**KINGS INTERNATIONAL ACADEMY**

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**RECEPTION PROGRESS REPORT**

**STUDENT DETAILS**

**NAME:TATYANA WANJIRU**

**GRADE: RECEPTION CLASS**

**TERM: THREE**

**YEAR: 2019**

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 CLASSIFICATION | 1.1 Sorting & grouping  8 lessons | a) Identify similarities among objects in the environment for distinguishing one object from the other |  | √ |  |  | Able to identify. |
|  |  | b) Identify differences among objects in the environment to appreciate their similarities and differences |  | √ |  |  | Able to identify. |
|  |  | c) Enjoy sorting and grouping objects in the environment |  | √ |  |  | Enjoys the exercise. |
|  |  | d) Group objects according to a specific attribute to create sets of similar objects |  | √ |  |  | Able to group. |
|  |  | e) Appreciate the materials in the environment for their uniqueness and diversity. |  | √ |  |  | Shows positive attitude towards materials. |
| 1.0 CLASSIFICATION | 1.2 Matching and Pairing  8 lessons | a) Identify similarities among objects in the environment |  | √ |  |  | Able to identify according to size and color. |
|  |  | b)Identify and Match similar numbers |  | √ |  |  | Able to identify and match. |
|  |  | c)Identify and Match similar shapes |  | √ |  |  | Able to match. |
|  |  | d) Pair objects according to specific criteria |  | √ |  |  | Able to pair |
|  |  | e) Appreciate the use of different objects in the environment |  |  | √ |  | Able to use different objects in the environment. |
| 1.0 CLASSIFICATION | 1.3 Ordering  8 lessons | a) Collect and identify different objects in their environment for exploration and enjoyment |  | √ |  |  | Able to collect and identify. |
|  |  | b) Differentiate objects of different sizes in the environment |  | √ |  |  | Able to differentiate. |
|  |  | c) Use appropriate vocabulary related to ordering for effective communication |  |  | √ |  | Needs more practice. |
|  |  | d) Arrange objects according to size in ascending order up to 3 objects for making comparison of objects of different sizes |  |  | √ |  | Needs more practice. |
|  |  | e) Arrange objects according to size in descending order up to 3 objects for making comparison of objects of different sizes |  |  | √ |  | Needs more practice. |
|  |  | f) Organize different objects in the environment |  |  | √ |  | Needs more practice. |
|  |  | g) Appreciate different objects or materials in the environment. |  |  | √ |  | Able to interact with objects in the environment. |
| 1.0 CLASSIFICATION | 1.4 Patterns  8 lessons | a) Observe objects in the environment and identify existing patterns |  |  | √ |  | Needs more practice. |
|  |  | b) Identify similarities in patterns in the environment |  |  | √ |  | Needs to observe more patterns. |
|  |  | c) Identify different patterns in the environment |  |  | √ |  | Needs to observe more patterns. |
|  |  | d) Identify the repeated shapes which form a pattern |  |  | √ |  | Needs more practice in this. |
|  |  | e) Arrange similar objects to make a pattern |  | √ |  |  | Able to categorize. |
|  |  | f) Arrange 2 different objects in an alternating manner to make patterns |  |  | √ |  | Needs more practice. |
|  |  | g) Appreciate the different types of objects in the environment |  | √ |  |  | Able to interact with objects in the environment. |
|  |  | h) Enjoy making different patterns with objects found in the environment. |  |  | √ |  | Enjoys doing the exercise. |
| 2.0 NUMBERS | 2.1 Rote counting  8 lessons | a) Rote count numbers 1-20 for developing numeracy skills |  | √ |  |  | Able to count. |
|  |  | b) Rote count numbers 1-20 using actions for development of numeracy skills |  | √ |  |  | Enjoys the activity. |
|  |  | c) Enjoy rote counting in daily life |  | √ |  |  | Enjoys the activity. |
| 2.0 NUMBERS | 2.2 Number recognition  10 lessons | a) Identify numerals 1-10 for development of numeracy skills and symbolic representation of number |  | √ |  |  | Able to identify |
|  |  | b) Appreciate use of numbers in day to day life experiences |  | √ |  |  | Enjoys the use of numbers. |
| 2.0 NUMBERS | 2.3 Counting concrete objects  10 lessons | a) Count concrete objects 1-20 for development of numeracy skills and associating a group of objects with a number symbol |  | √ |  |  | Able to count objects. |
|  |  | b) Demonstrate one to one correspondence while counting concrete objects |  | √ |  |  | Able to correspond. |
|  |  | c) Enjoy counting concrete objects within their environment |  | √ |  |  | Able to appreciate things in the environment. |
|  |  | d) Appreciate the use of one to one correspondence in real life situations. |  | √ |  |  | Enjoys interacting. |
| 2.0 NUMBERS | 3.4 Number sequencing  10 lessons | a) Identify number symbols 1-9 as indicated on number cards or charts for development of numeracy skills and for ordering numbers |  | √ |  |  | Still learning. |
|  |  | b) Arrange number cards in sequence 1-9 |  | √ |  |  | Able to arrange. |
|  |  | c) Arrange number cards in sequence for completing sequence puzzles |  | √ |  |  | Still learning. |
|  |  | d) Enjoy arranging numbers in sequence in their day to day life. |  | √ |  |  | Enjoy the exercise |
| 2.0 NUMBERS | 1.5 Symbolic representation of number (number writing)  10 lessons | a) Identify number symbols 1- 9 for development of numeracy skills |  | √ |  |  | Still learning. |
|  |  | b) Join dots to form number symbols 1-9 on a surface |  | √ |  |  | Able to join dots. |
|  |  | c) Trace number symbol cut-outs 1-9 on a surface |  | √ |  |  | Able to trace. |
|  |  | d) Model number symbols 1-9 using materials in their environment |  | √ |  |  | Enjoys modeling. |
|  |  | e) Write number symbols 1-9 on a surface |  | √ |  |  | Still learning. |
|  |  | g) Appreciate the use of numbers within their environment in the day to day life experiences |  | √ |  |  | Enjoys using numbers. |

**LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB - STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 3.0 READING | 3.2 Reading readiness skills(2 HRS) | a) Demonstrate left-right eye orientation when reading. |  | √ |  |  | Able to read from left to right. |
|  |  | b) Demonstrate top-down orientation skills when reading. |  | √ |  |  | Able to demonstrate. |
|  |  | c) Turn pages from left to right when opening a page. |  | √ |  |  | Able to turn. |
|  |  | d) Enjoy participating in pre-reading activities in and out of school. | √ |  |  |  | Takes pleasure in reading |
| 3.0 READING | 3.3 Print awareness (1 HR) | a)Talk about pictures in and out of school. |  | √ |  |  | Able to identify pictures. |
|  | 1.2 Listening for enjoyment  (4 Lessons) | b) Demonstrate awareness of print in and out of school. |  | √ |  |  | Able to print. |
|  |  | c) Show interest in readiness in and out of school. |  |  | √ |  | Still learning. |
|  |  | d) Enjoy reading pictures in and out of school. |  | √ |  |  | Able to read. |
| 3.0 READING | 3.4 Visual discrimination (2HRS) | a) Talk about similarities in objects and pictures in class. |  | √ |  |  | Able to relate. |
|  |  | b)Talk about differences in objects and pictures in class. |  | √ |  |  | Able to differentiate. |
|  |  | c) Enjoy participating in visual discrimination activities in and out of class. |  |  | √ |  | Enjoys the exercise. |
| 3.0 READING | 3.5 Visual memory (5 HRS) | a) Recall objects, colors and pictures in class. |  | √ |  |  | Able to tell. |
|  |  | b) Recall letters of the alphabets in books and charts. |  | √ |  |  | Able to tell some but not all. |
|  |  | c) Talk about what they have seen in class. |  |  | √ |  | Able to tell. |
|  |  | d) Enjoy participating in visual memory activities in and out of class. |  |  | √ |  | Able to participate. |
| 3.0 READING | 3.6 Reading posture (2HRS) | a) Demonstrate appropriate reading posture when reading in and out of class |  |  | √ |  | Able to stand/ sit appropriately when reading. |
|  |  | b) Identify correct reading postures in pictures or in class. |  |  | √ |  | Able to. |
|  |  | c) Identify incorrect reading postures in pictures or in class. |  |  | √ |  | Able to imitate. |
|  |  | d) Enjoy participating in reading posture activities in class. |  |  | √ |  | Enjoys the activity. |
| 3.0 READING | 3.7 Letter recognition(3 HRS) | a) Recognize letters of the alphabet in upper case in and out of class. |  |  | √ |  | Identifies some. |
|  |  | b) Recognize letters of the alphabet in lower case in and out of class. |  |  | √ |  | Able to identify some. |
|  |  | c) March upper case letters with corresponding lower case letters in class. |  |  | √ |  | Able to but still learning. |
|  |  | d) Enjoy participating in letter recognition activities in and out of class. |  | √ |  |  | Enjoys the activity. |
| 4.0 WRITING | 4.1 Book handling skills (11/2 HRS) | a) Demonstrate how to handle books properly. |  | √ |  |  | Able to. |
|  |  | b) Enjoy participating in book handling activities. |  |  | √ |  | Enjoys the activities. |
|  |  | c) Participate in storing books properly in and out of school. |  |  | √ |  | Able to but still learning. |
| 4.0 WRITING | 4.2Writing readiness skills(2HRS) | a) Demonstrate the ability to hold a writing tool properly in and out of class. |  |  | √ |  | Able to hold a pencil properly. |
|  |  | b) Scribble from left to right and top to bottom on a page. |  | √ |  |  | Able to. |
|  |  | c) Turn pages from right to left as they scribble. |  | √ |  |  | Able to. |
|  |  | d) Take pleasure in pre-writing activities in and out of school. |  | √ |  |  | Enjoys the activities. |
| 4.0 WRITING | 4.3 Writing posture(1 HR) | a) Sit appropriately when scribbling, drawing or writing in class |  | √ |  |  | Able to use some but still learning more. |
|  |  | b) Enjoy participating in activities for writing posture in and out of class. |  |  | √ |  | Enjoys the activities. |
| 4.0 WRITING | 4.4 Eye-hand coordination skills   1. HRS) | a)Demonstrate eye-hand coordination when writing. |  |  | √ |  | Able to but still learning. |
|  |  | b) Take pleasure in participating in eye-hand coordination activities in class. |  |  | √ |  | Enjoys reading from the board. |
| 4.0 WRITING | 4.5 Pattern writing (2HRS) | a) Write simple line patterns in class. |  |  | √ |  | Still learning. |
|  |  | b) Hold writing skills appropriately when writing patterns. |  | √ |  |  | Able to hold. |
|  |  | c) Enjoy participating writing patterns in class. |  | √ |  |  | Enjoy the activity. |
| 4.0 WRITING | 4.6 Letter formation.  ( 3HRS) | a) Demonstrate ability to form letters correctly |  | √ |  |  | Still learning but can write some. |
|  |  | b) Experience pleasure participating in letter formation activities in and out of class. |  |  | √ |  | She does since she is still learning. |
| 4.0 WRITING PRACTICE | 4.7 Writing practice  (2HRS) | a) Write letters of the alphabets correctly in class. |  |  | √ |  | Still learning. |
|  |  | b) Take pleasure in using basic tools for writing in class. |  | √ |  |  | Enjoy writing. |
|  |  | c) Enjoy participating in writing practice activities in class. |  | √ |  |  | Enjoy writing. |

**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | | **A** | **B** | | | **C** | **B** | | **REMARKS** | |
| 2.0 HEALTH PRACTICES | 2.3 Care for teeth   1. lessons | a) Name items used to clean their teeth. | |  |  | | | √ |  | | Able to name some but still learning. | |
|  |  | b) Talk about items used to clean their teeth. | |  |  | | | √ |  | | .Still learning | |
|  |  | c) Clean teeth appropriately for personal hygiene. | |  |  | | | √ |  | | Still learning. | |
|  |  | d) Tell appropriate times for cleaning the teeth. | |  |  | | | √ |  | | Able to but still learning. | |
| 2.0 HEALTH PRACTICES | 2.4 Sanitation/Toileting  10 lessons | a) Identify toilet facilities in the school. | |  |  | | | √ |  | | Able to name some. | |
|  |  | b) Talk about the importance of toilet facilities for personal hygiene. | |  |  | | | √ |  | | Able to tell but still learning. | |
|  |  | c) Express the urge for toileting. | |  | √ | | |  |  | | Able to express. | |
|  |  | d) Use toilet facilities properly for personal hygiene | |  | √ | | |  |  | | Able to use the toilet properly. | |
|  |  | e) Appreciate the need to use clean toilet for personal hygiene. | |  | √ | | |  |  | | Appreciates when the toilet is clean. | |
| 2.0 HEALTH PRACTICES | 2.5 Foods/Feeding   1. lessons | a) Talk about different food eaten at home. | |  | √ | | |  |  | | Able to name. | |
|  |  | b) Talk about the importance of eating clean food. | |  |  | | | √ |  | | Able to tell importance of clean food but still learning more. | |
|  |  | c) Tell the importance of eating food | |  |  | | | √ |  | | Able to tell but still learning. | |
|  |  | d) Talk about the dangers of sharing food from someone else’s. | |  |  | | | √ |  | | Able to, still learning. | |
|  |  | e) Feed self-using clean hands or feeding items appropriately. | |  | √ | | |  |  | | Able to clean hands before eating or use a spoon for feeding. | |
|  |  | f) Observe proper feeding habits. | |  | √ | | |  |  | | Feeds well. | |
|  |  | g) Maintaining a clean feeding area. | |  | √ | | |  |  | | Able to maintain. | |
|  |  | h) Appreciate different foods eaten at home. | |  |  | | | √ |  | | Able to appreciate. | |
| 3.0 NATURAL ENVIRONMENT | 3.1 Plants  10 lessons | a)Identify the types of plants found in the home and school environment. | |  |  | | |  | √ | | Still learning. | |
|  |  | b) Talk about safe and harmful plants found in the home environment. | |  |  | | |  | √ | | Still learning. | |
|  |  | c) Talk about safe and harmful plants found in the school environment. | |  |  | | |  | √ | | Still learning. | |
|  |  | d) Appreciate the important plants found in the home and school environment. | |  |  | | |  | √ | | Still learning. | |
| 3.0 NATURAL ENVIRONMENT | 3.2 Animals   1. lessons | a) Identify animals found at school environment. | |  | √ | | |  |  | | Able to identify. | |
|  |  | b) Identify animals found at home environment. | |  | √ | | |  |  | | Able to identify some. | |
|  |  | c) Name animals found at home environment. | |  | √ | | |  |  | | Able to name some. | |
|  |  | d) Identify safe and dangerous animals found at school and home. | |  |  | | | √ |  | | Able to identify some but still learning | |
| 3.0 NATURAL ENVIRONMENT | 3.3 Weather  (10 lessons) | a) Observe weather conditions in the immediate environment. | |  | √ | | |  |  | | Able to observe. | |
|  |  | b) Identify immediate weather conditions in the immediate environment. | |  | √ | | |  |  | | Able to identify. | |
|  |  | c) Respond to weather conditions appropriately in the immediate environment. | |  | √ | |  | | |  | | Able to respond | |
|  |  | d) Appreciate different weather conditions in the immediate environment. |  | | | √ |  | | |  | | Able to appreciate | |

**CHRISTIAN RELIGIOUS EDUCATION**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **THEME** | **SUB - THEME** | **EXPECTED OUTCOMES / INDICATORS** | **A** | **B** | **C** | **B** | **REMARKS** |
| 2.0 HOLY BIBLE | 2.1 The Bible | a) Name the Bible as a holy book used by Christians. |  | √ |  |  | Able to name. |
|  |  | b) Sing simple songs on the Bible as a holy book of God to be respected. |  | √ |  |  | Able to sing. |
|  |  | c) Respect the Bible as a Holy book for their spiritual growth. |  | √ |  |  | Able to respect. |
|  |  | d) Appreciate the Bible as a holy book in his/her daily life for spiritual growth. |  | √ |  |  | Able to appreciate. |
| 4.0 CHRISTIAN VALUES | 4.1 Love for God and neighbor( the greatest commandment) | a) Identify ways of showing love to God as the first commandment for their spiritual growth. |  | √ |  |  | Able to. |
|  |  | b) sing songs in praise of God and their neighbor |  | √ |  |  | Able to sing. |
|  |  | c) Recite memory verse about Gods love. |  | √ |  |  | Able to recite |
| 5.0 PLACES OF WORSHIP | 5.1 Church as a place of worship | a) Differentiate a church from other building. |  | √ |  |  | Able to differentiate |
|  |  | b) Identify the church as a place of worship for Christians. |  | √ |  |  | Able to identify |
|  |  | c) demonstrate the activities that take place in church eg singing, praying and giving of offering as thanksgiving to God |  | √ |  |  | Able to demonstrate |
|  |  | d) Appreciate the church as a place of worship. |  | √ |  |  | Able to appreciate |
|  |  | e) Respect other places of worship. |  | √ |  |  | Able to respect |

**PSYCHOMOTOR AND CREATIVE ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| 4.0 MODELLING | 4.1Modelling using ball technic  2 lessons | a) Identify materials for modelling objects for familiarization. |  | √ |  |  | Able to identify. |
|  |  | b) Model simple objects using ball technic for fine motor development. |  | √ |  |  | Able to model. |
|  |  | c) Model freely for fun. |  | √ |  |  | Takes pleasure free modeling. |
|  |  | d) Display finished objects for appreciating own and others work. |  |  | √ |  | Able to appreciate the finished work. |
| 4.0 MODELLING | 4.2 Modelling using slab technic | a) Model simple objects using slab technic for fine motor development. |  | √ |  |  | Able to model. |
|  |  | b) Model freely for fun. |  | √ |  |  | Takes interest in modeling. |
|  |  | c) Display finished objects for appreciation of own and others work. |  |  | √ |  | Appreciates the work displayed. |
| 5.0 PAPER CRAFT | 5.2 Paper folding  3 lessons | a)Identify materials for paper folding, |  |  | √ |  | Able to identify. |
|  |  | b) Make items using folding technics for enjoyment. |  |  | √ |  | Still learning. |
|  |  | c) Appreciate paper folding for fun |  |  | √ |  | Able to appreciate teachers work. |
| 7.0 CONSTRUCTION | 7.1 3D forms  4 lessons | a) Identify materials for construction. |  |  | √ |  | Still learning. |
|  |  | b) Construct simple 3D objects for creativity. |  |  | √ |  | Still learning. |
|  |  | c) Handling materials for interaction. |  |  | √ |  | Able to handle. |
|  |  | d) Display for appreciation. |  |  | √ |  | Able to appreciate. |
| 14.0 SWIMMING | 14.1 Pool safety hygiene 15 lesson | a) Identify basic safety rules in the pool for mastery. |  | √ |  |  | Still learning. |
|  |  | b) apply basic water safety rule in the pool for personal safety |  | √ |  |  | Still learning. |
|  |  | c) Have fun as they role play basic water safety rules in the pool. |  | √ |  |  | Able to play. |
|  |  | d) display ability to use safety materials in water for safety |  | √ |  |  | Able to use. |
| 14.0 SWIMMING | 14.2 Water orientation 15 lessons. | a) Demonstrate ability to take care of themselves when playing. |  | √ |  |  | Able to take care. |
|  |  | b) Demonstrate basic swimming skills for talent development. |  |  | √ |  | Still learning. |
|  |  | c) Have fun when playing with water. |  |  |  |  | Enjoys the activity. |

**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 |  |  | √ |  | Able to express herself, responsible and she is a team player. | Should be engaged to conversations to make her communication even better. |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  |  | √ |  | Is creative, imaginative, and appreciative. | Needs more support in generating new ideas. |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  |  | √ |  | Is curious and reflective. | Needs to be taken through challenges and left to analyze and solve alone. |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  |  | √ |  | Shows empathy, stewardship and responsibility. | Encourage the child to explore the environment and analyze the things around him and make decisions on them. |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  |  | √ |  | Able to interact with others and gains knowledge and skills. | Should be exposed to more picture reading for resourcefulness. |
| Self-Efficacy | Become self-aware and self – directed, set and pursue goals. | Self-aware  Self-directed  Financial literacy  Goal oriented  Self-reliant  Healthy  Committed |  | √ |  |  | Able to understand self and surrounding environment better. | Needs more familiarization in technology for analytical thinking and problem solving. |

**Social behavioral report**

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

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING | She enjoys swimming |
| BALLET |  |
| SKATING |  |
| SOCCER |  |
| P.E | Active. |
| MUSIC |  |
| CHESS |  |
| CLUBS |  |

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MWANGI ALICE WAMBUI

STUDENT’S NAME: TATYANA WANJIRU.

TERM: 3 GRADE: RECEPTION YEAR: 2019

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| --- | --- | --- | --- | --- |
| **ACTIVITIES** | **MID TERM THREE** | **END TERM**  **THREE** | **REMARKS** | TRS.  INITIALS |
| Language Activities/Reading | **48** | **52** | **V. Good** | **M.A.W** |
| Mathematical activities | **80** | **48** | **V. Good** | **M.A.W** |
| Environmental activities and Religious | **76** | **66** | **V. Good** | **M.A.W** |
| Hygiene and nutrition |  | **40** | **V. Good** | **M.A.W** |
| Movement Activities | **86** | **86** | **V. Good** | **M.A.W** |
| Creative Art and Psychomotor Activities | **95** | **60** | **V. Good** | **M.A.W** |
| TOTAL OUTCOME | **385** | **352** |  | **M.A.W** |
| OUT OFF | **500** | **600** |  |  |

Facilitator’s general remarks: She has shown a great improvement keep it up Tatyana.

Learner’s general ability: Approaching expectation.

Present: 36 Absent: 2 Closing date: 25th OCTOBER 2019 Opening date: 6 th JANUARY 2020

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

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