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**GRADE TWO PROGRESS REPORT**

**STUDENT DETAILS**



**NAME: AUSTIN GITAU NG’ANG’A**

**GRADE: TWO**

**TERM: THREE**

**YEAR: 2019**

**FORMATIVE ASSESSMENT LUBRICS**

**MATHEMATICS ACTIVITIES**

**MATHEMATICS ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| Measurement | Mass | a) measure mass using fixed units |  | √ |  |  | Able to measure mass using fixed units |
|  |  | b) identify the kilogram as a unit of measuring mass |  | √ |  |  | Identifies kilogram as the unit for measuring mass |
|  |  | c) measure mass in kilograms |  | √ |  |  | Can measure mass in kilograms |
| Measurement | Money | 1. Identify Kenyan currency notes and coins |  | √ |  |  | Can identify Kenyan currency notes and coins |
|  |  | 1. Identify features on various Kenyan currency notes and coins |  | √ |  |  | Can easily differentiate specific features on the notes and coins |
|  |  | 1. Represent same amount in different denominations |  | √ |  |  | Able to represent same amount in different denominations |
|  |  | 1. Relate money to goods and services |  | √ |  |  | Can relate money to goods and services |
|  |  | 1. Differentiate between needs and wants in real life situation |  | √ |  |  | Clearly differentiates between needs and wants |
|  |  | 1. Appreciate spending and saving of money in real life situations |  | √ |  |  | Understands the importance of spending and saving money in real life situations |
| Geometry | Lines | 1. Draw and model straight and curved lines |  | √ |  |  | Able to draw and model straight and curved lines |
|  |  | 1. Model straight and curved lines |  | √ |  |  | Can model straight and curved lines |
|  |  | 1. Use strings to model curved and straight lines |  | √ |  |  | Able to use strings to model curved and straight lines |
|  |  | 1. Draw straight and curved lines using digital devices |  | √ |  |  | Can draw straight and curved lines with the digital devices |
| Geometry | Shapes | 1. Identify different types of shapes |  | √ |  |  | Knows different types of shapes |
|  |  | 1. Identify the lines used to make the shapes |  | √ |  |  | Able to identify the lines that make various shapes |
|  |  | 1. Identify rectangles, squares, triangles, circles and ovals |  | √ |  |  | Can identify rectangles, squares , triangles, circles and ovals |
|  |  | 1. Appreciate making patterns using various shapes such as rectangles, circles, triangles and ovals. |  | √ |  |  | Enjoys making patterns with the use of different shapes such as circles, rectangles, triangles and ovals. |

**E NGLISH ACTIVITY**

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| **STRAND** | **SUB-STRAND** | **THEME** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| Listening and Speaking | Oral work | Child labour | a) a) Recognise the consonant blends /bl/ tw//br//in different spoken words. |  | √ |  |  | Able to recognise 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**

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| **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**

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| **STRAND** | | **SUB-STRAND** | **EXPECTED OUTCOMES** | | | **A** | | **B** | | **C** | | **D** | | **REMARKS** |
| **Social Environment** | 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  activity |  | | √ | |  | |  | | Able to participate in initiating the selected project | |
|  | 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**

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| **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 ANGA | Alfabeti ya kiswahili | Kutambua alfabeti za Kiswahili ili kuimarisha usomaji |  | √ |  |  | Anasoma alfabeti ya Kiswahili 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 kuimarisha mawasiliano |  | √ |  |  | Anatumie nafsi ya pili wakati uliopita hali ya umoja na wingi katika sentensi kwa ipasavyo |
|  |  | 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 **hiki** na **hivi** | kutambua matumizi ya **hiki** na **hivi** katika kuimarisha mawasiliano |  | √ |  |  | Anatambua matumizi ya hiki na hivi kwa ufasaha |
|  |  | kusoma vifungu vinavyojumuisha **hik**i na **hivi** katika kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma vifungu vinavyojumuisha **hiki** na **hivi** kama vile –kitabu hiki,vitabu hivi kwa mfululizo na usahihi |
|  |  | kuandika vifungu vinavyoashiria **hiki** na **hivi** katika kuimarisha stadi ya uandishi |  | √ |  |  | Anaandika vifungu au sentensi zinazojumuisha **hiki** na hivi 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,ngamia 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 **Hili** na **Haya** | kusoma vifungu vinavyojumuisha matumizi ya **Hili** na **Haya** ili kujenga usomaji |  | √ |  |  | Anasoma vifungu vyenye matumizi ya **hili** na **haya** kama vile embe hili-maembe haya,dawati hili-madawati haya kwa ufasaha na ukakamavu |
|  |  | kuandika vifungu vinavyojumuisha matumizi ya **Hili** na **Haya** ili kuimarisha uandishi bora |  | √ |  |  | Anaandika vifungu kwa hati bora na nadhifu |

**HYGIENE AND NUTRITION ACTIVITIES**

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

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

**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 |  | √ |  |  | He is able to express himself well a very responsible boy. | Responsible and open minded, however needs to build more on self –esteem. |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  | √ |  |  | He is a great artist who is able to express himself through drawing and colouring. | Creative, dynamic to new experiences , however needs to be exposed more to digital learning platforms for deeper insights |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  | √ |  |  | He is able to question any learning area he doesn’t understand and able also to reason out with his teammate. | Co-ordinates with others, builds ideas, and questions when in doubt, however, more effort needed to build on confidence during the interaction phase |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  | √ |  |  | Responsible, enjoys participating in community outreach activities. | Responsible, analytical however, needs to be patient with all learners with different capabilities |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  | √ |  |  | Resourceful, interactive and open to new ideas | Motivated with new discoveries, organizes and effectively manage individual learning and growth however needs to embrace the dynamism that comes with each learning approach. |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  | √ |  |  | Creative and can solve problems through digital platforms | Creative and innovative in handling digital learning resources however needs to be patient in the process of 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 |  | √ |  |  | Self-aware, goal oriented and self- directed | Self-efficient, but needs to learn more on patience. |

**SOCIAL BEHAVIORAL REPORT**

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

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING | This term he was able to join the big pool and he learnt how to float. |
| BALLET | N/A |
| SKATING | He does so well in skating where he can compete with the rest comfortably. |
| SOCCER | N/A |
| P.E | A good sports boy he love participating in all activities given he is a team player. |
| MUSIC | Enjoys singing and knows how to player piano a little bit. |
| CHESS | N/A |
| CLUBS | An active team member of scouting and skating and music club. |

**KINGS INTERNATIONAL ACADEMY**

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: M.S MIRIAM STUDENT’S NAME: AUSTIN GITAU NG’ANG’A

TERM: THREE GRADE: TWO YEAR: 2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **3rd CAT** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | 38 | 43 | 49 | Good work | **N.M** |
| Literacy / Reading Activities | 50 | 50 | 50 | excellent | **N.M** |
| Total | 88 | 93 |  | well done | **N.M** |
| Shughuliyalugha | 30 | 42 | 46 | vizuri | **D.M** |
| Shughuliyakusoma / insha | 38 | 50 | 50 | vyema | **D.M** |
| Jumla | 68 | 92 | 96 | kazi nzuri | **D.M** |
| Mathematical activities | 88 | 72 | 100 | Good work. | **L.W** |
| Environmental activities | 97 | 98 | 98 | well done | **D.M** |
| Hygiene and nutrition activities | 88 | 98 | 96 | good | **M.M** |
| Christian Religious education / Pastoral Program Instructions(PPI) | 91 | 94 | 98 | Bravo! Bravo! | **M.M** |
| Movement Activities |  |  |  |  |  |
| Creative Art and Psychomotor Activities |  |  |  |  |  |
| TOTAL OUTCOME | **520** | **547** | **587** | Good job. |  |
| OUT OFF | **600** | **600** | **600** |  |  |

Facilitator’s general remarks: Great improvement noticed Austin keep up the good work you are doing.am proud of you.

Learner’s general ability: Meeting Expectations

Present: 90% absent: 10% \_\_\_\_\_ Closing date: 25.10.2019 Opening date: 6.1.2020

Facilitator’s sig: Principal’s sig& school stamp: Parent’s sig:

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_