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**GRADE THREE PROGRESS REPORT**

**STUDENT DETAILS**

**NAME: CLAIRE NGOKI NGANGASU**

**GRADE: THREE**

**TERM: THREE**

**YEAR: 2019**

**FORMATIVE ASSESSMENT RUBRICS**

**MATHEMATICS ACTIVITIES**

**MATHEMATICS ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| **Measurement** | **Time** | 1. Identify the minute as a unit of measuring time. |  | √ |  |  | Able to identify minute as a unit of measuring time |
|  |  | 1. Read and tell time using the digital clock. |  | √ |  |  | Able to read and tell time using the digital clock. |
|  |  | 1. Read and tell time using “past” and “to” the hour using the clock face. |  | √ |  |  | Can Read and tell time using “past” and “to” the hour using the clock face. |
|  |  | 1. Write time using “past” and “to” the hour. |  | √ |  |  | Can accurately Write time using “past” and “to” the hour |
|  |  | 1. Estimate time in hours |  | √ |  |  | Able to Estimate time in hours |
|  |  | 1. Add and subtract time with hours and minutes without conversion |  | √ |  |  | Can easily Add and subtract time with hours and minutes without conversion |
| **Measurement** | **Money** | 1. Recognize and identify Kenyan currency notes and shillings up to sh. 1000 |  | √ |  |  | Able to recognize  and identify Kenyan currency notes and shillings up to sh. 1000 |
|  |  | 1. Add and subtract money involving change up to sh. 1000 |  | √ |  |  | Can Add and subtract money involving change up to sh. 1000 |
|  |  | 1. Carry out shopping activities involving change and balance |  | √ |  |  | Able to Carry out shopping activities involving change and balance |
|  |  | 1. Relate money to goods and services up to sh. 1000 |  | √ |  |  | Able to relate money to goods and services up to sh. 1000 |
|  |  | 1. Differentiate between needs and wants, |  | √ |  |  | Easily identifies needs and wants |
|  |  | 1. Appreciate spending and saving of money in real life situations |  | √ |  |  | Appreciates the importance of saving money in real life situations |
| **Geometry** | **Position and direction** | 1. Move along a straight line from a point |  | √ |  |  | Able to move along a straight line from a point |
|  |  | 1. Turn to the right from a point |  | √ |  |  | Able to turn to the right from a point |
|  |  | 1. Turn to the left from a point |  | √ |  |  | Able to turn to the left from a given point |
| **Geometry** | **Shapes** | 1. Make patterns involving rectangles, circles, triangles ovals and squares |  | √ |  |  | Can make patterns  patterns involving rectangles, circles, triangles ovals and squares |
|  |  | 1. Appreciate making patterns with various shapes such as circles, ovals, triangles |  | √ |  |  | Enjoys making patterns using various shapes |

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

**LITERACY ACTIVITY**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB – STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 LISTENING AND SPEAKING | 1.4 Talk about | a) Identify messages conveyed in a thematic story and engage in oral discussions |  | √ |  |  | able to identify the key idea/ message in a story |
|  |  | b) Use appropriate expressions to describe people, situations, and events |  | √ |  |  | Uses both verbal and non-verbal cues. |
|  |  | c) Build on one’s ideas in a conversation by linking them to those given by others |  | √ |  |  | Fluent and audible. |
|  |  | d) Develop an interest to read stories and texts. |  | √ |  |  | Loves reading storybooks. |
| 1.0 LISTENING AND SPEAKING | 1.5 Presentation skills | a) Question the decisions made in their environment and ask critical questions |  | √ |  |  | Inquisitive and loves to seek clarity |
|  |  | b) Engage in decision making in their environment. |  | √ |  |  | Makes sound decision. |
|  |  | c) Sequentially position their views using appropriate words. |  | √ |  |  | Good presentation skills |
|  |  | d) Demonstrate an interest in making decisions in their environment through contributions and valid suggestions |  | √ |  |  | Thinks critically and gives the best solution. |
| 2.0 READING | 2.1 Independent reading | a) Read with accuracy, fluency, and  understanding |  | √ |  |  | A fluent reader |
|  |  | b) Locate information from print sources |  | √ |  |  | Able to answer comprehensive questions |
|  |  | c) Silently read a given passage |  | √ |  |  | A fluent reader. |
|  |  | d) Read supplementary books with understanding |  | √ |  |  | Consistently reads grade-level material independently. |
| 2.0 READING | Locating information from a text | a) Read through texts to locate information from a text |  | √ |  |  | Able to spot the key idea |
|  |  | b) Read through texts to find answers to questions through independent reading. |  | √ |  |  | Enjoys reading texts and passages. |
| 3.0 WRITING | 3.1 Sentence formation | a) Write a variety of compound and complex sentence structures correctly |  | √ |  |  | continues to make excellent progress in spelling and reading |
|  |  | b) Develop strategies for making and organizing notes |  | √ |  |  | Portrays well organized notes. |
|  |  | c) Use writing and other forms of representation to generate and organize ideas |  | √ |  |  | Shapes letters appropriately. |
|  |  | d) Appreciate the importance of logic in writing |  | √ |  |  | Have good compositions. |

**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| **Social Environment** | Waste management for income generation project at  school. | utilize the waste in the community to make money |  | √ |  |  | Able to determine suitable waste management activity to generate income at school |
| Caring for the environment | Caring for Plants:  Communicating plant protection messages in the community | Name ways of protecting plants  in the community |  | √ |  |  | Is able to name ways of protecting plants in the  community |
|  | Ways of protecting plants | Discuss and create plant protection messages. |  | √ |  |  | Is able to design plant  protection messages using  print and electronic media |
|  | Communicating plant  protection messages in the  community | Communicate messages that protect plants in the community |  | √ |  |  | Is able to convey the plant protection messages to the community through print and electronic media. |
|  | Caring for animals:  Caring for animals in distress | Recognize signs of distress in animals |  | √ |  |  | Is able to recognize signs of distress in animals e.g. watery eyes, making a funny sound, skin falling off, saliva dripping from the mouth. |
|  | Caring for animals in distress | Care for animals in  distress |  | √ |  |  | Is able to name ways of caring for animals in distress e.g. treating them, giving them food and water, building them shelter. |
|  | Sounds animals makes when in need of help | Identify sounds made by animals in distress |  | √ |  |  | Is able to identify sounds made by animals in distress |
|  | Caring for animals.: Ways in which animals are mistreated | Name some of the ways animals are mistreated |  | √ |  |  | Able to name ways animals are mistreated e.g. not given food, not treated when they are sick, beaten. |
|  | Caring for animals.: Animals rights | Discuss animals rights and freedom  explaining what should be done and not done to animals |  | √ |  |  | Able to name animals rights and freedom e.g. right to food, right to medication, right to shelter |
|  | Managing waste :  Disposing of waste in the community | State ways of disposing of waste in the community |  | √ |  |  | Able to name different ways of disposing waste |
|  | Disposing of waste in the community | Participate in disposing of waste in the community (sorting and grouping) |  | √ |  |  | Is able to sort and dispose waste in the community |
|  | Communicating messages on managing waste | Recognize persuasive messages on how to manage waste |  |  | √ |  | Is able to observe and recognize messages on managing waste |
|  | Communicating messages on managing waste | Use hand print and electronic media to create messages on how to manage waste in the community |  | √ |  |  | Use hand print and electronic media to create persuasive messages on waste management |
|  | Communicating messages on managing waste | Communicate messages on management of waste in the community |  |  | √ |  | Use hand print and electronic media to create persuasive messages on waste management |
|  | Engaging parents or guardians in waste management | Identify ways of involving parents or guardians in waste management |  |  | √ |  | Is able to discuss with parents or guardians on various ways of managing waste and report back |
|  | Engaging parents or guardians in waste management | Involve parents or guardians in waste management |  |  | √ |  | Involves parents or guardians in establishing simple waste management projects |
|  | Engaging parents or guardians in waste management | Appreciate the participation of parents or guardians in waste management |  | √ |  |  | States the importance of parental participation in waste management |
|  | Caring for soil:  Planting trees to protect soil | State the importance of trees in protecting soil |  | √ |  |  | Names the importance of trees in protecting soil e.g. slows down the speed of wind, slows down the speed of heavy rain drops |
|  | Plant trees for soil protect | Demonstrate on planting tree seedling |  |  | √ |  | Demonstrates on planting tree seedling to protect soil |
|  | Plant trees for soil protect | Demonstrate willingness to plant trees to protect soil for environmental sustainability |  |  | √ |  | Shares with parents or guardians how planting tree seedling protect the soil |
|  | Improving soil | Identify materials used to improve the soil |  | √ |  |  | Is able to identify materials used to improve the soil e.g. manure. Mulching |
|  | Improving soil | Apply manure on a seedbed |  | √ |  |  | Is able to demonstrate on how to apply manure on a seedbed |
|  | Improving soil | Apply mulch on a seedbed |  | √ |  |  | Is able to demonstrate on how to apply mulch on a seedbed |
|  | Improving soil | Develop interest in caring for the soil for using environmental sustainability |  | √ |  |  | Is able to share with parents or guardians on the use of mulch and manure in caring for soil |
|  | Caring for water:  Exploring ways of collecting rain water | Identify ways of collecting rain water in school and the community |  | √ |  |  | Is able to identify ways of collecting rain water in school and the community e.g. using a tank,drum,backets |
|  | Caring for water:  Exploring ways of collecting rain water | Collect rain water at school |  |  | √ |  | Is able to share experiences on ways of collecting rain water |
|  | Caring for water:  Exploring ways of collecting rain water | Appreciate the need of collecting rain water for domestic uses |  | √ |  |  | States the importance of collecting rain water for domestic uses |
|  | Caring for water reservoirs in the community | Identify ways of protecting reservoirs |  | √ |  |  | Identifies ways of protecting water sources and the reservoirs(fencing around,covering,fetching through the tap,regular cleaning) |
|  | Caring for water reservoirs in the community | Appreciate the need to care for reservoirs in the community |  | √ |  |  | States the importance of caring for water reservoirs |
|  | Caring for energy:  Energy conservation campaigns in the community | State ways of promoting energy conservation in the community |  | √ |  |  | States ways of promoting energy conservation in the community e.g. switching off lights when in use, using energy saving jikos and bulbs |
|  | Caring for energy:  Energy conservation campaigns in the community | Participate in energy conservation campaigns in the community |  |  | √ |  | Is able to reflect, think and share their ideas on promoting energy conservation in the community |
|  | Caring for energy:  Energy conservation campaigns in the community | Appreciate the need to promote energy conservation in the community |  |  | √ |  | Is able to compose songs, poems and create posters on energy conservation in the community. Then pass the message in school |

**KISWAHILI ACTIVITY**

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| **MADA** | **MADA NDOGO** | **MATOKEO MAALUM YANAYOTARAJIWA** | **A** | **B** | **C** | **D** | **MAONI** |
| Sarufi | Sarufi:  Matumizi ya haraka na polepole. | kusoma sentensi zilizo na matumizi ya haraka na polepole ili kujenga usomaji bora. | √ |  |  |  | Anasoma sentensi zilizo na matumizi ya haraka na polepole kwa usahihi |
| DUKANI | Msamiati. | kutambua msamiati wa dukani ili kuutumia katika mawasiliano |  | √ |  |  | Anatambua msamiati wa dukani na kuutumia vyema katika mawasiliano |
|  |  | kusoma maneno yanayohusiana na shughuli za dukani ili kujenga usomaji bora | √ |  |  |  | Anasoma maneno ya shughuli za dukani kwa ukakamavu |
|  |  | kueleza maana ya msamiati wa dukani ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anafahamu maana ya msamiati wa dukani vyema |
|  |  | kutumia msamiati wa dukani katika sentensi sahihi ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anatumia msamiati wa dukani ipasavyo |
|  |  | kuandika maneno yanayohusiana na uuzaji na ununuzi ili kuimarisha stadi ya kuandika | √ |  |  |  | Anaandika maneno yanayohusu uuzaji na ununuzi kwa hati nadhifu na kwa usahihi |
|  | Kusikiliza na Kuzungumza:  Masimulizi | kutambua maneno yanayotumiwa katika muktadha wa dukani ili kuimarisha ufahamu |  | √ |  |  | Anatambua maneno yanayotumiwa kuhusu dukani kama vile,muuzaji,kilo,pesa |
|  |  | kueleza shughuli za dukani ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anaeleza vyema shughuli za sokoni kama vile,uza,nunua |
|  |  | kusikiliza masimulizi kuhusu uuzaji na ununuzi ili kujenga usikivu |  | √ |  |  | Anasimulia visa vya uuzaji na ununuzi kwa ukakamavu |
|  |  | Kuthamini biashara katika maisha ya kila siku. |  | √ |  |  | Anatambua vyema umuhimu wa biashara katika maisha ya kila siku |
|  | **Kusoma : Hadithi** | kutambua msamiati uliotumiwa katika hadithi ili kuwezesha ufahamu .  kusikiliza hadithi ikisomwa na mwalimu kuhusu shughuli za dukani ili kuimarisha stadi ya kusikiliza |  | √ |  |  | Anatambua msamiati uliotumiwa katika hadithi na kusikiliza hadithi kwa makini |
|  |  | kusoma hadithi kuhusu dukani kwa ufasaha ili kujenga usomaji bora | √ |  |  |  | Anasoma hadithi kuhusu dukani kwa ufasaha |
|  |  | kufahamu hadithi aliyoisoma na aliyosomewa kuhusu shughuli za dukani ili kupata ujumbe |  | √ |  |  | Anafahamu hadithi aliyoisomewa vyema |
|  |  | kuthamini biashara maishani kama njia moja ya kujitegemea maishani. |  | √ |  |  | Anafahamu umuhimu wa biashara kama njia moja ya kujitegemea |
|  | Kusikiliza na kuzungumza:.  Kuandika | kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi |  | √ |  |  | Annandika kisa kifupi kwa hati nadhifu na ipasavyo |
|  |  | kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi. |  | √ |  |  | Anaandika visa tofauti kwa ukakamavu |
|  | Sarufi:  Matumizi ya alama ya kuuliza(?) | kutambua matumizi ya alama ya kuuliza (?) katika kuimarisha mawasiliano |  | √ |  |  | Anatambua matumizi ya alama ya ? ifaavyo |
|  |  | kusoma sentensi zilizo na matumizi ya alama ya kuuliza (?) |  | √ |  |  | Anasoma sentensi zilizo na matumizi ya ? kwa usahihi |
| NDEGE NIMPENDAYE | Msamiati | Kutaja majina ya ndege mbalimbali ili kuimarisha stadi ya kuzungumza | √ |  |  |  | Anafahamu majina ya ndege mbalimbali vyema kama vile,koo,jogoo,tausi |
|  |  | Kutambua msamiati unaotumika katika kutunza ndege ili kuimarisha mawasiliano |  | √ |  |  | Anatambua vyema msamiati unaotumika katika kutunza ndege |
|  |  | Kutumia majina ya ndege katika sentensi sahihi ili kuwezesha mazungumzo |  | √ |  |  | Anatumia ifaavyo majina ya ndege katika sentensi |
|  |  | Kutumia msamiati wa kutunza ndege katika sentensi ili kuwezesha mazungumzo |  | √ |  |  | Anatumia vyema msamiati wa kutunza ndege |
|  |  | Kusoma maneno na sentensi kuhusu ndege nimpendaye ili kujenga usomaji bora | √ |  |  |  | Anasoma maneno na sentensi kuhusu ndege kwa ufasaha |
|  |  | Kuthamini utunzaji wa ndege ampendaye |  | √ |  |  | Anatambua umuhimu wa kutunza ndege kama vile,kuku hutupa mayai na nyama |
|  | Kusikiliza na kuzungumza:  Masimulizi | Kutaja aina ya ndege za nyumbani anaowajua ili kujenga stadi ya kuzungumza. | √ |  |  |  | Anataja aina ya ndege wa nyumbani kwa ukakamavu |
|  |  | Kumtambua ndege ampendaye ili kujenga stadi ya kuzungumza | √ |  |  |  | Anamtambua ndege ampendaye vyema |
|  |  | Kusimulia kuhusu ndege ampendaye ili kujenga stadi ya kuzungumza |  | √ |  |  | Anasimulia kuhusu ndege ampendaye kwa usahihi na ukakamavu |
|  |  | Kusimulia kuhusu jinsi ndege anayempenda anavyotunzwa ili kujenga stadi ya kuzungumza |  | √ |  |  | Anasimulia kwa ukakamavu njia mbalimbali za kutunza ndege anayempenda kama vile:Kumtibu anapogonjeka,kumpa chakula |
|  |  | Kusikiliza kwa makini masimulizi kuhusu utunzaji wa ndege wa nyumbani ili kujenga usikivu |  |  | √ |  | Anasikiliza masimulizi kwa umakinivu |
|  |  | Kuthamini ndege wa nyumbani |  |  | √ |  |  |
|  | Kusoma:  Hadithi | Kutambua msamiati uliotumiwa katika hadithi aliyosoma na kusomewa ili kuimarisha ufahamu |  | √ |  |  | Anatambua vyema msamiati uliotumika katika hadithi vyema |
|  |  | Kusoma hadithi zinazohusu ndege wa nyumbani ili kujenga usomaji bora | √ |  |  |  | Anasoma hadithi kwa stadi ya hali ya juu na kwa mfululizo |
|  |  | Kusikiliza hadithi zinazohusu ndege wa nyumbani zikisomwa ili kujenga usikivu | √ |  |  |  | Anasikiliza hadithi kwa umakinivu |
|  | Kusikiliza na kuzungumza:  Hadithi | Kufahamu hadithi aliyoisoma na aliyosomewa ili kupata ujumbe |  | √ |  |  | Anajibu maswal iya ufahamu wa hadithi kwa ufasaha |
|  |  | Kuchangamkia kusoma hadithi ili kuendeleza ari ya kusoma zaidi |  | √ |  |  | Anafurahia kusoma hadithi |
|  | Kuandika | Kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi |  | √ |  |  | Anaandika kisa kifupi kwa hati nadhifu na kwa mfululizo |
|  |  | Kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi |  | √ |  |  | Anaandika visa tofauti kwa ufasaha |
|  | Sarufi:  Matumizi ya JUU YA na CHINI YA | Kutambua matumizi ya **juu ya** na **chini ya** ili kuimarisha mawasiliano | √ |  |  |  | Anatambua vyema matumizi ya **juu ya** na **chini ya** |
|  |  | Kutumia **juu** **ya** na **chini ya** katika sentensi kwa usahihi ili kuimarisha mawasiliano | √ |  |  |  | Anatumia **juu ya** na **chini ya** ipasavyo |
|  |  | Kusoma sentensi zinazodhihirisha matuzi ya **juu ya** na **chini ya** ili kuimarisha usomaji bora | √ |  |  |  | Anasoma sentensi zinazodhihirisha matumizi ya **juu ya** na **chini ya** kwa ukakamavu na mfululizo |
|  |  | Kuandika sentensi zinazodhihirisha matumizi ya **juu ya** na **chini ya** ili kuimarisha uandishi bora | √ |  |  |  | Anaandika sentensi kwa hati nadhifu na ipasavyo |
|  |  | Kuchangamkia matumizi ya **juu ya** na **chini ya** katika mawasiliano |  | √ |  |  | Anawasiliana ifaavyo akitutumia **juu ya** na **chini ya** |
| SOKONI | Msamiati | Kutambua msamiati unaohusiana na shughuli za sokoni ili kuimarisha mawasiliano |  | √ |  |  | Anatambua msamiati wa shughuli za sokoni kama vile risiti,dalali,mkokoteni vyema |
|  |  | Kusoma msamiati wa sokoni ili kujenga usomaji bora |  | √ |  |  | Anasoma msamiati wa sokoni kwa ukakamavu na sahihi |
|  |  | Kufahamu maana ya msamiati unaotumiwa sokoni ili kuwezesha mawasiliano |  | √ |  |  | Anafahamu vyema msamiati wa sokoni |
|  |  | Kutunga sentensi akitumia msamiati wa sokoni ili kuimarisha mawasiliano. |  | √ |  |  | Anatunga sentensi sahihi akitumia msamiati wa sokoni |
|  |  | Kuandika maneno na sentensi akitumia msamiati wa sokoni ili kuimarisha stadi ya kuandika |  | √ |  |  | Anaandika maneno na sentensi akitumia msamiati wa sokoni kwa hati nadhifu |
|  |  | Kuthamini shughuli za sokoni |  | √ |  |  | Anafahamu umuhimu wa shughuli za sokoni |
|  | Kusikiliza na kuzungumza:  Masimulizi | Kutaja vitu vinavyopatikana sokoni katika kuendeleza mazungumzo | √ |  |  |  | Anataja vitu vinavyopatikana sokoni kwa usahihi na ukakamavu |
|  |  | Kutaja watu wanaopatikana sokoni katika kuendeleza mazungumzo  Kusikiliza maelezo kuhusu sokoni ili kujenga usikivu |  | √ |  |  | Anataja watu wanaopatikana sokoni kama vile dalali,wachuuzi kwa usahihi |
|  | Kusoma:  Hadithi | Kutambua msamiati uliotumiwa katika hadithi ili kuwezesha ufahamu |  | √ |  |  | Anafahamu msamiati uliotumiwa ipasavyo |
|  |  | Kusikiliza hadithi zikisomwa na mwalimu kuhusu sokoni ili kujenga usikilivu |  | √ |  |  | Anasikiliza hadithi kwa makini |
|  |  | Kusoma hadithi kuhusu sokoni ili kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma hadithi kwa ukakamavu |
|  |  | Kufahamu hadithi aliyoisoma au kusomewa kuhusu sokoni ili kupata ujumbe. |  | √ |  |  | Anajibu maswali kuhusu hadithi aliyosomewa kwa ufasaha |
|  | Kuandika | Kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi |  | √ |  |  | Anaandika kisa ipasavyo na kwa hati nadhifu |
|  | Sarufi:  Matumizi ya NDANI YA na NJE YA | Kutambua matumizi ya **ndani ya** na **nje ya** ili kuimarisha mawasiliano | √ |  |  |  | Anatambua matumizi ya **ndani ya** na **nje ya** kwa ufasaha |
|  |  | Kutumia **ndani ya** na **nje ya** katika sentensi kwa usahihi ili kuimarisha mawasiliano | √ |  |  |  | Anatumia **ndani ya** na **nje ya** katika sentensi kwa usahihi |
|  |  | Kusoma sentensi zinazodhihirisha matumizi ya ndani ya nan je ya ili kuimarisha stadi ya kusoma | √ |  |  |  | Anasoma sentensi zenye maneno **ndani ya** na **nje ya** kwa usahihi |
|  |  | Kuandika sentensi zinazodhihirisha matumizi ya **ndani ya** na **nje ya** ili kuimarisha stadi ya kuandika | √ |  |  |  | Anaandika sentensi zenye maneno **ndani ya** na **nje ya** ipasavyo |

**HYGIENE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
|  |  |  |  |  |  |  |  |
| Food etiquette | Good table manners | a). explains the importance of practicing good table manners |  | √ |  |  | Able to state the importance of practicing good table manners |
|  |  | b) demonstrates good table manners |  | √ |  |  | Can demonstrate good table manners while eating. |
|  |  | c). appreciate the need of practicing good table manners |  | √ |  |  | Able to state importance of practicing good table manners. |
| Food etiquette | Reasons for eating food | a). explains reasons for eating food |  |  |  |  | Can list reasons for eating food |
|  |  | b). state reasons why some people don’t eat certain food. |  | √ |  |  | Can state reasons why people don’t eat certain food. |
|  |  | c). appreciate people who don’t eat certain food. |  | √ |  |  | Shows empathy with different people . |
|  |  | d). state reasons why people eat too much food and others eat too little food. |  |  |  |  | Can state why some people eat too much food while others eat too little food. |
| Safety in food storage. | Food | a). name food eaten raw |  | √ |  |  | Can list some food eaten raw |
|  |  | b). identify food cooked before eating. |  | √ |  |  | Can identify some common food |
| Common accidents and basic first aid. | Common accidents in school | a). name common accidents encounter in school. |  | √ |  |  | Can write common accidents learners encounter in school. |
|  |  | b). list causes of these accidents |  | √ |  |  | Can identify causes of accidents. |
|  |  | c). mention ways of avoiding these accidents |  | √ |  |  | Can list ways of avoiding accidents in school. |
|  |  | d). demonstrate basic first aid done |  | √ |  |  | Can role play |
| Packaged Foods | Examples of packaging foods sold in our locality | a). Name examples of packaged foods sold in their locality |  | √ |  |  | Can list food available in the community. |
|  |  | b). give reasons why we pack food. |  | √ |  |  | Can tell why we pack food. |
|  |  | c). Identify the manufacturing date, expiring date and the amount of these products. |  | √ |  |  | Can identify the key element in food packaging.. |

**CHRISTIAN RELIGIOUS EDUCATION**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. |  | √ |  |  | She was able to list the items they carry in school for learning like a bag, books, a pencil, rubber sharpener and also draw and colour them. |
|  |  |  | b) Acquire the value of responsibility by taking care of the items that they use at school. |  | √ |  |  | She was able to acquire the value of responsibility through taking care of his items in class and also taking care of her classmate belongings. |
|  |  |  | c) Appreciate God for helping him to be responsible throughout the term. |  | √ |  |  | She showed gratitude to God by thanking, him through prayers. |
| THE CHURCH |  | Prayer | a)Recite the first four lines of the lord’s prayer as a way of communicating to God |  | √ |  |  | She can now appreciate Jesus as a gift from God in her life. |
|  |  |  | b) Narrate the story of a friend at mid-night Luke 11:5-10 and apply it in their lives. |  | √ |  |  | She was able to narrate the story of a friend at midnight and relate it with the reasons why God what us to keep on praying. |
|  |  |  | c) Desire to pray regularly to develop a relationship with God. |  | √ |  |  | During devotions she was able to lead in prayers therefore developing a closer relationship with God. |
|  |  | The importance of prayer. | A) To state the importance of prayer in his life and that of his family. |  | √ |  |  | She was able to state the importance of prayers in her life and in her family. |
|  |  |  | b) To state how many times one should pray. |  | √ |  |  | She was able to state that prayer should be a lifestyle therefore a person should pray at all times. |
|  |  |  | c) To appreciate Jesus Christ for teaching the lord’s prayer and making him know how to pray. |  |  | √ |  | Showed appreciation to Jesus Christ by reciting the lord’s prayer. |
|  |  | The Holy Spirit | a) State what a promise is and describe the promise Jesus gave to the disciples and desire to have faith in God. |  | √ |  |  | She was able to define what a promise is and stated the promise Jesus made to his disciples. |
|  |  |  | b) Appreciate the work of the holy spirit. |  | √ |  |  | She can appreciate the work of the holy spirit by demonstrating the fruit of the holy spirit. |
|  |  |  | c) Draw and colour the disciples during the day of Pentecost. |  |  | √ |  | Can be able to draw and colour the disciples of Jesus during the day of Pentecost |
|  |  | The role of the holy spirit. | a)define what is a role |  | √ |  |  | She is able to define what a role is. |
|  |  |  | b) State the role of the holy spirit to a Christian and discuss his role both in class and at home. |  | √ |  |  | She is able to state the role of the holy spirit and also discuss his roles both at home and school. |
|  |  |  | c) Appreciate the role of the holy spirit in their lives. |  | √ |  |  | She appreciates the role of the holy spirit in her life. |
|  |  |  | d) Demonstrate how the holy spirit work in their lives. |  | √ |  |  | Was able to demonstrate how the holy spirit works in his life through showing love to her classmates, sharing and having joy in what she does. |
|  |  | The fruit of the holy spirit. | a) Name the fruit of the Holy Spirit. |  | √ |  |  | She was able to name the fruit of the holy spirit. |
|  |  |  | b) Sing a song about the fruit of the holy spirit. |  | √ |  |  | She sang the song so well with a lot of joy. |
|  |  |  | C) Demonstrate the work of the Holy spirit. |  | √ |  |  | She demonstrated it through showing love to her classmate. |

**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 |  | √ |  |  | She has good leadership skills | Keep on collaborating with others. |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  | √ |  |  | She is creative and always appreciative | Need to engage in more activities that will develop critical, logical and problem solving skills. |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  | √ |  |  | is thoughtful, insightful and thorough in written and verbal communication, and has a talent for expressing her ideas clearly | She is curious and very inquisitive. |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  | √ |  |  | She is responsible and a good servant always ready to lend a hand. | Embraces and respect other people’s culture |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  | √ |  |  | She is motivated and very energetic | Keep on the good work |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  | √ |  |  | She has passion for digital world. | Keep up the good work. |
| Self-Efficacy | Become self-aware and self – directed, set and pursue goals. | Self-aware  Self-directed  Financial literacy  Goal oriented  Self-reliant  Healthy  Committed |  | √ |  |  | She understands herself and knows her limits | Keep it up girl. |

**SOCIAL BEHAVIORAL REPORT**

|  |  |
| --- | --- |
| **Value / skill** | **Comment / Recommendations** |
| Consideration for others | S |
| Respect for school property | S |
| Organization | S |
| 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 | S |

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING | Enjoys swimming and is able to swim in the shallow end |
| BALLET | NA |
| SKATING | good |
| SOCCER | NA |
| P.E | Good |
| MUSIC | NA |
| CHESS | NA |
| CLUBS | Enjoys and actively participates in skating |

**KINGS INTERNATIONAL ACADEMY**

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: DAMARICE KYALO STUDENT’S NAME: CLAIRE NGOKI

TERM: THREE GRADE: THREE YEAR: 2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **3RD**  **CAT** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | 44 | 48 | 49 | Good work | N.M |
| Literacy / Reading Activities | 50 | 50 | 50 | Excellent | N.M |
| Total | **94** | **98** | **99** |  |  |
| Shughuli ya lugha | 38 | 46 | 48 | Hongera | D.K |
| Shughuli ya kusoma / insha | 50 | 50 | 50 | Heko | D.K |
| Jumla | **88** | **96** | **98** |  |  |
| Mathematical activities | 80 | 90 | 92 | Bravo | L.W |
| Environmental activities | 98 | 97 | 97 | Excellent | D.K |
| Hygiene and nutrition activities | 100 | 96 | 94 | Excellent | N.M |
| Christian Religious education / Pastoral Program Instructions(PPI) | 100 | 100 | 100 | Excellent work | M.M |
| Movement Activities |  |  |  | Good | N.M |
| Creative Art and Psychomotor Activities |  |  |  | good | N.M |
| TOTAL OUTCOME | **560** | **577** | **580** |  |  |
| OUT OFF | **600** | **600** | **600** |  |  |

Facilitator’s general remarks: She is responsible, hardworking and trustworthy.

Learner’s general ability: she does her best in all her activity areas and very helpful.

Present:100% Absent: Closing date: 25/10/ 2019 Opening date: 6/01/2020

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

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