**KINGS INTERNATIONAL ACADEMY**

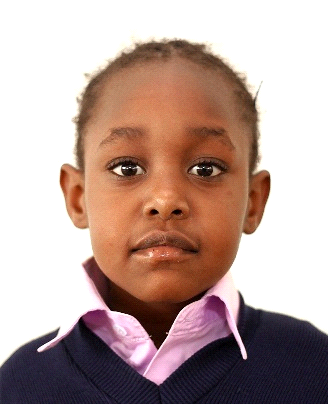
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**GRADE ONE PROGRESS REPORT**

**STUDENT DETAILS**

**NAME: ELSIE JEBIWOTT ROTICH**

**GRADE: ONE**

**TERM: : THREE**

**YEAR : 2019**

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| **Measurement** | Time | 1. Identify activities done in the morning, afternoon and evening |  | √ |  |  | Able to identify activities done at specific times of the day |
|  |  | 1. Relates days of the week with various activities |  | √ |  |  | Can relate the days of the week with various activities |
|  |  | 1. Appreciates various activities done during a specific day of the week |  | √ |  |  | Can appreciate various activities done during specific day of the week |
|  | Money | 1. Identify Kenyan currency coins and notes up to sh.100 |  | √ |  |  | Can identify Kenyan currency coins and notes up to sh.100 |
|  |  | 1. Sorts different Kenyan currency coins and notes according to their values up to sh. 100 |  | √ |  |  | Able to sort different Kenyan currency coins and notes according to their values up to sh. 100 |
|  |  | 1. Can sort notes and coins according to their values and features |  | √ |  |  | Able to sort notes and coins according to their values and features |
|  |  | 1. Relates money to goods and services up to sh. 100 in shopping activities |  | √ |  |  | Able to relate money to goods and services up to sh. 100 in shopping activities |
|  |  | 1. Differentiates between needs and wants in real life contexts |  | √ |  |  | Able to differentiate between needs and wants in real life contexts |
|  |  | 1. Appreciates spending and saving in Real life situations |  | √ |  |  | Able to appreciate spending and saving in Real life situations |
| **Geometry** | Lines | 1. Identify a straight line for application in real life |  | √ |  |  | Able to Identify a straight line for application in real life |
|  |  | 1. Draw curved lines for application in real life |  | √ |  |  | Able to draw curved lines for application in real life |
|  |  | 1. Draw straight lines on the ground and in the book |  | √ |  |  | Able to draw straight lines on the ground and in the book |
|  |  | 1. Draw curved lines on the ground and in the book |  | √ |  |  | Can draw curved lines on the ground and in the book |
|  | Shapes | 1. Identify rectangles, circles, triangles in the environment |  | √ |  |  | Can identify rectangles, circles, triangles in the environment |
|  |  | 1. Sort and group different shapes using one tribute |  | √ |  |  | Can sort and group different shapes using one tribute |
|  |  | 1. Identify the types of lines which make rectangles, circles, triangles etc. |  | √ |  |  | Able to Identify the types of lines which make rectangles, circles, triangles etc |
|  |  | 1. Make patterns involving rectangles, circles and triangles |  | √ |  |  | Can make patterns involving rectangles, circles and triangles |
|  |  | 1. Appreciates the beauty of patterns in the environment |  | √ |  |  | Enjoys making patterns and appreciates the beauty of in the environment |

**ENGLISH ACTIVITY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB - STRAND** | **THEME** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING AND SPEAKING | Attentive listening |  | a) Listen attentively during a conversation |  | √ |  |  | Attentive listener. |
|  |  |  | b) Respond to simple specific one- directional instructions in oral communication, |  | √ |  |  | Responds to questions appropriately |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  | √ |  |  | Attentive listener. |
| 1.0 LISTENING AND SPEAKING | 1.3 Language structures and Functions | technology | a). Discriminate the  sounds /ph/ /t/ in different spoken  words |  | √ |  |  | Articulate words properly. |
|  |  |  | b). Pronounce the words with the sounds in isolation in preparation for reading. |  | √ |  |  | Articulate words properly |
|  |  |  | c) Recognize new  words used in the themes to acquire a range of vocabulary  and their meaning |  | √ |  |  | Wide range of vocabulary. |
| 1.0 LISTENING AND SPEAKING | 1.4 Language structures and functions |  | a) Construct simple sentences a) using wh |  | √ |  |  | Can construct good sentences. |
|  |  |  | b) Appreciate/enjoy  communicating ideas  using wh for fluency. |  | √ |  |  | Shares ideas widely. |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Colour and shapes | a) talk about the colour and shapes of objects appropriately in dialogues, |  | √ |  |  | Able to identify colour and shapes. |
|  |  |  | b) Pick out colour and shapes in oral conversations . |  | √ |  |  | Able to identify colour and shapes. |
|  |  |  | c) Appreciate the use of adjectives in effective communication |  | √ |  |  | Able to use adjective of colour and shapes.. |

LITERACY ACTIVITY

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB – STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 LISTENING | 1.2 Phonological Awareness | 1. Orally pronounce, blend syllables in spoken words and onset- rhymes of single-syllable words |  | √ |  |  | Good articulation skill. |
|  |  | b) Segment syllables in spoken words and onset rimes of single-syllable words |  | √ |  |  | Can blend words appropriately. |
|  |  | c) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation |  | √ |  |  | Constantly check on pronunciation and spelling. |
|  |  | d) Add or substitute individual sounds in simple, one-syllable words to make new words. |  | √ |  |  | Able to form new words from syllables. |
|  |  | e) Recognize and sound the commonly used letter sounds and syllables |  | √ |  |  | Uses words appropriately. |
|  |  | f) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles |  | √ |  |  | Loves riddles and poems. |
| 1.0 LISTENING | 1.3 Story Telling | a) Listen attentively and confidently respond to stories |  | √ |  |  | Loves story telling. |
|  |  | b) Use a variety of thematic vocabulary |  | √ |  |  | Wide range of vocabulary. |
|  |  | c) Develop an interest in listening to oral stories |  | √ |  |  | Loves oral narratives. |
|  |  | d) Appreciate their culture and values as taught through oral stories |  | √ |  |  | Respects culture. |
|  |  | e) Empathise with familiar people in stories |  | √ |  |  | Shows empathy and sympathy. |
|  |  | f) Develop their creative and imaginative power as they create mental images of the oral stories |  | √ |  |  | Creative and imaginative. |
|  |  |  |  | √ |  |  |  |

**ENVIRONMENTAL ACTIVITIES**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | | **EXPECTED OUTCOMES** | **A** | **B** | | **C** | | **D** | | **REMARKS** |
| Care for the  environment | Caring for  Plants:  Watering  flower beds at  school. | | Identify the different type of plants | √ |  | |  | |  | | Accurately and correctly identifies types of plants |
|  | Caring for  Plants:  Watering  flower beds at  school. | | Suggest reasons  for watering flowers | √ |  | |  | |  | | Accurately and correctly names reasons for watering flowers |
|  | Caring for  Plants:  Watering  flower beds at  school. | | Identify things used  for watering flowers | √ |  | |  | |  | | Able to identify things to used to water flowers e.g. hose pipe,sprinkler,watering can |
|  | Caring for  Plants:  Watering  flower beds at  school | | Practice correct procedures of watering flower beds | √ |  | |  | |  | | Is able to follow the correct procedures of watering plants |
|  | Caring for  Animals:  Feeding  and watering  Animals. | | Identify and name common feeds for animals at home | √ |  | |  | |  | | Correctly identifies and names common feeds for animals e.g.grass,meat,milk |
|  | Caring for  Animals:  Feeding  and watering  Animals | | Discuss the common equipment used to feed and water animals. | √ |  | |  | |  | | Able to name the common equipment used to feed and water animals |
|  | Caring for  Animals:  Feeding  and watering  Animals. | | Ways of cleaning the feeding and watering equipment. | √ |  | |  | |  | | Accurately and correctly names ways of cleaning the feeding and watering equipment.e.g. using water,brush to scrub |
|  | Caring for  Animals:  Feeding  and watering  Animals | | Importance of feeding and watering animals | √ |  | |  | |  | | Able to state the importance of feeding and watering animals |
|  | Managing waste responsibly:  Exploring types of waste in the classroom | | Name types of waste from the classroom(plastic and non-plastic) | √ |  | |  | |  | | Correctly names types of waste from the classroom(plastic and non-plastic) i.e.papers,plastic bottles,bottle tops |
|  | waste responsibly:  Exploring types of waste in the classroom | | Safely sort out waste from the classroom |  | √ | |  | |  | | Sorts out and groups waste safely according to its nature |
|  | Safety in handling waste in the home | | Identify safe ways of handling waste in the home | √ |  | |  | |  | | Able to name the safety measures when handling waste in the home |
|  | Caring for water:  Using water sparingly | | Identify ways of using water sparingly at home and school |  | √ | |  | |  | | Names ways of using water sparingly at home and school  e.g.by using a cup when drinking water from a tap, washing clothes in a basin instead of directly from the tap |
|  | Conserving Light Energy in the home and School | | Discuss ways of saving light energy on the home and school | √ |  | |  | |  | | Accurately and correctly names ways of saving light energy on the home and school e.g. by using energy saving bulbs, switching off lights when not in use. |
| **KISWAHILI ACTIVITY** | | | | | | | | | | | | |
| **MADA** | **MADA NDOGO** | **MATOKEO MAALUM YANAYOTARAJIWA** | | **A** | **B** | **C** | | **D** | | **MAONI** | | |
| **USAFI WA MWILI** | Sauti na majina ya herufi za Kiswahili | Kutamka sauti nne za herufi moja katika kuimarisha mazungumzo | | √ |  |  | |  | | Anatamka sauti lengwa kwa ufasaha | | |
|  | Sauti na majina ya herufi za Kiswahili | Kutambua sauti za herufi moja zilizofunzwa katika maneno ili kuimarisha mazungumzo | | √ |  |  | |  | | Anatambua sauti za herufi moja zilizofunzwa vyema | | |
|  | Sauti na majina ya herufi za Kiswahili | Kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma | | √ |  |  | |  | | Anasoma majina ya herufi zinazowakilisha sauti lengwa kwa usahahi | | |
|  | Sauti na majina ya herufi za Kiswahili | Kusoma herufi za sauti moja katika kujenga stadi ya kusoma | | √ |  |  | |  | | Anasoma herufi za sauti moja kwa ufasaha | | |
|  | Kusoma | Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma | | √ |  |  | |  | | Anasoma maneno kwa kutumia silabi zinazotokana na sauti lengwa kwa ufasaha | | |
|  | Sauti na majina ya herufi za Kiswahili | Kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kujenga stadi ya kusoma | |  | √ |  | |  | | Anasoma vifungu vilivyo na maneno yaliyo na sauti lengwa vyema | | |
|  | Msamiati | kutambua msamiati wa usafi wa mwili katika kujenga msamiati kwa mawasiliano | |  | √ |  | |  | | Anatambua msamiati wa usafi wa mwili kama vile kukata kucha ,,kusugua meno ipasavyo | | |
|  | Msamiati | kutumia msamiati wa usafi wa mwili katika sentensi | |  | √ |  | |  | | Anatumia baadhi ya msamiati wa usafi wa mwili katika sentensi ifaavyo | | |
|  | Msamiati | kuandika maneno yanayohusiana na usafi wa mwili katika kuimarisha stadi ya kuandika | |  | √ |  | |  | | Anaandika sentensi akitumia msamiati wa usafi wa mwili kwa hati bora na sahihi | | |
|  | Msamiati | kuthamini usafi wa mwili katika maisha ya kila siku | |  | √ |  | |  | | Anatambua umuhimu wa usafi wa maishani. | | |
|  | Msamiati | kutambua sehemu za mwili zinazopaswa kuangaziwa zaidi katika usafi katika kuimarisha mazungumzo | |  | √ |  | |  | | Anatambua vyema sehemu za mwili zinazopaswa kuangaziwa zaidi katika usafi.kama vile mdomo,uso, | | |
|  | Kusikiliza na Kuzungumza:Masimulizi | kufahamu masimulizi aliyoyasikiliza katika kurejelea stadi ya kusikiliza | | √ |  |  | |  | | Anajibu na kuuliza maswali ya hadithi na maelezo aliyosikia kuhusu usafi | | |
|  |  | kusimulia visa vinavyohusu usafi katika kurejelea stadi ya kuzungumza | |  | √ |  | |  | | Anaimba nyimbo na kukariri mashairi kuhusu usafi wakiigiza vitendo vya usafi. | | |
|  | Kusoma:  Hadithi | Kusoma hadithi zinazohusu usafi wa mwili katika kujenga stadi ya kusoma | |  | √ |  | |  | | Anasoma hadithi kuhusu usafi wa mwili kwa ufasaha na ukakamavu | | |
|  |  | kufahamu hadithi aliyoisoma na aliyosomewa kuhusu usafi wa mwili ili kuimarisha mawasiliano | |  | √ |  | |  | | Anaelezea maana na matumizi ya msamiati uliotumika kwenye hadithi kwa umakinifu | | |
|  | Kusoma:  Hadithi | kusikiliza hadithi zikisomwa na mwalimu zinazohusu usafi wa mwili katika kujenga stadi ya kusoma | |  | √ |  | |  | | Anasikiliza hadtihi ikisomwa kisha anaisoma peke yake.kwa mfululizo na umakinifu | | |
|  | Kusoma:  Hadithi | Kudumisha usafi katika maisha ya kila siku | |  | √ |  | |  | | Anatambua vitendo vya usafi wa mwili ili kudumisha usafi | | |
|  | Sarufi:  Matumizi ya **huyu** na **hawa** | Kutambua matumizi ya **huyu**  na **hawa** katika mawasiliano | |  | √ |  | |  | | Anatunga sentensi zenye matumizi ya **huyu** na **hawa** k.m **Huyu** anakata kucha-**Hawa** wanakata kucha ipasavyo | | |
|  | Sarufi:  Matumizi ya **huyu** na **hawa** | Kusoma sentensi zinazojumuisha **huyu** na **hawa** katika sentensi katika kuimarisha mawasiliano | | √ |  |  | |  | | Anasoma sentensi zinazojumuisha matumizi ya **huyu** na hawa kwa umakinifu | | |
|  | Sarufi:  Matumizi ya **huyu** na **hawa** | Kuandika sentensi kwa kutumia **huyu** na **hawa** katika kuimarisha stadi ya kuandika | |  | √ |  | |  | | Anaandika sentensi zinazojumuisha matumizi ya **huyu** na hawa kwa hati nadhifu | | |
| Vyakula vya kiasilia | Sauti na majina ya herufi za kiswahili | Kutamka sauti nne za herufi moja katika kuimarisha stadi ya kuzungumza | | √ |  |  | |  | | Anaatambua sauti lengwa s,,,h,y, na z katka maneno vyema | | |
|  | Sauti na majina ya herufi za kiswahili | Kusoma herufi za sauti moja katika kuimarisha stadi ya kusoma | | √ |  |  | |  | | Anasoma herufi za sauti moja kwa umakinifu na mfululizo | | |
|  | Msamiati | Kutambua vyakula vya kiasili ili kuimarisha lishe bora | |  | √ |  | |  | | Anatambua vyakula mbalimbali vya kiasili kwa kutumia vyakula halisi, picha na michoro kama vile, mihogo ,viazi ,mahindi, maharagwe ,mboga na matunda | | |
|  | Msamiati | Kusoma majina ya vyakula mbalimbali ili kuimarisha stadi ya kusoma | |  | √ |  | |  | | Anasoma majina ya vyakula mbalimbali kwa ukakamavu na ipasavyo | | |
|  | Msamiati | Kuandika majina ya vyakula katika kuimarisha stadi ya kuandika | | √ |  |  | |  | | Anaandika majina ya vyakula kwa hati bora na ipasavyo | | |
|  | Msamiati | kutumia majina ya vyakula katika sentensi sahihi | |  | √ |  | |  | | Anatumia msamiati aliyofunzwa wa vyakula kutunga sentensi kwa usahihi | | |
|  | Msamiati | kuthamini vyakula vya kiasili katika maisha ya kila siku | |  | √ |  | |  | | Anatambua umuhimu wa vyakula vya kiasili katika maisha kama vile ,vinazuia maradhi kwenye mwili ,vinaongeza nguvu katika mwili | | |
|  | Kusikiliza na kuzungumza:masimulizi | kusikiliza masimulizi kuhusu vyakula vya kiasili katika kuimarisha stadi ya kusikiliza | |  | √ |  | |  | | Anaungana na wenzake katika kuzungumzia juu ya vyakula vya kiasili | | |
|  | Kusoma:  Hadithi | Kusoma hadithi kuhusu vyakula vya kiasili katika kuimarisha stadi ya kusoma | |  | √ |  | |  | | Anasikiliza mwalimu anaposoma hadithi kisha anasoma peke yake kwa usahihi | | |
|  | Kusoma:  Hadithi | Kufahamu hadithi aliyosoma na kusomewa kuhusu vyakula vya kiasili ili kupata ujumbe unaolengwa | |  | √ |  | |  | | Anasoma hadithi na kujibu maswali kutokana na hadithi hiyo vyema | | |
|  | Sarufi:  Matumizi ya **- angu** na **-etu** | kutambua matumizi ya –angu na –etu katika mawasiliano | |  | √ |  | |  | | Anatumia –angu na –etu ipasavyo katika mawasiliano | | |
|  | Sarufi:  Matumizi ya **- angu** na **-etu** | kutumia –angu na –etu katika sentensi ili kuimarisha mawasiliano | |  | √ |  | |  | | Anatunga sentensi zenye matumizi ya –angu na -etu ifaavyo | | |

**HYGIENE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| Foods | Buying food | Identify places in the community where food is bought. | √ |  |  |  | Is able to name places where food is sold in the community (market, shops, butchery, supermarket, kiosk, open air |
|  | Names of the food we buy | Name foods bought from the different places in the community, | √ |  |  |  | Correctly identifies foods bought from the different places in the community. |
|  | Buying food | Appreciate the different places for buying food in the community. |  | √ |  |  | States the importance of the different places for buying food in the community. i.e. people are able to get food to eat |
|  | Common accidents at home | Name common accidents at home. | √ |  |  |  | Able to correctly identify accidents at home like falls,cuts,drowning,suffocation,choking ,electrocution,burns |
|  | Common accidents at home | Mention causes of accidents at home | √ |  |  |  | Accurately states the causes of accidents at home such as sharp edges, slippery floors, fruit peelings, broken glasses,etc |
|  | Common accidents at home | Identify ways of preventing accidents at home. |  | √ |  |  | Is able to identify ways of preventing accidents at [home.i.e](http://home.i.e). by wiping tea or water spills, clearing fruit peels, arranging furniture well |
|  | Dangerous chemicals at home | Name some dangerous chemicals found at home |  | √ |  |  | Correctly names some dangerous chemicals found at home  e.g.kerosene,washing soap,jik bleach |
|  | Simple First Aid | State reasons for carrying out First Aid to an injured person |  | √ |  |  | States reasons for carrying out First Aid to an injured person i.e.to stop bleeding, to remove dirt, to reduce pain |
|  |  | Identify contents of a First Aid kit | √ |  |  |  | Confidently identifies contents of a First Aid kit  e.g.gloves,bandages,elastoplasts |

**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 her 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 his life. |
|  |  |  | d) Demonstrate how the holy spirit works in their lives. |  | √ |  |  | Was able to demonstrate how the holy spirit works in her life through showing love to her classmates, sharing and having joy in what she does. |

**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 |  | √ |  |  | Very responsible, empathetic and has learnt to be patient | Team player, expressive but needs to be clear |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  | √ |  |  | Is appreciative, creative and imaginative in given classroom situations | Needs to demonstrate openness to new experiences, generate and apply new ideas to classroom activities |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  | √ |  |  | Reflective, curious and reflective in the process of learning new ideas | Learns new ideas quickly, however needs to participate in classroom discussions in order to become a better problem solver |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  | √ |  |  | Still learning the sense of belonging patriotism and nationalism | Responsible, empathetic however, needs to be a good decision maker |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  | √ |  |  | Interactive, and open to new ideas that come comes with study by interacting with others | Easily 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 |  | √ |  |  | Is creative,communicative,and analytical | Still learning to solve problems by use of technology 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 still learning financial literacy and health committed. |

**Social behavioral report**

|  |  |
| --- | --- |
| **49Value / skill** | **comment** |
| 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 |
| BALLET | Able to do the initial moves in ballet |
| SKATING | N/A |
| SOCCER | N/A |
| P.E | Coordinates her body parts well |
| MUSIC | Loves singing and dancing |
| CHESS | N/A |
| CLUBS | A member of Ballet club |

**KINGS INTERNATIONAL ACADEMY**

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MS.LUCY. STUDENT’S NAME: ELSIE JEBIWOTT.TERM: THREE. GRADE: ONE YEAR: 2019.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | 3RD C.A.T | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | **41** | **41** | **48** | Good work | **N.M** |
| Literacy / Reading Activities | **38** | **50** | **50** | Excellent | **N.M** |
| Total | **79** | **91** | **98** | Good work | **N.M** |
| Shughuli ya lugha | **41** | **47** | **49** | Hongera | **D.K** |
| Shughuli ya kusoma / insha | **24** | **48** | **50** | Hongera | **D.K** |
| Jumla | **65** | **97** | **99** | Hongera | **D.K** |
| Mathematical activities | **94** | **96** | **96** | Good work | **L.W** |
| Environmental activities | **79** | **94** | **83** | Good | **D.K** |
| Hygiene and nutrition activities | **85** | **85** | **94** | Excellent | **D.K** |
| Christian Religious education / Pastoral Program Instructions(PPI) | **70** | **95** | **100** | Excellent | **M.M** |
| Movement Activities | **\_** |  |  |  |  |
| Creative Art and Psychomotor Activities | **\_** |  |  |  |  |
| TOTAL OUTCOME | **472** | **559** | **570** | **Good work** | **L.W** |
| OUT OF | **600** | **600** | **600** |  |  |

Facilitator’s general remarks: Bravo! Remarkable improvement. Keep it up!

Learner’s general ability: Meeting Expectations.

Present: 100% attendance. Absent: Nil. Closing date: 25.10.2019. Opening date: 6.1.2020.Facilitator’s sig: Principal’s sig& school stamp: Parent’s sig: