LEARNER'S DETAILS

NAME :.....

LEVEL :.....

AGE :.....

UPI :.....

STAMPED

PASSPORT

PHOTO

PARENT'S/GUARDIAN'S DETAILS

FATHER'S NAME :_____

CONTACT :_____ SIG _____

EMAIL ADDRESS :_____

MOTHER'S NAME :_____

CONTACT :_____ SIG _____

EMAIL ADDRESS :_____

FACILITATOR'S NAME :_____

CONTACT :_____ SIG _____

SCHOOL STAMP

MATHEMATICS ACTIVITIES ASSESMENT:

KEY:**EX** EXCEEDING EXPECTATION ,**MT** –MEETS EXPECTATION,**AP**-APPROACHES EXPECTATION **BE**-BELOW EXPECTATION.

	Tick appropriately under each category to rate learners ability	EX	**MT**	AP	BE	COMMENTS
1.0	**NUMBERS**					
1.1	**Number concept**					
	Use ordinary numbers to identify position from 1st - 20th					
1.2	**WHOLE NUMBERS**					
	Count numbers forward and backward up to 1000					
	Identify place value up to thousands					
	Read numbers 1-100 in words					
	Identify missing numbers in number patterns up to 1000					
1.3	**FRACTION**					
	IDENTIFY ½,1/4,AND 1/8 as part of a whole					
	Identify ½,1/4,and 1/8 as part of a whole					
1.4	**ADDITION**					
	Add a 3 digit number to a 2 digit number without re-grouping with sum not exceeding 1000					
	Add 3 digit numbers without regrouping					
	Add 3 single digit numbers with sum up to 27					
	Add2-3 digits numbers with single re-grouping with sum not exceeding 1000					
	Work out missing numbers In patterns involving addition up to 1000					
	Create number patterns involving addition up to 1000					
1.5	**SUBTRACTION**					
	Subtract up to 3 digit numbers without regrouping					
	Subtract up to 3 digit numbers without regrouping					
	Subtract up to 3 digit numbers involving missing numbers with single regrouping					
	Work out missing numbers in number pattern involving subtraction up to 1000					
1.6	**MULTIPLICATION**					
1.7	**Division**					
	Represent division as repeated subtraction up to 5 times					
	Relate division to multiplication up to 9*10=90					
2.0	**Measurement**					
2.1	**Measure length in meter**					
	Add and subtract length in meters					
	Estimate mass up to 20 meters					
2.2	**Mass**					
	Measure mass in kilogram					
	Add and subtract capacity in kg					
2.3	**capacity**					
	Measure capacity in liters					
	Add and subtract capacity in liters					
	Estimate capacity up to 5 liters					
2.4	**Time**					

	Read and tell time using the digital clock					
	Read and tell time using 'past 'and to the hours using the clock face					
	Write time using past and to the hour					
	Add and subtract time involving hours and minutes without conversion in real life situation					
2.5	**money**					
	identify Kenyan currency notes up to 1000					
	Count money in different denomination up to cash 1000					
	Add and subtract money involving up to 1000					
	Relate money to goods and services up to cash 1000					
	Carry out shopping activities involving change and balance					
	Appreciate spending and saving of money in real life situation					
	Differentiate between needs and wants					
3.0	**Geometry**					
3.1	**Position and direction**					
	Move along a straight line from a point					
	Turn to the right from a point					
	Turn to the left from a point					
3.2	**Shapes**					
	Make pattern involving rectangles, circles, triangle, ovals and squares					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

_____

_____Sign _____

TERM TWO

OPENING DATE: _____ CLOSING DATE _____

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Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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TERM THREE

OPENING DATE: _____ CLOSING DATE _____

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Reason _____

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ENGLISH ACTIVITIES ASSESMENT

KEY EX-EXCEEDING EXPECTATION, MT-MEETS EXPECTATION, AP-APPROACHES EXPECTATION, BE-BELOW EXPECTATION.

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENT
1.0	**LANGUAGE ACTIVITY**					
1.1.	**Listening and speaking**					
	Listen attentively during a conversation					
	Respond to simple specific directional instruction in communication					
	Use common gestures and facial expression in communication					
1.2	**Pronunciation and vocabulary**					
	Recognizes new words used in themes					
	Pronounce the vocabulary related to the theme correctly					
	Use vocabulary learnt to communicate confidently					
1.3	**Language structure and function**					
	Use subject verb agreement to construction sentences on daily activities in relation to when they take place					
	Use indefinite pronoun (nobody, anybody, somebody) in communication to talk about daily activities at home and at school					
	Use singular and plural forms of irregular nouns for effective communications e.g. foot-feet, tooth-teeth, mouse-mice, ox-oxen					
	Use will/shall to talk about what they would want to become In future					
	Identify words that express future time/action for effective communication					
	Use opposite to construct simple sentence about safety at home ,school and environment					
	Use preposition to talk about the position and location of objects, people, animals and places.					
	Ask questions using what, when, how, why and where to learn about saving					
	Respond correctly to questions using what ,when ,how ,why ,whose ,where					
	Identify wh –word in a story ,poem or conversation for effective oral communication					
	Use adjective to describe people, things and actions in a festival					
	Describe given nouns in relation to shape ,colour and size correctly					
	Identify comparative and superlatives that are to describe people and things during play time and sports					
	Form comparatives and superlatives appropriately based on given examples					
	Use conjunction to talk about nutrition and disease e.g. and ,but ,because					
2.0	**READING**					
2.1	**Letter sound knowledge (phoenix reading)**					

	Read longer words with letter –sound correspondence and combine sounds to read longer words accurately					
2.2	**Word reading**					
	Read more and longer words without letter-sound txt correspondence					
2.3	**Connected text and fluency**					
	Read a text of about 200 words transitioning from phrasal to fluent reading					
	Read at least 90 words per minute fluently and accurately and with expression					
2.4	**Comprehension**					
	Make production based on picture and titles and anticipate possible outcomes on a common text					
	Read and retell a story, poem or conversation.					
	Answer a simple direct and indirect questions based on a text of about 200 words					
3.0	**WRITTING**					
	Handwriting					
	Demonstrate neat and legible handwriting					
3.1	**Spelling**					
	Spell and write words correctly for effective in communication					
3.3	**Punctuate**					
	Recognize appropriate punctuation marks in a text					
	Use full stops ,capital and small letters ,questions marks correctly					
3.4	**GUIDED WRITINNG**					
	Write words from a prompt to demonstrate mastery of vocabulary					
	Recognition the correct form and meaning of the words to be used in filling I					

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SHUGHULI ZA KISWAHILI

Viwango:KUZ-kuzidisha matarajio,KUF-kukaribia matarajio,MB-mbali na matarajio

	Weka alama kuashiria kiwango cha mwanafunzi ipasavyo	KUZ	KUF	KUK	MB	MAPENDEKEZO
1.0	**SHAMBANI**					
1.1	**Kusoma**					
	Kutambua sauti mbili tofauti zinazotamkwa pamoja					
	Kutamka sauti lengwa ifaaavyo					
	Kusoma silabi za sauti lengwa					
	Kusoma maneno,vifungu na hadithi zinazohusisha sauti lengwa					
1.2	**Msamiati**					
	Kutambua na kueleza maana ya msamiati unaohusisha shughuli za shambani					
	Kutunga sentensi akitumia msamiati wa shambani					
1.3	**Kusikiliza na kuzungumza**					
	Kusikiliza masimulizi kuhusu shambani kwa makini					
	Kutaja na kueleza vifaa vinavyotumika shamabani					
	Kueleza shughuli zinazofanywa shambani					
1.4	**KUSOMA HADITHI**					
	Kusoma hadithi za picha zinazohusu shamba					
	Kusikiliza hadithi zikisomwa na kujibu maswali kwa usahihi					
	Uchangamfu wa kusoma hadithi					
1.5	**KUANDIKA**					
	Kuandika kisa kifupi kwa hati nadhifu kulingana na mada					
1.6	**SARUFI**					
	Kutumia nafasi ya tatu wakati ujao- umoja na wingi katika sentensi kwa usahihi					
	Kusoma na kuandika vifungu na nafsi ya tatu kwa umoja na wingi					
2.0	**UZALENDO**					
2.1	**Kusoma**					
	Kutambua na kutamka sauti mbili tofauti zinazotamkwa pamoja					
	Kusoma silabi za sauti lengwa					
	Kusoma hadithi zilizo na maneno yaliyo na sauti lengwa					
	Kusoma kwa kutumia silabi zinazotokana na sauti lengwa					
2.2	**MSAMIATI**					
	Kutambua msamiati ambao unaohusiana na uzalendo					

	Kueleza maana ya msamiati unaohusiana na uzalendo					
	Kutumia msamiati wa uzalendo katika sentensi					
2.3	**Kusikiliza na kuzungumza**					
	Kutambua na kuyatumia maneno yanayoonyesha uzalendo katika mawasiliano					
	Kusimulia visa vinavyojumuisha mambo yanayoweza kuimarisha uzalendo					
	Kuonyesha usikivu kupitia kusikiliza masimulizi					
2.4	**KUSOMA HADITHI**					
	Kutambua rangi za bendera					
	Kusoma na kutambua maneno yanayousiana na uzalendo					
	Kusoma na kusikiliza hadithi kuhusu uzalendo					
2.5	**KUANDIKA**					
	Kuandika kisa kifupi kwa hati nadhifu kulingana na mada					
2.6	**SARUFI**					
	Kutunga sentensi akitumia (-ake-na-ao)					
3.0	**MIEZI YA MWAKA**					
3.1	**Kusoma**					
	Kutambua na kutamka sauti mbili zinazotamkwa pamoja					
	Kusoma silabi za sauti lengwa					
	Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa					
3.2	**MSAMIATI**					
	Kutambua miezi ya mwaka					
	Kuandika majina ya miezi ya mwaka kwa mfuatano					
	Kutunga sentensi kwa kutumia majina ya miezi					
3.3	**Kusikiliza na kuzungumza**					
	Kusikiliza masimuliza kuhusu miezi ya mwaka					
	Kusimulia kuhusu matukio katika miezi tofauti					
3.4	**KUSOMA HADITHI**					
	Kusikiliza hadithi ikisomwa na kujibu maswali ipasavyo					
	Kusoma hadithi kuhusu miezi					
	Kufahamu hadithi iliyosomwa					
	Kuchangamkia kusoma hadithi					
3.5	**KUANDIKA**					

	Kuandika kisa kifupi kwa hati nadhifu					
	Kujaza mapengo kwenye hadithi kwa maneno mwafaka					
3.6	**MSAMIATI(TARAKIMU)**					
	Kutambua na kusoma nambari 1-100kwa maneno					
3.7	**sarufi**					
	Kuakifisha sentensi ipasavyo kwa kutumia kikomo.					
4.0	**Kazi mbalimbali**					
	Kutambua na kutamka sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi					
	Kusoma silabi za sauti lengwa					
	Kuandika silabi na maneno yanayohusisha sauti lengwa					
4.2	**msamiati**					
	Kutambua msamiati wa kazi mbalimbali					
	Kutunga sentensui akitumia msamiati wa kazi					
4.3	**Kusikiliza na kuzungumza**					
	Kusikiliza kwa makini masimulizi kuhusu kazi mbalimbali					
	Kueleza kuhusu kazi tofauti					
	Kuthamini kazi tofauti					
4.4	**Kusoma hadithi**					
	Kutambua picha za watu kazi mbalimbali					
	Kusoma hadithi kwa ushihi					
4.5	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu					
4.6	**sarufi**					
	Kukanusha nyakati kwa usahihi(li, na –ta)					
5.0	**usalama**					
5.1	**msamiati**					
	Kutambua msamiati ambao hutumiwa katika usalama					
	Kutumia msamiati unaohusiana na usalama katika kutunga sentensi					
5.2	**Kusikiliza na kuzungumza (masimulizi)**					
	Kusimulia kuhusu njia za kudumisha usalama					
5.4	**Kusoma hadithi**					
	Kutambua picha zinazoonyesha usalama					
	Kusoma hadithi kuhusu usalama kwa ustadi					
	Kusikiliza hadithi unayosomewa kwa umakini					
5.5	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu					

5.6	**Sarufi**					
	Kutaja na kuandika kinyume cha vitendo kwa usahihi					
6.0	**USAFI WA MAZINGIRA**					
6.1	**Msamiati**					
	Kutambua na kutaja msamiati wa usafi wa mazingira					
6.2	**Kusikiliza na kuzungumza**					
	Kutofautisha mazingira safi na yasiyo safi					
	Kutambua umuhimu wa mazingira safi					
	Kueleza kuhusu usafi wa mazingira na jinsi ya kuyatunza					
6.3	**Kusoma hadithi**					
	Kutambua msamiati ulioyumiwa katika hadithi					
	Kusikiliza mwalimu kwa makini					
	Kusoma hadithi kwa ufasaha					
6.4	**Kuandika**					
	Kuandika kisa kifupi kuhusu mazingira kwa hati nadhifu					
6.5	**Sarufi**					
	Kutumia haraka na polepole kwa kutunga sentensi					
7.0	**DUKANI**					
7.1	**msamiati**					
	Kutambua na kueleza msamiati wa dukani					
	Kutumia msamiati wa dukani katika sentensi					
7.2	**Kusikiliza na kuzungumza**					
	Kueleza shughuli za dukani					
	Kusikiliza masimulizi kuhusu uuzaji kwa makini					
7.3	**Kusoma hadithi**					
	Kusoma hadithi kuhusu dukani kwa ufasaha					
	Kudhamini biashara maishani kama njia moja ya kutegemea maishani					
7.4	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu					
7.5	**Sarufi**					
	Kutumia alama ya kuuliza ipasavyo katika sentensi					
8.0	**NDEGE NIMPENDAYE**					
8.1	**Msamiati**					
	Kutaja majina ya ndege mbalimbali					
	Kutambua msamiati kuhusu njia za kutunza ndege					
8.2	**Kusikliza na kuzungumza**					

	Kutaja aina za ndege wa nyumbani					
	Kutambua ndege ampendendaye na kusimulia kumhusu					
	Kusikiliza kwa makini masimulizi ya wengine					
8.3	**Kusoma hadithi**					
	Kusoma na kusikiliza hadithi zinazohusu ndege					
	Kufahamu hadithi aliyoisoma na aliyoomewa					
8.4	**kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu					
8.5	**sarufi**					
	Kutumia “juu ya” “chini ya” kwa ufasaha katika sentensi na mawasiliano					
9.0	**SOKONI**					
9.1	**Msamiati**					
	Kutambua msamiati unaohusiana na shughuli za sokoni					
9.2	**Kusikiliza na kuzungumza**					
	Kutaja vitu vinavyopatikana sokoni					
	Kutaja watu wanaopatikana sokoni					
	Kueleza shughuli zinazoendeshwa sokoni					
	Kueleza umuhimi wa soko					
9.3	**Kusoma hadithi**					
	Kusoma hadithi kuhusu sokoni kwa ufasaha					
	Kufahamu hadithi aliyoisoma na aliyosemewa ili kupata ujumbe					
9.4	**Kuandika**					
	Kuandika kisa kifupi kutumi hati nadhafu					
9.5	**Sarufi**					
	Kutumia ‘’ndani ya ‘’ na ‘’ nje ya’’ katika sentensi ili kuimarisha mawasiliano					

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Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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TERM TWO

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C.R.E ACTIVITIES ASSESSMENT

KEY: EX- exceeding expectation, MT-meets expectation, AP-approaches expectation, BE –Below expectation

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENT
1.0	**CREATION**					
1.1	**SELF AWARENESS**					
	Appreciate himself/herself as created in the image and likeness of God for his glory					

	Recognize god as the creator of every part of his/her body to glorify him					
	Control thoughts and feelings in daily life					
	Make choices that are acceptable to God in their life					
1.2	**MY FAMILY**					
	Recognize the head of the family and respect them					
	Name family members in the nuclear and extended family for identification					
	Draw the family tree to understand relationship within the family					
1.3	**ADAM AND EVE**					
	Acknowledge God as the creator of Adam and eve as our first parents o earth					
	Describe how Adam and eve disobeyed God and desire to obey God in their daily lives					
	State the results of disobeying Gods command to avoid sin					
	Explain the importance of obeying parents to live a harmonious family life					
	Explain the importance of obeying teachers to promote good relationship at school					
2.0	**THE HOLY BIBLE**					
2.1	**The bible as the word of god**					
	Differentiate the bible from other books as a holy book used by Christians					
	Explain how the writing of the bible was different from other books and respect it					
	Name the four gospel book in the new testament of Jesus Christ					
	Appreciate the bible as a guide in their daily lives					
2.2	**THE BIBLE STORY**					
	Narrate what happened in the story of Moses and the burning bush ad relate it with the holy place of worship					
	Discuss how Moses expressed obedience and apply it in their daily lives					
2.2.2	**The big fish swallows Jonah**					
	Narrate the story of Jonah and be obedient to God					
2.2.3	**Naaman is healed**					
	Describe the healing of Naaman and desire to have faith in God					
	Appreciate Gods as the healer of all diseases					
2.2.4	**The three Hebrew me are rescued from fire**					
	Narrate the story of the three Hebrew men to strengthen their relationship with God					
	Trust God to cope with daily challenges					
2.2.5	**Elisha and the boys**					
	Explain the story of Elisha and the boys and relate it to their daily challenges					
	Apply the story in their daily lives by respecting the elderly at home church school and the community					
3.0	**THE EARLY LIFE OF JESUS CHRIST**					

3.1	**Wise men guided by the star**					
	Identify the star that guided the wise men and desire to be by God in their daily lives					
	Describe how the wise men were guide by the stars					
3.2	**Home town of Jesus Christ**					
	Name the home town of Jesus Christ and their own towns to promote a sense of belonging					
3.3	**The good Samaritan**					
	Narrate the story of good Samaritan and relate it to their daily lives					
	Appreciate the act of the good Samaritan by being kind to people in need					
3.4	**The little boy with fives loaves and two fish**					
	Explain the miracles of the five loaves and two fish and practice kindness to others					
	State the number of baskets that remained after feeding the people and relate it to keeping the environment clean					
	Appreciate the miracle of the fives loaves and two fish by sharing with others					
3.5	**Jesus Christ walks o water**					
	Describe the miracle of Jesus Christ walking on water and having faith in god					
	Appreciate Jesus power in their lives to overcome daily challenges					
3.6	**Raising of Jairus daughter**					
	Analyze the miracle of raising Jairus daughter and have faith in god					
	Appreciate the power of Jesus over death					
3.7	**Easter**					
	Mention the importance of Easter in the of Christians					
	Identify the resurrection of Jesus Christ by taking part in Easter celebration					
4.0	**CHRISTIAN VALUES**					
4.1	**Honesty**					
	Narrate the story of animals and Saphira and desire to be honest in their lives					
	Explain the importance of respecting other peoples items for harmonious living					
4.2	**Thankfulness**					
	Describe ways of thanking God for crating them					
	Thank God for their family friends and teachers ad appreciate them at the time					
4.3	**Forgiveness**					
	Describe the story of the unforgiving servant and relate it to their interaction with others					
	Desire to forgive others I their day to day lives					
4.4	**TURST**					
	Identify people they can trust for their own safety					
	Mention the people to report to incase of danger for appropriate action to be taken					

	Discus the effect of talking about others for harmonious living					
4.5	**Responsibility**					
	Discus the importance of personal hygiene for healthy living					
	Develop responsibility by not expecting a reward when they do chores at home					
5.0	**THE CHURCH**					
5.1	**prayer**					
	Recite the lords and apply in their daily lives					
	Show respect to God during prayer by adopting different posture of prayer					
5.2	**The holy spirit**					
	Discus the coming of the holy spirit on the day of Pentecost and relate it to their lives					
	Identify the work of the holy spirit in the life of a Christian					
	Appreciate the fruit of the holy spirit by living harmoniously with others					
	Desire to be led by the holy spirit as they make decision in life					

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_____

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Reason _____

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PHYSICAL COMPETENCE ASSESSMENT

KEY: EX EXCEEDING EXPECTATION, MT –MEETS EXPECTATION, AP-APPROACHES EXPECTATION BE-BELOW EXPECTATION.

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENTS
1.0	**BASIC MOTOR SKILLS**					
1.1.	**LOCOMOTORS SKILLS**					
1.1.1	**SKIPPING**					
	Name parts of the body that are in use during skipping					
	Appreciate the importance of observing health habits for our well being					
1.1.2	**GALLOPING**					
	Preforming galloping in different ways such as directions, pathways, levels and different tempo such as slowly, moderate and fast					
	Establish the relationship through galloping for critical thinking and problem solving					
	Observing rules					
1.1.3	**DODGING**					
	Name the body parts that are in use during dodging for the body awareness					
	Perform dodging in different ways: directions pathways and levels					
	Establish relationship while dodging					
	Appreciate dodging for strength, co-ordinates balance and self esteem					
	Obey riles when playing games for own and safety					
1.1.4	**SLIDING**					
	Explore sliding in different ways for the body awareness					
	Perform sliding In different ways					
	Establish relationship through sliding					
	Appreciate sliding for strength coordinate, balance and self esteem					
	Observe					
1.2	**NON-LOCOMOTOR SKILLS**					
1.2.1	**TWISTING**					
	Perform twisting I different ways					
	Establish relationship through twisting for critical thinking and problem solving					
	Appreciate twisting for strength, co-ordination balance and self –esteem					
	Obey rules when playing games					
1.3	**MANIPULATIVE SKILLS**					
1.3.1	STRIKING					
	Perform striking in different ways					
	Establish relationship through striking for critical thinking and problem solving					
	Observe rules while playing games					

1.3.2	**PUNTING**					
	Identify parts of the body use for punting					
	Perform punting in different ways					
	Establish relationship					
1.3.3	**DRIBBLING**					
	Name the body parts that are used in dibbling					
	Perform dribbling in different ways for co-ordinations ,endurance and balance					
	Appreciate and develop attitude and willingness while playing					
2.0	**SWIMMIING**					
2.1	**WATER SAFETY**					
2.1.1	**H.E.L.P (Heart escape lessening position)**					
	Name a floating technique that they know for self-esteem					
	Explain the meaning of H.E,L.P					
	PERFOM H.E,L.P FOR SURVIVAL					
	APPRECIATE H.E,L.P for rescue					
	Obey swimming rules for own and other safety					
2.2	**BASIS SWIMMING SKILLS**					
2.2.1	**ARM ACTION IN WATER FRONT CRAWL**					
	Demonstrate different actions that the arm can make in water for body awareness					
	perform the body action in front crawl in swimming					
	Observe the rule					
	Establish relationship in water					
2.2.2	**KICKING(LEG action in water) IN FRONT CRAWL**					
	Perform kicking –leg action in front crawl in swimming					
	Appreciate the game					
	Make relationship through playing the game					
	Observe rule					
2.2.3	**STRAFISH FLOAT**					
	Name some fish that lives in water					
	Perform starfish float In water for survival					
	Appreciate floating in water using the starfish float for survival					
3.0	**GYMNASTIC**					
3.1	**STASTIC BALANCE**					
3.1.1	**V BALANCE**					
	Name body parts in use during v balance					
3.2	**DYNAMIC BALANCE**					
3.2.1	**BEAM BALANCE**					
	Perform beam balance for strength, balance and co-ordination					
	Appreciate the beam balance perform					
	Make relationship through performance of beam balance					
	Observe rules while playing the game					

3.3	**STATIC BALANCE**					
3.3.1	**CRAB STAND BALANCE**					
	Perform the crab stand balance for strength and coordination					
	Appreciate performing the crab and stand balance					
	Make relationship through playing the game					
	Observe rules while playing the game					
3.4	**DYNAMIC BALANCE**					
3.4.1	**BACKWARD ROLL**					
	Name the body part in use during crab walk					
	Perform crabwalk					
	Appreciate crab walk strength ,coordination and excellence					
	Obey rules during crab walk					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand_____

To (last strand)_____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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_____Sign _____

TERM TWO

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_____

_____Sign _____

LITERACY ACTIVITIES ASSESSMET

KEY: EX-exceeding expectation, MT-meets expectation AP-approaches expectation BE-Below Expectation

	Tick appropriately under each category to rate learners ability	**EX**	**MT**	**AP**	**BE**	**COMMENT**
1.0	**LISTENING AND SOEAKING**					
1.1	**IMITATION**					
	Creatively use appropriate language with different people					
	Listen and respond appropriately					
	Control thought and feelings in daily lives					
1.2	**Story telling**					
	Use digital knowledge to create stories					
	Acquire an accurately use appropriate words and phrase from stories					
	develop an interest in telling stories for pleasure					

	Demonstrate techniques of effective story telling					
1.3	**Effective communication (sharing experience)**					
	Use compound and complex sentence to link thought					
	Listen and use talk to organize and clarify thoughts and ideas					
	Communicate needs and feelings in a variety of ways					
	Demonstrate willingness to interact with others					
	Appreciate the importance of sharing one another's feelings					
1.4	**Talk about**					
	Identify messages conveyed in a thematic story and engage in oral discussions					
	Use appropriate expression to describe people situations and events					
	Develop an interest to read stories ad text					
1.5	**Presentation skills**					
	Ask critical question on the decision making in their environment					
	Subsequently position their views using appropriate words example :firstly ;secondly ;lastly					
2.0	**READING**					
2.1	**INDEPENDENT READING**					
	Identify the main idea in a passage					
	Silently read a given passage					
	Develop an interest In reading for pleasure					
	Effectively answer question from independent reading					
	Use learnt vocabulary from own reading					
2.2	**Reading comprehension**					
	Read with accuracy, fluency and understanding					
	Locate information in a text					
	Develop an interest in reading widely on varied subject					
3.0	**WRITING**					
3.1	**Sentence formation**					
	Write a variety of compound and complex sentence structure					
	Make and organize notes and paragraph appropriately					
	Use writing to generate and organize					
3.4	**Spelling instruction**					
	Correct misspelled words					
	Spell words correctly in writing					

3.3	**HANDWRITING**					
	Use capital letters correctly					
	Use appropriate spacing between words					
	Use of legible and neat handwriting					
3.4	**CREATIVE WRITING**					
	Creatively create simple texts in written and digital formats					
	Use connecting words appropriately and effectively in writing					
	Develop an interest in writing					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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OPENING DATE: _____ CLOSING DATE _____

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OPENING DATE: _____ CLOSING DATE _____

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Strands/Sub strand not covered by the learner _____

Reason _____

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_____Sign _____

MUSIC ACTIVITIES ASSESMENT

KEY:EX-EXCEEDING EXPECTATION,MT-MEETS EXPECTATION,AP-APPROACHES EXPECTATION,BE –BELOW EXPECTATION

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENTS
1.0	**PERFORMING**					
1.1	**Songs**					
	Identify and name different types of song performed for different purpose in the community for awareness					
	Sing a variety of age song appreciation songs in unison paying attention to accuracy in pitch and rhythm for enjoyment and self-expression					
	Sing all verses of the Kenya national anthem in English and Kiswahili with proper etiquette for patriotism cohesion and peaceful coexistence.					
	Sing 3- part rounds keeping to the respective parts for enjoyment					
	Execute the elements of music to the singing for effective communication					
	Express ideas feeling and emotions through singing for self					
	Appreciate the importance of singing songs from devices culture and time					
	Record own and others performance using electronic device for appreciation and digital literacy					
1.2	**Singing games**					
	Perform various singing games drawn from local and other culture for enjoyment					
	Perform singing games with coordinated body movements for aesthetic effect					
	Perform singing games while observing own and safety					
	Practice games etiquette for integrity					
	Share available resources during the performance of singing games for equity					
	Appreciate and enjoy performing singing games from diverse culture					
1.3	**Musical instrument**					
	Identify and name different string instrument used in music making					
	Identify string instrument visually and aurally in preparation for improvisation					
	Demonstrate the skills of playing string instrument to improve performance					

	Use locally available materials to make improvised creativity					
	Use improvised string instrument to accompany song for enjoyment					
	Used improvised percussion wind and string instrument for enjoyment and digital literacy					
1.4	**DANCE**					
	Use body movement that are part of daily experience in variety of ways in dance enjoyment					
	Use body zones and body parts appropriately in response to music					
	Apply locomotors and non-locomotors/axial movement imaginatively to create own dance					
	Observe basic element of of dance in a dance performance for effective execution of dance					
	Practice etiquette during during dance performance for integrity					
	Perform appropriate simple dance from diverse culture for appreciation and enjoyment					
	Appreciate and enjoy performing different cultural dance for cultural preservation					
	Use digital devices to learn and record various dances for digital literacy and enjoyment					
2.0	**CRATING AND COMPOSING MUSIC**					
2.1	**Rhythm**					
	Improvise rhythmic accompaniment to familiar songs using body percussion and other instrument for enjoyment					
	Create own simple rhythmic patterns using body percussion and other improvised percussion for creativity and imagination					
	Use digital devices for creating rhythmic accompaniment to familiar songs for enjoyment					
2.2	**Melody**					
	Identify melodic variations in familiar simple tunes demonstrating an awareness of pitch and rhythm					
	Create melodic variation to familiar tunes in preparation for composition					
	Apply variation of tempo and dynamic of familiar songs for enjoyment					
	Use new words to a familiar tune for effective communication					

	Create own melodic patterns from differently pitched objects to enhance creativity					
	Use digital device In creating and recording own created melodic pattern for digital literacy and presentation to others for discussion					
3.0	**LISTENING AND RESPONDIG**					
	Element of music					
	Express initial personal reactions to musical performance for self-expression					
	Distinguish and categorize sounds heard for aural discrimination					
	Relate selected music to personal experience/story/event/for emotional expression					
	Imitate short melodies with literacy in pitch and rhythm for aural development					
	Use appropriate terminology in explaining/discussing music listened to effective communication					
	Relate specific music to appropriate events in the community					

TERM ONE

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Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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_____Sign _____

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From (1st Strand _____ Sub strand_____

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_____Sign _____

HYGIENE AND NUTIRTION ACTIVITIES ASSESMENT

KEY (EX- Exceeding Expectation, MT-meet expectations, AP-approaches expectation, BE-Below expectations

	Tick appropriately under each categories to rate of learners ability	**EX**	**MT**	**AP**	**BE**	**COMMENT**
1.0	**HEALTHPRACTICES**					
	Importance of breakfast					
	State the meaning of breakfast					
	Identify time when breakfast					
	Name food items for breakfast as a healthy habit					
	Tell the importance of breakfast as a healthy habit					
1.2	**Oral hygiene**					
	Identify good habits that promote healthy teeth					
	Identify harmful oral habits that damage their teeth					
	Brush teeth properly					
1.3	**Uses of different rooms in the house**					
	name different rooms in the house					
	Mention uses of different rooms in the house					
	List equipment in different rooms in a house					
1.4	**Cleaning utensils**					
	Tell reasons for cleaning utensils					
	Name materials used for cleaning utensils					
	Clean dry and store utensils properly					
1.5	**Danger of second hand smoke**					
	Mention substances that people smoke that are harmful					

	Explain the word second hand smoke					
	Mention effect of the second hand smoke to our health					
1.6	**Keeping water safe from contaminated**					
	Explain water contamination					
	Show ways in which water is contaminated					
1.7	**Re-using water and soap at home**					
	Explain the meaning of reusing					
	Mention the way of re-using water at home					
2.0	**Personal hygiene**					
	Using and caring for personal items					
2.1	**Identify personal items used for personal cleanliness**					
	Identify reasons we shouldn't share personal items					
	State method of cleaning personal items					
3.1	**Food**					
	Basic taste of food					
	Identify four basic taste in a variety of food					
	Classify food according to their tastes					
3.2	**Eating habit**					
	Mention what family members and friends eat and drink					
	Mention food likes and dislike of friends and family members					
	Give reasons why different people like different foods					
3.3	**Meals and snacks**					
	Tell the number of meals taken daily					
	Tell the difference between meals and snacks					
	Mention the importance of taking meals and snacks at the right time					
3.4	**Grouping of foods**					
	Group foods according to different parts of the plant they come from					
3.5	**Food for school going children**					
	Mention foods eaten by school going children					
	State the amount of food suitable for school going children and dangers of eating too much					
	State importance of eating enough food					
3.6	**Food advertisement**					
	Tell the effect of food advertisement on their feeling and food choice					
	Can choose healthy foods without influence of advertisement and guide others to do the same					
3.7	**Handling an cooking food**					
	Name hygiene practice while handling food					
	State factors to observe when buying food from a food vendor					
4.0	**Safety education**					
4.1	**Waste disposal in classroom**					
	Identify types of waste found in the classroom					

	classroom					
	Practice waste collection and proper disposal of waste in the classroom					
4.2	**Accidents and basic first aid**					
	Tell accidents occurring in the classroom					
	Name the course of common accidents in the classroom					
	Explain ways of preventing common accidents					
	Demonstrate first aid procedure for accident					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

_____

_____Sign _____

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_____

_____Sign _____

ART AND CRAFT

KEY EX-Exceeding Expectations, MT-Meets Expectation, AP-Approach Expectation, BE-Below expectation

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENT
1.0	**Drawing**					
1.1	**Forms**					
	Identify a variety of forms in physical and ICT					
	Identify tools and material used in drawing forms					
	Drawing simple forms					
	Appreciate own and others work					
1.2	**Texture**					
	Identify types of texture in physical and ICT					
	Identify materials and tools that can be used in creating texture					
	Create simple texture effect in drawing					
2.0	**PAINT AND COLOUR**					
2.1	**Paint shapes and observation**					
	Identify and name material used for painting					
	Mix paint correctly and paint simple shape					
	Draw and paint the national flag					
	Paint simple shapes using ICT					
3.0	**PARTTER MAKING**					
3.1	**TEXTURES PATTERN**					
	Create simple texture patterns for self-expression					
3.2	**Shape pattern**					

	Observe shape pattern in the environment and in digital media					
	Create simple shape pattern for self-expression					
3.3	**Letter pattern**					
	Observation of letter pattern in the environment and ICT					
	Create simple letter pattern fleshed or using ICT					
4.0	**Mounting technique**					
4.1	**collage**					
	Collection of materials from the sorounding					
	environment					
	Create simple pictures in collage using locally available materials					
5.0	**Decorating forms**					
5.1	**Decorating egg shells**					
	Observe teacher sample and decorate egg shells by painting and pasting colored papers					
5.2	**Decorating plastic containers**					
	Decorate plastic container by pasting colored papers					
6.0	**ornaments**					
6.1	**Double strand neckless**					
	Observe beaded ornaments from teachers sample					
	Create necklace with local materials using double strand beading					
6.2	**Double strand bracelet**					
	Observe teachers sample					
	Create own bracelet using double strand beading with local materials					
7.0	**FABRIC DECORATION**					
	Printing on fabric with cut out stamps					
	Observe cut out stamp printed fabric from teachers samples					
	Print fabric using cut out stamps for decoration					
8.0	**MODELLING**					
8.1	**Slab technique**					
	Observing items made using slab technique materials and tools from the teacher					
	Model simple objects using slab technique					
8.2	**Pallet technique**					
	Observing teachers items made using pallet technique materials tools					
	Model simple object using pallet technique					
9.0	**sculpture**					
9.1	**toys**					
	Make simple toys using local materials for playing					
	Appreciate playing with toys					
9.2	**kites**					
	Make simple kites using locally available materials					
	Appreciate playing with toys					
10.0	**weaving**					
	Weaving on a serrated card loom					

	Weave one color table mat using a serrated loom for self-expression					

TERM ONE

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Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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_____Sign _____

ENVIRONMENT ACTIVITIES ASSESSMENT

KEY: **EX**-Exceeding Expectation, **MT**-Meets Expectation, **AP**-Approaches Expectation, **BE**-Below Expectation

	Tick appropriately under each category to rate learner's ability	**EX**	**MT**	**AP**	**BE**	**COMMENTS**
1.0	**ENVIRONMENT AND ITS RESOURCES**					
1.1	**Weather**					
	Exploring unfavorable weather conditions					
	Describe unfavorable weather conditions					
	Observe the effects of unfavorable weather conditions for safety					
1.1.2	**Develop curiosity in identifying effects of weather**					
	Identify ways of keeping safe from unfavorable weather conditions					
	Keep safe from unfavorable weather conditions					
	Demonstrate knowledge of keeping safe from unfavorable weather conditions					
1.2	**Water**					
1.2.1	**Making water safe**					
	Identify ways of making water safe and clean for use at home					

	Make water clean and safe					
	Construct a simple water filter for cleaning water at home					
	Appreciate using clean and safe water to reduce health risks					
1.3	**Soil**					
1.3.1	**Exploring soil characteristics**					
	Differentiate soils by texture from provided soil samples					
	Differentiate soil by size of soil particle					
	Name the three type of soil based on their characteristics					
	Develop interest in characteristics of soil as an environmental resources					
1.4	**Plants**					
1.4.1	**Identify different type of plants**					
	Categorize plants in the immediate environment according to specified features					
	Appreciate the rich diversity in plants					
1.42	**Safety when handling plants**					
	Describe safe ways of handling different plants					
	Observe safety when handling different plants in the immediate environment					
	Appreciate the need to handle plants responsibly to reduce health risks					
1.5	**Animals**					
1.5.1	**Importance of animals**					
	State different uses of animals to people					
	Identify different uses of animals to people					
	Identify different animals that provide food products					
	Appreciate the importance of animals to people					
1.6	**Energy: heat**					
1.6.1	**Sources of heat**					
	Identify source of heat in the environment					

	Match different sources of heat to their fuels to the environment					
	Identify use of fuel energy in the environment					
	Use heat energy responsibly					
1.6.2	**Dangers of heat energy**					
	Identify materials that can start fire in the house					
	Identify dangers of heat energy at home					
	Demonstrate an understanding of safe ways of moving from the house in case of fire outbreak					
2.0	**SOCIAL ENVIRONMENT**					
2.1	**Harmonious leaving in the community**					
2.1.1	**Sanitation in the community**					
	Describe ways of keeping the market place clean					
	Participate in keeping the market place clean to promote social cohesion					
	Appreciate a clean market place for good health					
2.2	**Keeping safe in the community**					
2.21	**Identify the appropriate ways of responding to strangers in the community**					
	Respond appropriately to strangers in the community					
	Take personal responsibility in keeping safe to limit risks					
2.2.2	**Safe and dangerous places in the community**					
	Identify safe places in the community					
	Identify dangerous places in the community					
	Keep personal safety in the community					
	Respond appropriately to security threats in the community					
2.3.0	**Safe travel**					
2.3.1	**Basic road safety signs**					
	Recognize basic road safety signs					
	Use basic road safety signs appropriately to enable safe travel					

	Appreciate the use of basic road safety sign in enabling safe travel					
2.4.0	**Environmental and cultural events in the community**					
	State how cultural events promote environmental and social wellbeing in the community					
	Participate in cultural events that promote environmental and social wellbeing in the community					
	Develop interest in environmental and cultural events to promote social wellbeing in the community					
2.5.0	**Enterprise projects**					
2.5.1	**Waste management for income generation project at school**					
	Identify ways of using waste responsibly to generate income					
	Determine suitable waste management activity to generate income at school					
	Participate in waste management activity in school to generate income					
	Develop interest in undertaking income generating activities in waste management					
3.0	**CARING FOR THE ENVIRONMENT**					
3.1	**Caring for plants**					
3.1.1	**Communicating plants protection messages in the community**					
	Give ways of protecting plants in the community					
	Create and communicate persuasive messages on plants protection					
	Appreciate plant protection in the community					
3.2	**Caring for animals**					
3.2.1	**Caring for animals in distress**					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand_____

To (last strand)_____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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_____Sign _____

TERM TWO

OPENING DATE: _____ CLOSING DATE _____

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Reason _____

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_____

_____Sign _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				
MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B

75 – 100 A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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Class teacher's comments: _____

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Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				
MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B

75 – 100 A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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Class teacher's comments: _____

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Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				
MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B

75 – 100	A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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Class teacher's comments: _____

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_____

Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

ANNUAL SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				
MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B
75 – 100	A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

_____

_____

_____

Class teacher's comments: _____

_____

_____

_____

Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

SOCIAL /BEHAVIOUR REPORT

KEY

S - SATISFACTORY

I - IMPROVEMENT

Report to be completed by the class teacher

BEHAVIOUR	ASSESMENT
Considering for others	
Organization for school resources	
Accepts responsibility	
Works independently	
Works well with others	
Completes assignments at school	
Completes home assignments	
Participates in community service learning	
Use time wisely	
Has reverence for God as per a super being	

OTHER COMMENTS FROM THE TEACHER	