**KINGS INTERNATIONAL ACADEMY**

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**GRADE ONE PROGRESS REPORT**

**STUDENT DETAILS**

NAME: WALTER ODIMA OMONDI

GRADE: ONE

TERM: THREE

YEAR: 2019  
**MATHEMATICS ACTIVITIES**

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| **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**

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| **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

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| **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**

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| **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**

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| **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**

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

**COMPETENCIES EVALUATION**

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| **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 |  | √ |  |  | Is very thoughtful, expressive, empathetic and communicates clearly | Has greatly improved in being responsible and is still learning to be a committed team player |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  | √ |  |  | Very imaginative, creative and experiential in given classroom situations. | Actively demonstrates openness to new experiences and applies new ideas in creative processes and transforms images into reality, however he still needs to learn to follow instructions. |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  | √ |  |  | A good problem solver, analytical and inquisitive | Is curious, gives concrete ideas in classroom discussions and arguments and learns new ideas quickly, however needs to learn to be tolerant with other learners in the process of learning new things.  Analytical and a good decision maker, however, needs to be patient with those around. |
| 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, analytical however, needs to be patient with those around. |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  | √ |  |  | Experiantial,skilful and resourceful | 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 |  | √ |  |  | Communicative, creative and analytical can easily solve problems through digital platforms | Is innovative in handling digital learning resources however still 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 -reliant, but needs to learn more on financial literacy and to be healthy committed. |

**Social behavioral report**

|  |  |
| --- | --- |
| **Value / 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 | N/A |
| SKATING | Participates well in skating |
| SOCCER | A good sports boy and loves playing football |
| P.E | Coordinates his body parts well and loves racing and playing football |
| MUSIC | A good singer and dancer |
| CHESS | Has been actively participating well in chess competitions |
| CLUBS | A member of chess and football clubs |

**KINGS INTERNATIONAL ACADEMY**

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MS. LUCY. STUDENT’S NAME: WALTER OMONDI. 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** | **45** | **47** | Excellent | **N.M** |
| Literacy / Reading Activities | **42** | **50** | **50** | Excellent | **N.M** |
| Total | **83** | **95** | **97** | Excellent | **N.M** |
| Shughuli ya lugha | **36** | **48** | **40** | Hongera | **D.K** |
| Shughuli ya kusoma / insha | **32** | **50** | **50** | Hongera | **D.K** |
| Jumla | **68** | **98** | **90** | Excellent | **D.K** |
| Mathematical activities | **79** | **78** | **92** |  | **L.W** |
| Environmental activities | **91** | **90** | **97** | Excellent | **D.K** |
| Hygiene and nutrition activities | **90** | **98** | **97** | Excellent | **D.K** |
| Christian Religious education / Pastoral Program Instructions(PPI) | **94** | **90** | **90** | Excellent | **M.M** |
| Movement Activities | **\_** |  |  |  |  |
| Creative Art and Psychomotor Activities | **\_** |  |  |  |  |
| TOTAL OUTCOME | **505** | **549** | **563** | Great improvement | **L.W** |
| OUT OF | **600** | **600** | **600** |  |  |

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

Learner’s general ability: Meeting Expectations

Present: 100% attendance. Absent: Nil. Closing date: 25.10.2019 Opening date: 06.01.2020

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