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**GRADE TWO PROGRESS REPORT**

**STUDENT DETAILS**

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**GRADE: TWO**

**TERM: TWO**

**YEAR: 2019**

**FORMATIVE ASSESSMENT LUBRICS**

**MATHEMATICS ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| Numbers | Addition | a) make patterns in groups using numbers up to 100 |  | √ |  |  | Able to make patterns in groups using numbers up to 100 |
|  |  | b) work out missing numbers involving addition of whole numbers up to 100 |  | √ |  |  | Can work out missing numbers involving addition of whole numbers up to 100 |
| Numbers | Subtraction | a) subtract up to 2-digit numbers without regrouping |  | √ |  |  | Can subtract up to 2-digit numbers without regrouping |
|  |  | b) subtracts the 10’s numbers |  | √ |  |  | Can subtract the 10’s numbers |
|  |  | c) use the relationship between addition and subtraction in working out problems |  | √ |  |  | Knows the relationship between addition and subtraction in working out problems |
|  |  | d) work out missing numbers in subtraction of up to2- digit numbers |  | √ |  |  | Able to work out missing numbers in subtraction of up to2- digit numbers |
|  |  | e) work out the missing numbers in patterns involving subtraction up to 100 |  | √ |  |  | Able to work out the missing numbers in patterns involving subtraction up to 100 |
| Numbers | Multiplicati on | a) represent multiplication as repeated addition using numbers1,2,3,4 and 5 up to five times |  | √ |  |  | Able to represent multiplication as repeated addition using numbers1,2,3,4 and 5 up to five times |
|  |  | b) Write repeated addition sentences as multiplication, using ‘x’ sign. |  | √ |  |  | Can Write repeated addition sentences as multiplication, using ‘x’ sign |
|  |  | c) write repeated addition sentences as multiplication, using ‘x’ sign. |  | √ |  |  | Can write repeated addition sentences as multiplication, using ‘x’ sign. |
|  |  | d) complete a multiplication table |  | √ |  |  | Can complete a multiplication table |
|  |  | e) multiply single digit numbers by 1,2,3,4 and 5 |  | √ |  |  | Able to multiply single digit numbers by 1,2,3,4 and 5 |
|  |  | f) arrange items in groups of 1,2,3,4 and 5 a certain number of times |  | √ |  |  | Able to arrange items in groups of 1,2,3,4 and 5 a certain number of times |
| Numbers | Division | a) represent division as equal sharing |  |  |  |  | Can represent division as equal sharing |
|  |  | b) represent division as equal grouping |  | √ |  |  | Able to represent division as equal grouping |
|  |  | c) use ‘‘sign in writing division sentences |  | √ |  |  | Able to ‘‘sign in writing division sentences |
|  |  | d) work out word problems involving division |  | √ |  |  | Can work out word problems involving division |
|  |  | e) divide numbers up to 25 by 2,3,4 and 5 without a remainder in real life situation |  | √ |  |  | Able to divide numbers up to 25 by 2,3,4 and 5 without a remainder in real life situation |
| Measurement | Length | a) measure length using fixed units |  | √ |  |  | Able to measure length using fixed units |
|  |  | b) identify the metre as a unit of measuring length |  | √ |  |  | Identifies the metre as the unit for measuring length |
|  |  | c) measure length in metres |  | √ |  |  | Can measure length in metres |
| 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 |

**ENGLISH ACTIVITY**

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| **STRAND** | **SUB-STRAND** | **THEME** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| Listening and Speaking | Attentive listening | Accidents | a) a) Recognise the consonant blends /br/ cl// in different spoken words. |  | √ |  |  | Able to recognise words. |
|  |  |  | b) Answer simple direct and indirect questions based on a text they have read, |  | √ |  |  | Can answer comprehension questions correctly. |
|  |  |  | c) Read a text transitioning from word by word to phrasal reading. |  | √ |  |  | Able to read texts and passages. |
| 1.0 LISTENING AND SPEAKING | 1.2 Pronunciation and Vocabulary |  | a) Respond to questions using the sound bra and cl |  | √ |  |  | Able to fill in correct word. |
|  |  |  | b) form words using sound cl and br and make simple sentences using the sounds |  | √ |  |  | Able to construct 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 |
|  |  |  | f) Appreciate reading words with the consonant blends in a variety of genres. |  | √ |  |  | Reads widely |
| 1.0 LISTENING AND SPEAKING | 1.3 Language structures and Functions | Past continuous tense | a) Respond to questions using the past continuous tense about hygiene, simple injuries and first aid. |  | √ |  |  | Able to use past continuous tense. |
|  |  |  | b) Appreciate the importance of communicating ideas using the past continuous tense |  | √ |  |  | Shows positive effort. |
| 1.0 LISTENING AND SPEAKING | Vocabulary and pronunciation | Classroom | a) use ordinal and cardinal numbers to construct correct sentences for effective communication |  | √ |  |  | Able to use both cardinal and ordinal numbers. |
|  |  |  | b) Appreciate the importance of cardinal and ordinal numbers in communication |  | √ |  |  | Able to use ordinal and cardinal numbers in conversation. |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | The farm | a) Recognise the consonant blends /dr/gr// in different spoken words. |  | √ |  |  | Able to use words effectively. |
|  |  |  | b) Answer simple direct and indirect questions based on a text they have read. |  | √ |  |  | Able to answer comprehension questions. |
|  | Language Structures and Functions | Word sets: gender  sets for  animals/people  Opposites. | a) Identify the gender sets of animals correctly in a conversation. |  | √ |  |  | Can identify gender sets of common animals. |
|  |  |  | b) Use the opposites to discuss animals and people at the farm. |  | √ |  |  | Able to use opposite correctly. |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Position and direction | a) Discriminate the  sounds /sw / in different spoken words for comprehension. |  | √ |  |  | Able to make words using the sounds. |
|  |  |  | b) Recognise new words used in the themes to acquire a range of vocabulary and their meaning |  | √ |  |  | Able to use the learnt vocabulary. |
|  |  | Prepositions  (Beside above,  over, through,  below, across, to, at) | a) Use simple prepositions accurately to describe the position, location and direction of things. |  | √ |  |  | Can recognise prepositions in a text |
|  |  |  | b) Appreciate use of prepositions to describe the position and location of people, places and things |  | √ |  |  | Uses preposition in day to day conversation. |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Environment:  Using ‘a’ ‘an’ and ‘the’ | a) Use‘a’ ‘an’ and ‘the’ accurately in a sentence |  | √ |  |  | Able to use the article correctly |
|  |  |  | b) Appreciate use of article using ‘a’ ‘an’ and ‘the’ in effective communication. |  | √ |  |  | Uses the article in conversation |
|  |  |  | c) Use the correct article to fill in the gaps in the sentences given. |  | √ |  |  | Tries to use the correct article |
| 1.0 LISTENING AND SPEAKING | Attentive listening | Technology | a) Listen attentively during Storytelling. |  | √ |  |  | A keen listener |
|  |  |  | b) Respond to specific simple two directional instructions in oral communication, |  | √ |  |  | Responses to directions effectively. |
|  | Language structures and functions | Possessives Mine, yours, ours, hers, his. | a) Recognise the correct use of possessives in oral communication. |  | √ |  |  | Able to use possessive pronouns |
|  |  |  | b) Spell and write the words learnt in the vocabulary lesson correctly for effective communication |  | √ |  |  | Can spell some words correctly |
|  |  |  | c) Write the words and patterns neatly and legibly. |  | √ |  |  | Has a legible handwriting. |

**LITERACY ACTIVITY**

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| **STRAND** | **SUB – STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 LISTENING | Phonological Awareness | a) Orally Pronounce, blend syllables in spoken words and onset- rimes of single-syllable words. |  | √ |  |  | Able to articulate words properly |
|  |  | b) Add or substitute individual sounds in simple, one-syllable words to make new words. |  | √ |  |  | Able to form new words |
|  |  | c) Recognize and sound the commonly used letter sounds and syllables |  | √ |  |  | Able to recognize sounds and letters |
|  |  | d) Appreciate the sounds and syllables in rhymes, songs, poems, tongue  twisters and riddles |  | √ |  |  | Recites poems, rhymes and tongue twisters. |
|  |  | e) Recognize and say multiple letter-sounds to make syllables and words |  | √ |  |  | Able to recognise letters and syllables. |
|  |  | f) Blend and segment syllables correctly to form words |  | √ |  |  | Good articulation skills. |
|  |  | g) Use appropriate words to make short, meaningful sentences |  | √ |  |  | Able to form grammatically correct sentences. |
| 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. |  | √ |  |  | Good nonverbal cues. |
|  |  | c) Develop an interest to read stories and texts |  | √ |  |  | Loves reading widely |
|  |  | d) Use compound and complex sentences to link thoughts. |  | √ |  |  | Uses 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 |  | √ |  |  | Able to express self in stories. |
|  |  | 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 |  | √ |  |  | Loves oral narratives. |

**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| **Social Environment** | **2.1 School Environment and its neighborhood.**  **2.1.1 Locating places using key features** | a) Point out the main features between home and school. |  | √ |  |  | Able to identify the main features between homes and school e.g. roads, bridges, railways and buildings. |
|  |  | b) Locate places using main features between home and school. |  | √ |  |  | Able to locate main features between their homes and school. |
|  |  | c) Appreciate the significance of locating places using key features. |  | √ |  |  | Able to locate places using sketch maps. |
|  | **2.1.2 Keeping the school environment clean** | a) State ways of keeping the school environment clean. |  | √ |  |  | Able to state ways of keeping the school environment clean by sweeping, collecting rubbish/litter, wiping etc. |
|  |  | b) Outline the importance of a clean school environment. |  | √ |  |  | Able to state the importance of a clean school environment. |
|  |  | c) Participate in keeping the school environment clean. |  | √ |  |  | Participated in cleaning the school environment by sweeping and picking litter. |
|  |  | d) Appreciate a clean school environment for health and safety. |  | √ |  |  | Able to sing songs on keeping the school environment clean. |
|  | **2.1.3 Keeping safe and secure in school** | a) Identify possible dangers in the school. |  | √ |  |  | Able to identify possible dangers in the school by nature walk, drawing and writing. |
|  |  | b) Suggest ways of keeping safe and secure in school. |  | √ |  |  | Able to name ways of keeping safe and secure in school. |
|  |  | c) Develop habits that will keep one safe and secure in school. |  | √ |  |  | Clearly follows school rules on keeping safe and secure. |
|  | **2.1.4 The National flag of Kenya** | a) Identify colors of the Kenya National flag as a National symbol. |  | √ |  |  | Able to identify and name the four colours of the Kenya National flag as Black, White, Red and Green. |
|  |  | b) Demonstrate respect for the Kenya National flag as a National symbol. |  | √ |  |  | Able to stand at attention and show respect when raising and lowering the National flag. |
|  |  | c) Appreciate the National flag as a symbol for National Unity. |  |  | √ |  | Still learning the importance of the National flag of Kenya. |
|  | **2.1.5 The National Anthem** | a)Identify occasions when the Kenya National Anthem is sung |  | √ |  |  | Correctly identifies occasions when the National Anthem is sung (during National events, sports day etc.) |
|  |  | b)Demonstrate etiquette when singing the Kenya National Anthem |  | √ |  |  | Demonstrates etiquette when singing the Anthem |
|  |  | c)Appreciate the importance of National Anthem as a national symbol of unity |  |  | √ |  | Able to state the importance of the National Anthem |
|  | **2.1.6 Child Rights and Responsibilities** | a)Outline Child Rights and responsibilities in the school |  | √ |  |  | Correctly outlines and exercises rights |
|  |  | b)Outline responsibilities of the child in the school |  | √ |  |  | Correctly outlines responsibilities |
|  |  | c)Demonstrate responsibilities of a child in school |  | √ |  |  | Acts out the responsibilities well |
|  |  | d)Appreciate child rights and responsibilities for attainment of social justice |  | √ |  |  | Knows the importance of child rights and responsibilities well |
|  | **2.1.7 School Rules** | a)Outline the rules that guide conduct in school |  | √ |  |  | Able to name the school rules |
|  |  | b)State the importance of school rules |  | √ |  |  | Correctly states the importance of school rules |
|  |  | c)Participate in making school rules |  |  | √ |  | Sometimes participates in making the school rules |
|  |  | d)Appreciate the importance of obeying school rules for harmonious living |  | √ |  |  | Able to state the importance of school rules |
|  | **2.1.8 Class Leadership** | a)Describe a good class leader |  | √ |  |  | Correctly identifies a good class leader |
|  |  | b)Outline the work of a good class leader |  | √ |  |  | Able to name the work of a good class leader |
|  |  | c)Appreciate good class leadership for harmonious living |  | √ |  |  | Correctly states the importance of good class leadership |
|  | **2.1.9 The School Community** | a) Identify members of the school community |  | √ |  |  | Correctly identifies members of the school community |
|  |  | b)Outline the importance of the school community |  | √ |  |  | Able to outline the importance of the school community |
|  |  | c)Work together with members of the school community |  |  | √ |  | Sometimes works together with members of the school community |

**KISWAHILI ACTIVITY**

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| **MADA** | **MADA NDOGO** | **MATOKEO MAALUM YANAYOTARAJIWA** | **A** | **B** | **C** | **B** | **MAONI** |
| **USAFIRI** | **Sauti za herufi mbili za kiswahili** | a) Kutambua sauti za herufi mbili zilizofunzwa ili kuimarisha stadi ya kusikiliza na kuzungumza |  | √ |  |  | Anatambua sauti /ch/ na /dh/ vyema katika maneno |
|  |  | b) Kutamka sauti lengwa za herufi mbili katika kuimarisha stadi ya kuzungumza |  | √ |  |  | Anatamka sauti lengwa kwa ufasaha |
|  |  | c) Kusoma herufi za sauti mbili ili kuimarisha usomaji bora |  | √ |  |  | Anasoma herufi za sauti mbili kwa ukakamavu |
|  |  | d) Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji bora |  | √ |  |  | Anaambatanisha silabi kusoma kwa sauti lengwa kwa ufasaha |
|  |  | e) Kusoma hadithi fupi zilizo na maneno yaliyo na sauti lengwa ili kuimarisha usomaji bora |  | √ |  |  | Anasoma kwa ukakamavu hadithi fupi zilizo na maneno yaliyo na sauti lengwa |
|  |  | f) Kuandika maneno kutokana na herufi alizofunzwa ili kuimarisha stadi ya kuandika |  | √ |  |  | Anaandika maneno kwenye vitabu kwa hati nadhifu |
|  | **Msamiati** | a)Kutambua baadhi ya majina ya vyombo vya usafiri katika kuimarisha mawasiliano |  | √ |  |  | Anatambua vyema majina ya baadhi ya vyombo vya usafiri. |
|  |  | b) Kusoma majina ya vyombo vya usafiri na misamiati mingine wa usafiri katika sentensi ili kuimarisha usomaji bora |  | √ |  |  | Anasoma kwa ufasaha sentensi zilizo na msamiati wavyombo vya usafiri |
|  |  | c) Kutumia msamiati wa usafiri kutungia sentensi katika kuimarisha stadi ya kuzungumza nakuandika |  | √ |  |  | Anatunga sentensi sahihi akitumia msamiati wa usafiri k.v matatu ,basi ,pikipiki |
|  |  | d) Kuandika majina ya vyombo vya usafiri ili kuimarisha stadi ya kuandika |  | √ |  |  | Anaandika kwa hati nadhifu majina ya vyombo vya usafiri |
|  |  | e) Kuthamini vyombo vya usafiri katika maisha ya kila siku |  | √ |  |  | Anaweza kuelezea umuhimu wa vyombo vya usafiri katika maisha ya kila siku |
|  | **Kusikiliza na kuzungumza: Masimulizi** | a) Kutambua kwa kutaja vyombo mbalimbali vya usafiri ili kuimarisha mawasiliano |  | √ |  |  | Anatambua aina mbalimbali za vyombo vya usafiri k.v basi ,lori ,matatu ,garimoshi. |
|  |  | b) Kuzungumza kuhusu vyombo vya usafiri ili kuimarisha uwezo wa kujieleza |  | √ |  |  | Anasimulia kuhusu vyombo vya usafiri k.m. Mimi nilisafiri kwa basi,kwa ufasaha. |
|  |  | c) Kusikiliza visa kuhusu usafiri ilikuimarisha umakinifu |  | √ |  |  | Anasikiliza visa kuhusu usafiri kwa umakinifu kutoka kwa wenzake |
|  |  | d) Kusikiliza kisa kuhusu usafiri ili kuimarisha ukakamavu |  | √ |  |  | Anasikiliza kisa kuhusu usafiri kwa ukakamavu |
|  |  | c)kusoma maneno na sentensi zinazojumuisha msamiati wa shuleni katika kuimarisha stadi ya kusoma |  |  |  | √ | Anachangamoto za kusoma maneno na msamiati ifaavyo |
|  | **Kusoma: Hadithi** | a) Kutambua picha zavyombo mbalimbali vya usafiri ili kuimarisha ufahamu wahadithi |  | √ |  |  | Anatambua na kujadili picha kwenye hadithi kuhusu vyombo mbalimbali kwa ufasaha |
|  |  | b) Kuelezea maana y amaneno yaliyotumiwa katika hadithi ili kuimarisha ufahamu wa hadithi |  |  | √ |  | Anasimulia hadithi aliyosomewa kwa ufasaha |
|  |  | c) Kusikiliza hadithi ikisomwa na mwalimu ili kuimarisha umakinifu |  | √ |  |  | Anajibu maswali ya ufahamu kuhusu hadithi kwa umakinifu |
|  |  | d) Kusoma hadithi zinazohusu usafiri kujenga stadi ya kusoma |  | √ |  |  | Anasoma hadithi kwa ufasaha |
|  |  | e) Kufahamu hadithi aliyoisoma kuhusu usafiri ili kupata ujumbe katika hadithi |  | √ |  |  | Anajibu maswali ya ufahamu kwa ufasaha |
|  | **Sarufi: Matumizi ya herufi kubwa** | a) Kubainisha matumizi ya herufi kubwa ili kuimarisha mawasiliano andishi |  | √ |  |  | Anafahamu matumizi ya herufi kubwa kama vile katika mwanzo wa sentensi,mwanzo wa majina na majina ya miji. |
|  |  | b) Kusoma sentensi zilizona matumizi ya herufi kubwa katika kuimarisha stadi za kusoma na kuandika |  | √ |  |  | Anasoma sentensizilizo na herufi kubwa kwa usahihi |
|  |  | c) Kuandika sentensi akitumia herufi kubwa katika kuimarisha uandishi bora |  | √ |  |  | Anaweza kuakifikisha sentensi mbalimbali akitumia herufi kubwa kwa ufasaha |
|  |  | d)Kuthamini matumizi ya herufi kubwa katika kufanikisha mawasiliano |  | √ |  |  | Anatumia herufi kubwa ipasavyo |
| **FAMILIA** | **Sauti za herufi mbili za Kiswahili** | a) kutambua sautiza herufi mbili zilizofunzwa ili kuimarisha stadi ya kusikiliza na kuzungumza |  | √ |  |  | Anatambua sauti za herufi mbili vyema |
|  |  | b)Kutamka sauti lengwa za herufimbilikatika kuimarisha stadi ya kuzungumza |  | √ |  |  | Anatamka sauti lengwa ifaavyo |
|  |  | c)Kusoma herufi za sauti mbili ili kuimarisha usomaji bora |  | √ |  |  | Anasoma herufi za sauti mbili kwa ufasaha |
|  |  | d)Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwaili kuimarisha usomaji bora |  | √ |  |  | Anasoma maneno kwa kutumia silabi ipasavyo |
|  |  | e)Kusoma hadithi fupi zilizo na manenoyaliyo na sauti lengwa ili kuimarisha usomajibora |  | √ |  |  | Anasoma hadithi fupi zilizo na sauti lengwa ifaavyo |
|  |  | f)Kuandika maneno kutokana herufi alizofunzwa ili kuimarisha stadi ya kuandika |  | √ |  |  | Anaandika maneno kwa hati bora |
|  | **Kusikiliza na Kuzungumza:Maneno ya heshima na adabu** | a)Kutambua maneno ya heshima na adabu ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anatambua maneno ya heshima na adabu vyema katika mazungumzo |
|  |  | b) Kutumia maneno ya heshima na adabu katika mawasiliano |  | √ |  |  | Anatumia maneno ya heshima ifaavyo katika mazungumzo |
|  |  | c) Kuonyesha vitendo vya heshima na adabu anapowasilianakatika mazingira yake |  | √ |  |  | Anatumia maneno ya heshima na adabu anapowasiliana |
|  |  | d) Kuthamini matumiziya maneno ya heshima na adabu katika mazingira yake |  | √ |  |  | Anatambua vyema umuhimu wa maneno ya heshima na adabu |
|  | **Msamiati** | a)Kutumia msamiati wa familia katika mawasiliano ya kila siku |  | √ |  |  | Anawataja watu wa familia katika mawasiliano |
|  |  | b) Kutunga sentensi akitumia msamiati wa familia uliofunzwa ili kuimarisha stadi ya mazungumzo na uandishi |  | √ |  |  | Anatumia majina ya watu wa familia katika sentensi ifaavyo |
|  |  | c) Kusoma maneno na sentensi kuhusu familiaili kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma maneno na sentensi kwa ukakamavu |
|  |  | d) Kuandika maneno na sentensi kuhusu familia ili kuimarisha stadi ya kuandika |  | √ |  |  | Anaandika maneno na sentensi kuhusu familia kwa hati nadhifu |
|  |  | e) Kufurahia kuwarejelea watu wa familia kwa majina yao mwafaka ili kuimarisha mawasiliano |  | √ |  |  | Anawataja watu wa familia kwa majina katika mawasiliano |
|  | **Kusikiliza na Kuzungumza:Masimulizi** | a) Kutaja watu wa familia katika kujenga umilisi wa kuzungumza |  | √ |  |  | Anawataja watu wa familia vyeme katika mazungumzo |
|  |  | b) Kusikiliza kwa makini masimulizi kuhusu watu wa familia ili kujenga umakinifu |  | √ |  |  | Anasikiliza masimuli zi kuhusu familia kwa umakinifu |
|  |  | c) Kuelezea kuhusu watu wa familia katika kuimarisha uwezo wa kuwaelezea watu katika mazingira yake |  | √ |  |  | Anawaelezea watu wa familia kwa ufasaha |
|  |  | d) Kuthamini umuhimu wa familia katika kuendeleza mshikamano wa kijamii |  | √ |  |  | Anatambua vyema umuhimu wa familia katika kuendeleza mshikamano wa kijamii |
|  | **Kusoma:**  **Hadithi** | a)Kutambua picha za watu wa familia ili kuimarisha ufahamu wa hadithi |  | √ |  |  | Anatambua picha za familia katika hadithi vyema |
|  |  | b) Kusikiliza hadithiza mwalimu kuhusu watu wa familia ili kuimarisha umakinifu |  | √ |  |  | Anasikiliza hadithi za watu wa familia kwa umakinifu na kujibu maswali kwa usahihi |
|  |  | c) Kusoma hadithi kuhusu watu wa familia ili kuimarisha usomaji bora |  | √ |  |  | Anasoma hadithi kwa ukakamavu |
|  |  | d) Kufahamu hadithi aliyoisoma na aliyosomewa ili kupata ujumbe |  | √ |  |  | Anarejelea hadithi aliyosomewa kwa ufasaha |
|  |  | e) Kuchangamkia kusoma hadithi kuhusu watu wa familia katika kujenga ari ya usomaji bora |  | √ |  |  | Anafurahia kusoma hadithi fupi kuhusu watu wa familia |
|  | **Sarufi:Matu mizi ya maneno yanayoashiria vitendo** | a) Kutambua maneno yanayoashiria vitendo ili kuimarisha mawasiliano |  | √ |  |  | Anatambua maneno yanayoashiria vitendo vyema katika mawasiliano kama vile: lia,cheka |
|  |  | b) Kusoma maneno yanayoashiria vitendo ili kujenga usomaji bora |  | √ |  |  | Anasoma maneno yanayoashiria vitendo kwa ufasaha |
|  |  | c) Kutumia maneno yanayoashiria vitendo katika sentensi ili kuimarisha mawasiliano |  | √ |  |  | Anatumia maneno ya vitendo katika sentensi ifaavyo |
|  |  | d) Kuandika sentensi sahihi akitumia maneno yanayoashiria vitendo katika kuimarisha uandishi bora |  | √ |  |  | Anaandika maneno kwa hati bora |
|  |  | e) Kufurahia kutumia maneno yanayoashiria vitendo katika mawasiliano anapowasiliana katika mazingira yake |  | √ |  |  | Anatumia maneno ya vitendo katika mawasiliano |
| **USALAMA WANGU** | **Saut i na herufi mbili za Kiswahili** | a)Kutambua sauti za herufi mbili katika kuimarisha matamshi bora |  | √ |  |  | Anatambua sauti za herufi ipasavyo |
|  |  | b) Kutamka sauti za Kiswahili za herufi mbili katika kuimarisha matamsh i bora |  | √ |  |  | Anatamka sauti lengwa ipasavyo |
|  |  | c) Kusoma silabi za sauti zinazoundwa kutokana na sauti mbil i ili kuimarisha usomaji |  | √ |  |  | Anasoma silabi za sauti kwa ukakamavu |
|  |  | d) Kuunda silabi na maneno kwa kutumia sauti lengwa katika kuimarisha umilisi wa kusoma maneno |  | √ |  |  | Anaunda silabi na maneno kwa kutumia sauti lengwa vyema |
|  |  | e) Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma maneno kwa ufasaha |
|  |  | f)Kusoma hadithi fupi zilizo na maneno yaliyo na sauti lengwa ili kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma hadithi fupi kwa ufasaha |
|  | **Msamiati** | a)Kutambua msamiati ambao hutumiwa katika usalama ili kuwasiliana kuhusu masuala yanayohusu usalama wake |  | √ |  |  | Anatambua msamiati wa usalama vyema |
|  |  | b)Kuelezea maana ya msamiati wa usalama katika kuimarisha mawasiliano |  | √ |  |  | Anaelezea maana ya msamiati wa usalama vyema |
|  |  | c)Kutumia msamiati wa usalama katika sentensi sahihi katika kuimarisha mawasiliano |  | √ |  |  | Anatumia msamiati wa usalama katika sentensi ifaavyo |
|  |  | d)Kuthamini usalama wake katika maisha ya kila siku |  | √ |  |  | Anatambua jinsi ya kujiepusha na hatari vyema |
|  | **Kusikiliza na Kuzungumza :Masimulizi** | 1. Kutambua jinsi ya kuepukana na baadhi za ajali katika mazingira yao. |  | √ |  |  | Anatambua jinsi ya kujiepusha na hatari |
|  |  | b) kujiepusha na vitendo vinavyoweza kumdhuru maishani |  | √ |  |  | Anajiepusha na vitendo vinavyoweza kumdhuru kama vile:kutocheza na moto |
|  |  | c) kusimulia kuhusu mambo yanayoweza kuhatarisha usalama wake ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anaelezea mambo yanayoweza kuhatarisha usalama wake vyema |
|  |  | d)Kusikiliza masimulizi kuhusu usalama wa watoto katika kujenga umakinifu |  |  |  |  | Anasikiliza masimulizi kwa umakinifu |
|  |  | e) Kuthamini umuhimu wa usalama wake katika maisha ya kila siku |  | √ |  |  | Atambua umuhimu wa usalama wake vyema |
|  | **Kusoma:**  **Hadithi** | a) Kutambua picha zinazohusu usalama ili kuimarisha ufahamu wa hadithi |  | √ |  |  | Anatambua picha na kufahamu hadithi vyema |
|  |  | b) Kusoma hadithi kuhusu usalama ili kujenga stadi ya kusoma |  | √ |  |  | Anasoma hadithi kwa ufasaha |
|  |  | c) Kusikiliza hadithi inayosomwa na mwalimu kuhusu usalama ili kujenga usikivu wake |  |  |  |  | Anasikiliza hadithi kwa umakinifu |
|  |  | d)Kufahamu hadithi aliyoisoma au kusomewa kuhusu usalama wake ili kupata ujumbe wa hadithi |  | √ |  |  | Anajibu maswali ya ufahamu kuhusu hadithi vyema |
|  |  | e)kuchangamkia kusoma hadithi kila siku |  | √ |  |  | Anafurahia kusoma na kusomewa hadithi |

**HYGIENE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
|  |  |  |  | √ |  |  |  |
| Personal  Hygiene | Use and care of personal items | a)State items used for personal cleanliness |  | √ |  |  | He is able to state items used for personal cleanliness |
|  |  | b)state the reasons why personal items should not be shared |  | √ |  |  | Able to state the reasons why personal items should not be shared |
|  |  | c)state the procedure used  when cleaning a toothbrush |  |  |  |  | He can state the procedure used when cleaning a toothbrush. |
|  |  | d)clean personal items to promote cleanliness for self and others i.e. cleaning a comb |  | √ |  |  | He was able to clean a comb following the procedures given. |
|  |  | e)clean personal items to promote cleanliness for self and others i.e cleaning a handkerchief |  |  |  |  | He was able to clean his handkerchief as directed by the teacher. |
|  |  | f)Identify materials that can be improvised for personal use |  | √ |  |  | He was able to identify some materials that can be improvised for personal  Use. |
|  |  | g)Appreciate the importance of caring for personal items to promote cleanliness for self and  others |  | √ |  |  | He was able to appreciate the importance of caring for personal items to promote cleanliness for self and others. |
| Foods | Basic Tastes of Food | a) identify the four basic tastes in  a variety of foods, |  | √ |  |  | He was able to identify the four basic tastes in a variety of foods. |
|  |  | b)classify foods according to their tastes, |  | √ |  |  | He was able to classify foods according to their taste. |
|  |  | c) appreciate the different foods have different taste |  |  |  |  | He was able appreciate the different foods have different taste. |
|  | Eating habits | d) mention what family  Members and friends eat and drink. | √ |  |  |  | He was able to mention what family members and friends eat and drink. |
|  |  | e) identify the food likes and dislikes of family members  and friends, |  | √ |  |  | He was able to identify the food likes and dislikes of family members and friends. |
|  |  | f) give reasons why different people like different foods, |  | √ |  |  | He was able to give reasons why different people like different foods. |
|  | Meals and Snacks | a) tell the number of meals taken  in a day, | √ |  |  |  | He was able to tell the number of meals taken a day. |
|  |  | b) differentiate between a meal and a snack from food items the locality, |  | √ |  |  | He was able to differentiate between a meal and a snack from food items locality |
|  |  | c) Embrace the importance of taking meals and snacks at the right time. |  | √ |  |  | He was able to embrace the importance of taking meals and snacks at the right time, |
|  | Grouping of food | d) mention foods from plant sources within their locality |  | √ |  |  | He was able to mention foods from plant sources within his locality. |
|  |  | a) group foods according to the different parts of the plants that they come from, |  | √ |  |  | He was able to group foods according to the different parts of the plant that they come from. |
|  |  | b)mention different foods from animal sources within the locality, |  | √ |  |  | He was able to mention different foods from animal’s sources within the locality. |
|  |  | c) appreciate the importance of animal and plants as sources of food. |  | √ |  |  | He was able to appreciate the importance of animal and plant as a source of food. |
|  | Food for school  going children | a)mention foods eaten by school going children in the locality,  identify the amount of food eaten by school going children in the locality, |  | √ |  |  | He was able to mention foods eaten by school going children in the locality. |
|  |  | b) mention dangers of eating too  much or too little food for wellbeing, |  | √ |  |  | He was able to mention dangers of eating too much or too little food for wellbeing. |
|  |  | c)state the importance of eating enough food for good health |  | √ |  |  | He was able to state the importance of eating enough food for good health. |

**CHRISTIAN RELIGIOUS EDUCATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| The early Life of Jesus Christ | Kindness of the Wise Men | a) list the gifts given to baby Jesus and develop the value of sharing |  |  | √ |  | He was able to list the gift given to baby Jesus confidently and as a result he develop the value of sharing |
|  |  | b) acquire the skill of assertiveness by refusing gifts from strangers |  | √ |  |  | He was able to acquire the skill of assertiveness by refusing gift from strangers. |
|  |  | c) appreciate Jesus as a gift from God in their lives |  | √ |  |  | He can now appreciate Jesus as a gift from God in his life. |
| The early Life of Jesus Christ | Jesus Christ worked | a) develop responsibility by doing simple chores at home , school and the church |  | √ |  |  | He was able to assist in chores at home like washing the utensils, school arranging the class and in church he participated in collection of the offering therefore developing value of responsibility. |
|  |  | b) appreciate work by emulating Jesus Christ and assisting their parents at home |  | √ |  |  | He was able to appreciate work through helping at home just like Christ did. |
| The early Life of Jesus Christ | Jesus calms the Storm | a) narrate the miracle of calming the storm |  |  | √ |  | He was able to narrate the miracle of Jesus calming the storm. |
|  |  | b) appreciate the miracle of calming the storm by trusting God when faced with challenges |  | √ |  |  | He learnt how to trust in God while in problems. |
|  |  | c) understand calming the  storm and relate it to their daily lives  by having faith in God |  | √ |  |  | He can now relate the miracle of the coming of the storm in his daily life through trusting in God. |
| The early Life of Jesus Christ | Miraculous catch of Fish | a) explain how Jesus solved the problem of the fishermen relate it to their lives by trusting in  God |  |  | √ |  | Can now explain how Jesus solved the problem of the fishermen. |
|  |  | b) appreciate the response of the fishermen by obeying God |  | √ |  |  | He can appreciate the value of obedience learnt through the obedience of the fishermen |
| The early Life of Jesus Christ | Healing of the Man with a Withered Hand | a) describe the healing of the man with a  withered hand and relate it to their lives  by trusting God for healing |  |  | √ |  | Can be able to explain and describe the miracle of the healing of the man with a withered hand. |
|  |  | b) appreciate Jesus’ compassion by expressing kindness to others |  | √ |  |  | He appreciate Jesus so much for showing compassion to sick people. |
| The life of Jesus Christ | Easter | a) discuss the death of Jesus as a sign of total love for humankind and desire to love others |  |  | √ |  | Can discuss with ease the death of Jesus and all the events that took place and desire to love others. |
|  |  | b) appreciate Jesus Christ death and resurrection as the way to salvation |  | √ |  |  | He appreciate Jesus Christ death and resurrection as the way to salvation. |
| Christian  Values | Sharing | a) identify items shared at school to promote harmonious living |  | √ |  |  | Was able to identify all the items we share at school. |
|  |  | b) identify occasions when they share to show kindness |  | √ |  |  | Was able to state occasions when he shares to show the value of kindness. |
| Christian  Values | Obedience | a) obey teachers and children’s government to promote harmony in the school |  |  | √ |  | He obeyed teachers and his schoolmate therefore promoted harmony in both class and school at large. |
|  |  | b) discuss reasons for obeying teachers and children’s government |  |  | √ |  | He can confidently discuss reasons for obeying teachers and children’s government. |
| Christian  Values | Honesty | a) explain reasons for telling the truth in their interaction with others |  |  | √ |  | Can explain reasons for telling the truth in his interactions with others. |
|  |  | b) demonstrate responsibility by  completing their homework |  | √ |  |  | He has been demonstrating responsibility by completing his work. |
|  |  | c) demonstrate honesty by taking lost  and found items to the teacher or  parent |  | √ |  |  | In several occasions he has brought lost items to the teacher therefore demonstrating the value of honesty. |
|  |  | d) desire to be honest by not copying other pupils’ work |  | √ |  |  | He has desired to be honest by not copying other learners work. |
| Christian values | Thankfulness | a) : identify reasons for  thanking  people as a way of  expressing gratitude |  |  | √ |  | He was able to identify the reasons for thanking God . |
|  |  | b) appreciate other people’s kindness by saying, „thank you‟ to them |  | √ |  |  | He was able to appreciate other people in class by saying thank you whenever given something. |
| Christian values | Forgiveness | a) forgive others daily for peaceful coexistence |  |  | √ |  | He was able to forgive whenever he was wronged by anyone in class and outside the classroom therefore it promoted peace. |
|  |  | b) appreciate the forgiveness of God and  apply it in their interactions with  Others. |  | √ |  |  | He was able to appreciate the forgiveness of God and he applied it in his interaction with other learners, |

**COMPETENCIES EVALUATION**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCE** | **Expected outcome(s)** | **Key indicators** | **A** | **B** | **C** | **D** | **Remarks** | **Recommendations** |
| Communication & Collaboration | Interpret and express themselves through various media | Expressive  Clear  Emphatic  Responsible  Thoughtful  Team player  patient |  | √ |  |  | Expressive, responsible and enjoys working as part of the team. | 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 |  | √ |  |  | Quick learner, enjoys new discoveries, and builds on new ideas | 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 |  | √ |  |  | Analytic, reflective and quick at resolving issues | 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 |  |  | √ |  | still learning to cooperate with others to keep the environment clean. | needs to learn more about how to keep the environment clean and how to work as a team. |
| 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 |  | √ |  |  | still trying to have Self awareness, goals and to be 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 | IN |
| Works well with others | S |
| Completes assignments at school | IN |
| Completes assigned homework and projects | IN |
| Participates in community service learning | S |
| Uses time wisely | **IN** |

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING | N/A |
| BALLET | N/A |
| SKATING | A very talented skater. |
| SOCCER | N/A |
| P.E | A good sports boy. Loves playing football |
| MUSIC | Enjoys singing as part of group |
| CHESS | N/A |
| CLUBS | An active team member of skating. |

**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: TWO GRADE: 2 YEAR: 2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **3RD**  **C.A.T** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | 44 | 47 | 43 | Improved | **N.M** |
| Literacy / Reading Activities | 49 | 50 | 50 | Well done. | **N.M** |
| Total | 93 | 97 | 93 | Good job. | **N.M** |
| Shughuliyalugha | 42 | 43 | 49 | Vyema | **D.M** |
| Shughuliyakusoma / insha | 47 | 50 | 48 | vizuri | **D.M** |
| Jumla | 89 | 93 | 97 | Kazi nzuri. | **D.M** |
| Mathematical activities | 38 | 88 | 74 | Improved. | **L.W** |
| Environmental activities | 92 | 100 | 88 | Improved | **D.M** |
| Hygiene and nutrition activities | 94 | 96 | 82 | good | **M.M** |
| Christian Religious education / Pastoral Program Instructions(PPI) | 82 | 100 | 100 | Bravo! Bravo! Bravo! | **M.M** |
| Movement Activities |  |  |  |  |  |
| Creative Art and Psychomotor Activities |  |  |  |  |  |
| TOTAL OUTCOME | **488** | **574** | **534** | **Well done** |  |
| OUT OFF | **600** | **600** | **600** |  |  |

Facilitator’s general remarks: Great Improvement seen. Capable of achieving higher marks in areas of Mathematics and Hygiene Activities.

Learner’s general ability: Meeting Expectations

Present: 80% absent: \_\_\_\_\_ Closing date: 2.8.2019 Opening date: 27.8.2019

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

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