erica Esther Megg Obila Admission Number: 19489  
Class: Grade One Ben Term: Term 2 2019 Year: 2019

Learning Area	Marks END TERM		Teachers Comments On Performance Of Curriculum Outcome
	Mark %	Grade	
English Activities	82	A	
Literacy Activities	99	A	
Kiswahili Activities	60	B-	Approaching Expectation (AE)
Mathematics Activities	86	A	Exceeds Expectation (EE)
Hygiene and Nutrition Activities	64	B-	Approaching Expectation (AE)
Environmental Activities	84	A	Exceeds Expectation (EE)
Religious Activities	84	A	Exceeds Expectation (EE)
Movement Activities			

KEY TABLE			
Details		Grade	
Key	Comment	Grade	Range
Exceeds Expectation (EE)	The student demonstrates broad in-depth skill/concept development that most often exceeds "grade level standards"	A	80 - 100
Meets Expectation (ME)	The student demonstrates skill/concept development that meets "grade level standards"	B	65 - 79
Approaching Expectation (AE)	The child has partially attained the required competencies. Help will be needed to attain the required level of competency	C	50 - 64
Below Expectation (BE)	Demonstrates skill/concept development that is significantly below grade level standards. A great deal of help will be needed to attain the required level of competency	D	0 - 49

ACQUISITION OF COMPETENCIES		
Competency	Performance Indicators (EE, ME, AE, BE)	Teacher's Comment
Communication and collaboration	ME	
Critical thinking and problem solving	ME	
Imagination and creativity	ME	
Learning to learn	AE	
Digital literacy	AE	
Self-efficacy	ME	
Citizenship	ME	

GENERAL CONDUCT AND BEHAVIOUR				
Behaviour and Work Habits	Excellent	Good	Satisfactory	Cause For Concern
Punctuality		✓		
Time Management		✓		
Following Instructions		✓		
Respect For Others		✓		

Closing Date:  
1st Sep, 2019

Next Term Begins:  
6th Oct, 2019

TERMLY REPORTS:

Teacher's comments on attainment of competencies

Erica's work has improved a lot, her class participation is also very

Teacher's Name:  
Phyllis . Nyoike

Sign:  
Phyllis . Nyoike

Signature: