PRE-PRIMARY 1 ASSESMENT REPORT CARD

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

PRE-PRIMARY 1 ASSESMENT REPORT CARD

LANGUAGE ACTIVITIES ASSESMENT

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

	STRAND/SUB-STRAND	Tick appropriately under each category to rate learners ability				
		EX	**MT**	AP	BE	COMMENTS
1.0	**LISTENING**					
1.1	**Common greetings and farewell**					
	Respond appropriately to general greetings at home and at school.					
	Respond appropriately to time related greetings at home and at school.					
	Respond appropriately to farewell at home and at school.					
	Respond appropriately to farewell with reference to time at home and at school.					
	e) Enjoy responding appropriately to greetings and farewell at home and at school.					
1.2	**Listening for enjoyment**					
	Respond appropriately to a variety of listening experiences in and out of class.					
	Demonstrate enjoyment in a variety of listening experiences.					
1.3	**Active Listening**					
	Respond to simple instructions in and out of class.					
	Take turns during conversations in and out of school.					
	Take pleasure in responding to simple instructions in and out of class.					
	Enjoy taking turns in a conversation in and out of school					
1.4	**Passing information**					
	Convey verbal messages effectively in and out of class.					
	Listen to information attentively for effective communication in and out of class.					
	Experience pleasure in passing verbal messages in and out of class.					
1.5	**Auditory discrimination**					
	Recognize sounds in the environment.					
	Respond appropriately to sounds in the environment.					

	Enjoy listening to sounds in the environment.					
1.6	**Auditory Memory**					
	Recall a variety of sounds in the environment.					
	Recall letter sounds in class.					
	Take pleasure in listening to sounds in the environment.					
2.0	**SPEAKING**					
2.1	**Common general and time-related greetings and farewell**					
	Use a range of words for general greetings in school and at home.					
	Greet people verbally with reference to time at home and at school.					
	Bid people farewell using appropriate words at home and at school.					
	Take pleasure in greeting and bidding farewell at home and at school.					
2.2	**Self-expression**					
	Express own needs at home and at school.					
	Express emotions and feelings appropriately at home and at school.					
	Use appropriate vocabulary to express feelings and emotions in school and at home.					
	Use appropriate vocabulary to express own needs in school and at home.					
	Enjoy expressing themselves verbally at home and in school.					
2.3	**Polite Language**					
	Use appropriate vocabulary when making requests at home and at school.					
	Use appropriate vocabulary when appreciating others at home and at school.					
	Experience pleasure in making requests at home and at school.					
	Take pleasure in appreciating others when need arises.					
2.4	**Audience awareness**					
	Demonstrate awareness of own voice in and out of class.					
	Speak clearly when talking to others in and out of class.					
	Speak loudly enough for the audience to hear in school and at home					
	Experience pleasure in varying own voice when communicating with others.					
2.5	**Passing information**					
	Convey verbal messages effectively to the teacher and to other learners.					
	Use relevant vocabulary to pass verbal information to the teacher and other learners.					

	Enjoy passing verbal messages to the teacher and other learners.					
2.6	**Naming**					
	Name objects, people, animals and colours in the immediate environment.					
	Take pleasure in naming objects, people, animals and colours in the immediate environment.					
2.7	**Articulation of Letter sounds**					
	Articulate vowels correctly in and out of school.					
	Articulate consonants correctly in and out of school.					
	Demonstrate awareness of letter-sound correspondence in class.					
	Take pleasure in articulating vowels and consonants in and out of school.					
3.0	**READING**					
3.1	**Book handling skills**					
	Hold a book top side up in and out of school.					
	Demonstrate ability to turn pages from right to left when opening a page in and out of school.					
	Take pleasure in book handling and storage activities in and out of school.					
3.2	**Reading readiness skills**					
	Demonstrate left-right eye orientation when reading.					
	Demonstrate top-down orientation skills when reading.					
	Turn pages from right to left when opening a page.					
	Enjoy participating in pre-reading activities in and out of school.					
3.3	**Print awareness**					
	Talk about pictures in and out of school.					
	Demonstrate awareness of print in and out of school.					
	Show interest in reading in and out of school.					
	Enjoy reading pictures in and out of school.					
3.4	**Visual discrimination**					
	Talk about similarities in objects and pictures in class.					
	Talk about differences in objects and pictures in class.					
	Enjoy participating in visual discrimination activities in and out of class.					
3.5	**Visual Memory**					
	Recall objects, colours and pictures in class.					
	Recall letters of the alphabet in books and charts.					
	Talk about what they have seen in class.					

	Enjoy participating in visual memory activities in and out of class.					
3.6	Reading Posture					
	Demonstrate appropriate reading posture when reading in and out of class.					
	Identify correct reading postures in pictures or in class.					
	Identify incorrect reading postures in pictures or in class					
	Enjoy participating in reading posture activities in class.					
3.7	**Letter recognition**					
	Recognize letters of the alphabet in upper case in and out of class.					
	Recognize letters of the alphabet in lower case in and out of class.					
	Match upper case letters with corresponding lower case letters in class.					
	Enjoy participating in letter recognition activities in and out of class.					
4.0	**WRITING**					
4.1	**Book handling skills**					
	Demonstrate how to handle books properly					
	Enjoy participating in book Handling activities.					
	Participate in storing books properly in and out of school.					
4.2	**Writing readiness skills**					
	Demonstrate the ability to hold a writing tool properly in and out of class.					
	Scribble from left to right and top to bottom on a page					
	Turn pages from right to left as they scribble.					
	Take pleasure in prewriting activities in and out of school.					
4.3	**Writing posture**					
	Sit appropriately when scribbling, drawing or writing in class.					
	Enjoy participating in activities for writing posture in and out of class					
4.4	**Eye-hand coordination skills**					
	Demonstrate eye-hand coordination when writing.					
	Take pleasure in participating in eye-hand coordination activities in class.					
4.5	**Pattern writing**					
	Write simple line patterns in class.					
	Use ICT devices to make simple line patterns in class.					
	Hold writing tools appropriately when writing patterns.					
	Enjoy participating in pattern writing activities in class.					

4.6	**Letter formation**					
	Demonstrate ability to form letters correctly in and out of class.					
	Experience pleasure participating in letter formation activities in and out of class.					
4.7	**Writing practice**					
	Write letters of the alphabet correctly in class.					
	Take pleasure in using basic tools for writing in class.					
	Enjoy participating in writing practice activities in class.					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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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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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	**CLASSIFICATION**					
1.1	**Sorting and grouping**					
	identify similarities among objects in the environment for distinguishing one object from the other					
	identify differences among objects in the environment to appreciate their similarities and differences					
	enjoy sorting and grouping objects in the environment					
	group objects according to a specific attribute to create sets of similar objects					
	Appreciate the materials in the environment for their uniqueness and diversity.					
1.2	**Matching and paring**					
	identify similarities among objects in the environment					
	identify differences among objects in the environment					
	match similar objects in the environment					
	pair objects according to specific criteria					
	appreciate the use of different objects in the environment					
1.3	**Ordering**					
	collect and identify different objects in their environment for exploration and enjoyment					
	differentiate objects of different sizes in the environment					
	use appropriate vocabulary related to ordering for effective communication					
	arrange objects according to size in ascending order up to 3 objects for making comparison of objects of different sizes					
	arrange objects according to size in descending order up to 3 objects for making comparison of objects of different sizes					
	organize different objects in the environment					
	appreciate different objects or materials in the environment					
1.4	**Pattern**					
	observe objects in the environment and identify existing patterns					
	identify similarities in patterns in the environment					
	identify different patterns in the environment					
	arrange similar objects to make a pattern					
	arrange 2 different objects in an alternating manner to make patterns					
	appreciate the different types of objects in the environment					

	Enjoy making different patterns with objects found in the environment.					
2.0	**NUMBER**					
2.1	**Rote counting**					
	rote count numbers 1-10 for developing numeracy skills					
	rote count numbers 1-10 using actions for development of numeracy skills					
	enjoy rote counting in daily life					
2.2	**Number Recognition**					
	identify numerals 1-9 for development of numeracy skills and symbolic representation of number					
	appreciate use of numbers in day to day life experiences					
2.3	**Counting concrete objects**					
	count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol					
	demonstrate one to one correspondence while counting concrete objects					
	enjoy counting concrete objects within their environment					
	appreciate the use of one to one correspondence in real life situations					
2.4	**Number sequencing**					
	identify number symbols 1-9 as indicated on number cards or charts for development of numeracy skills and for ordering numbers					
	arrange number cards in sequence 1-9					
	arrange number cards in sequence for completing sequence puzzles					
2.5	**Symbolic representation of numbers(number writing)**					
	identify number symbols 1- 9 for development of numeracy skills					
	join dots to form number symbols 1-9 on a surface					
	trace number symbol cut-outs 1-9 on a surface					
	model number symbols 1-9 using materials in their environment					
	write number symbols 1-9 on a surface					
	enjoy forming number symbols 1-9 using ICT					
	Appreciate the use of numbers within their environment in the day to day life experiences.					
2.6	**Number puzzle**					
	identify different parts of numerals 1-9 for development of number concept					
	join different parts of numbers to form complete number symbols 1-9					
	relate number symbols 1-9 with the objects in the environment					

	enjoy completing number puzzles and relate number symbols with the objects in the environment for enjoyment					
	use ICT to complete number puzzles 1-9					
3.0	**MEASUREMENT**					
3.1	**Sides of objects**					
	identify different sides of objects in the environment					
	differentiate sides of objects					
	play with objects with different sides					
	enjoy measuring sides of objects using arbitrary units such as hand, feet etc.					
3.2	**Mass(heavy and light)**					
	lift different objects in their environment.					
	compare heavy and light objects in the environment					
	appreciate objects of different mass in their environment					
3.3	**Capacity(how much a container can hold)**					
	fill and empty different containers with water, seeds or sand					
	compare sizes of containers using water, sand or seeds					
3.4	**Time(daily routine)**					
	identify at least 3 daily routine activities they do before going to school					
	identify vocabulary related to time (today, yesterday, tomorrow)					
	demonstrate ability to manage their time well when doing activities					
	appreciate what every person does on a daily basis					
3.5	**M0ney (Kenyan currency, coins and notes)**					
	identify Kenyan currency coins and notes					
	buy items using Kenyan coins					
	save money (coins and notes)					
	make a simple budget basing on (coins and notes)					
	appreciate the use of Kenyan currency (coins and notes) in their daily life					
3.6	**Area (surface of objects)**					
	observe different surfaces of different objects in the environment					
	identify surfaces of different objects in the environment					
	cover the area of different surfaces of objects using smaller objects					

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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TERM TWO

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TERM THREE

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PSYCHOMOTOR AND CREATIVE 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	**PICTURE MAKING TECHNIQUES**					
1.1	**Drawing**					
1.1.1	**Scribbling and doodling**					
	develop simple pictures using scribbling techniques for fine muscle development					
	develop simple pictures using doodling techniques for eye hand co-ordination,					
	Appreciate own and others drawn work.					
1.1.2	**Dot joining**					
	develop simple pictures by dot joining techniques for enjoyment,					
	draw simple pictures using drawing materials for creativity					
	Appreciate own and others drawn work.					
1.2	**Coloring**					
	identify common colours in the environment for colouring pictures					
	learners apply colour on drawn plant pictures for aesthetic value					
	Appreciate own an others coloured work.					
1.3						
	learners apply colour on drawn animal pictures for aesthetic value					
	appreciate own an others coloured work					
1.3.1	**Painting**					
	apply paint on shapes for enjoyment					
	perform free choice painting on paper for enjoyment					
	appreciate own and others painted work					
2.1	**Printing pattern making**					
	make patterns using objects for creativity					
	appreciate own and others painted work					
2.2.1	**Painting**					
	create images using finger painting techniques for enjoyment					
	perform free choice painting on paper for enjoyment					
	appreciate own and others painted work					

3.1	**Mosaic**					
	Identify locally available materials for making mosaic Pictorials for fun.					
	Create a simple pictorial using paper cuts for enjoyment.					
	appreciate the sue of locally available materials in creating pictorials					
3.2	**Collage**					
	Identify materials used in creating collage pictures for fun					
	Create a simple collage picture using a variety locally materials for enjoyment					
	Appreciate their own and others work					
4.0	**MODELLING**					
4.1	**Modelling using ball techniques**					
	Identify materials for modeling objects for familiarization					
	Model simple objects using ball technique for fine motor development					
	Model freely for fun					
	Display finished objects for appreciating own and others work					
4.2	**Modelling using slab technique**					
	Model simple objects using slab technique for fine motor development					
	Model freely for fun					
	Display finished objects for appreciation of own and others work					
5.0	**PAPER CRAFT**					
5.1	**Weaving**					
	Identify materials for weaving for familiarization					
	Weave using papers for fun.					
	Appreciate own and others work					
5.2	**Paper folding**					
	Identify materials for paper folding techniques for enjoyment					
	Make items using folding					
	Appreciate paper folding for fun					
6.0	**CREATING SHAPES AND FORMS USING ICT**					
6.1	**Creating Shapes and forms**					
	Interact with the gadgets freely for familiarization					
	Display the ability to operate the gadgets for creating shapes					
	Create shapes using electronic gadgets for creativity					

	Appreciate own created shapes for fun					
7.0	**CONSTRUCTION**					
7.1	**3D FORMS**					
	Identify materials for construction					
	Construct simple 3D objects for creativity					
	Handling materials for interaction					
	Display for appreciation					
8.0	**ORNAMENTS**					
8.1	**Beading**					
	Identify materials used for beading					
	Make beads using locally available materials for aesthetics					
	Appreciate own and others finished beading work					
8.2	**Bracelet making**					
	identify different materials for making bracelets for enjoyment					
	make simple bracelets using locally available materials for creativity					
	Appreciate own and others finished work.					
9.0	**PERFORMANCE**					
9.1	**Musical rhymes**					
	recite simple rhymes for enjoyment					
	demonstrate the ability to recite simple rhymes for fun					
	Appreciate different rhymes					
9.2	**Singing games**					
	Identify simple singing games for enjoyment					
	Perform simple singing games for fun					
	Perform simple singing games using props					
	Appreciate their culture as they perform					
9.3	**Playing simple musical instrument**					
	identify various ICT devices that produce music for fun					
	listen and perform music for enjoyment					
	appreciate self and other's performed music.					
10.0	**Listening and responding**					
10.1	**Musical sounds**					
	Identify various sound made by various animals from the environment for familiarization					

	Sing songs related to musical sounds made by animals in the environment for enjoyment.					
10.2	**Imitating sounds**					
	Identify sources of sound in the environment for familiarization					
	Imitate sounds made in the environment for enjoyment.					
	Appreciate sounds produced in the environment					
11.0	**MUSICAL RHYTHM**					
11.1	**Creating and composing rhythmic patterns**					
	Produce rhythmic patterns using body for strength and body coordination					
	Creating various rhythmic patterns for talent development					
	Play simple percussion instruments for fun					
12.0	**BASIC MOTOR SKILLS**					
12.1	**Locomotive**					
	Acquire the skills of crawling and swinging for feasibility and strength					
	Demonstrate the ability to crawl and swing for enjoyment					
	Have fun as they crawl and swing in turns					
12.2	**Non-locomotive**					
	Acquire stretching and bending skills for muscle development.					
	bending and stretching for body co-ordination					
	have fun as they stretch and bend					
12.3	**Manipulative skills**					
	Acquire a range of manipulative for talent development					
	Perform various manipulative activities for enjoyment					
	Have fun as they practice various manipulative skills					
	Develop awareness of different strength required for kicking different objects					
13.0	**FUN GAMES**					
13.1	**Traditional games**					
	identify various traditional and modern games for performance					
	perform different traditional games for enjoyment					
	perform various game for fun					
14.0	**SWIMMING**					
14.1	**Pool safety hygiene**					
	identify basic water safety rules in the pool for mastery					

	apply basic water safety rule in the pool for personal safety					
	have fun as they role play basic water safety rules in the pool					
	display ability to use safety materials in water for security					
14.2	**Water Orientation**					
	Demonstrate ability to take care of themselves when playing with water for personal safety					
	Demonstrate basic swimming skills for talent development					
	Have fun when playing with in water					

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Reason _____

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

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PRE-PRIMARY 1 ASSESMENT REPORT CARD

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ENVIRONMENTAL 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	**SOCIAL ENVIRONMENT**					
1.1	**Myself**					
	tell their names for identity					
	identify their sex for self-awareness					
	identify body parts (head, hands and legs)					
	appreciate oneself for self-esteem					
1.2	**Our school**					
	Talk about people working in the school for identification,					
	Appreciate the work done by people in school,					
	Identify structures found in the school for familiarization					
	Identify the flag and the flag post for patriotism.					
1.3	**Home**					
	name people found at home,					
	tell the relationship between people found at home,					
	talk about work done by people found at home for appreciation,					
	Appreciate the people at home for harmonious living.					
1.4	**Interpersonal relationship**					
	talk about courteous words used in different situations					
	use courteous words appropriately during interactions					
	show etiquette in their interactions for personal relationships					
1.5	**Dressing**					
	identify clothes worn at different occasions,					
	Talk about clothes for different occasions.					
	talk about the importance of dressing					
	appreciate clothes worn at different occasions for					
2.0	**HEALTH PRACTICES**					
2.1	**Hand washing**					
	wash hands appropriately for personal hygiene,					
	demonstrate hand washing behaviour at critical times,					
	appreciate the need to wash hands for personal hygiene,					

	tell the importance of washing hands.					
2.2	**Cleaning nose**					
	tell the importance of cleaning their nose					
	demonstrate the ability to wipe the nose appropriately					
	maintain a clean handkerchief for personal hygiene					
	talk about the dangers of putting objects in the nose					
2.3	**Care for the teeth**					
	name items used to clean their teeth,					
	talk about items used to clean their teeth					
	clean teeth appropriately for personal hygiene					
	tell appropriate times for cleaning the teeth					
2.4	**Sanitation/Toileting**					
	identify toilet facilities in the school,					
	talk about the importance of toilet facilities for personal hygiene,					
	express the urge for toileting,					
	use toilet facilities properly for personal hygiene,					
	Appreciate the need to use clean toilet for personal hygiene.					
2.5	**Foods/feeding**					
	talk about different food eaten at home					
	talk about the importance of eating clean food					
	tell the importance of eating food					
	talk about the dangers of sharing food from someone else's mouth					
	feed self-using clean hands or feeding items appropriately					
	observe proper feeding habits					
	maintaining a clean feeding area					
	appreciate different foods eaten at home					
3.0	**NATURAL ENVIRONMENT**					
3.1	**Plants**					
	identify the types of plants found in the home and school environment					
	Talk about safe and harmful plants found in the home environment.					
	talk about safe and harmful plants found in the school environment,					
	appreciate the importance plants found in the home and school environment					

3.2	**Animals**					
	identify animals found school environment,					
	identify animals found at home environment,					
	talk about animals found at home and school environment					
	identify safe and dangerous animals found at home and school environment,					
	Appreciate the animals found at home and school environment.					
3.3	**Weather**					
	observe weather conditions in the immediate environment					
	identify different weather conditions in the immediate environment					
	respond to weather conditions appropriately in the immediate environment					
	appreciate different weather conditions in the immediate environment					
3.4	**Water**					
	identify sources of water at home and school					
	talk about uses of water in their home and school					
	conserve water at home and school					
	appreciate water conservation at home and school					
3.5	**Soil**					
	talk about the safety measures when playing with soil					
	take safety measures when playing with soil					
	play with soil for enjoyment,					
	Appreciate playing with soil for enjoyment.					
3.6	**Sound**					
	identify different sounds within their immediate environment					
	talk about different sounds in their immediate environment,					
	imitate sounds in their immediate environment					
	Appreciate the different sounds in the environment.					
3.7	**Smell**					
	identify the sources of smell in the immediate environment					
	differentiate between good and bad smell in the immediate environment					
	talk about good and bad smell in their immediate environment					
	appreciate good smell in the immediate environment					
3.8	**Light**					

	talk about the sources of light in the immediate environment					
	talk about uses of light in the environment					
	differentiate day and night					
	appreciate the importance of light in their daily activities					
4.0	**ENVIRONMENTAL CARE AND SAFETY**					
4.1	**Care**					
	talk about materials and items used in cleaning their classroom and immediate environment					
	talk about materials and items used in cleaning their home and the immediate environment, clean their classroom					
	clean their home compound					
	Appreciate the need to maintain a clean environment.					
4.2	**Safety**					
	identify safe places, objects and activities in the immediate environment					
	identify dangerous places, objects and activities in the immediate environment					
	Able to identify strangers and tell what to do when dealing with strangers					
	handle different materials in the immediate environment appropriately					
	use different materials and facilities appropriately in the immediate environment					
	appreciate the need for safety in the immediate environment					

TERM ONE

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Reason _____

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CHRISTIAN RELIGIOUS EDUCATION 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	**GOD'S CREATION**					
1.1	**Who is God?**					
	Demonstrate God's love as the Sole Creator in his/her life to promote personal relationship with Him.					
	Identify God as his/her heavenly Father.					
	respect God as the Father of mankind,					
	Appreciate God as the Sole Creator and Heavenly Father for personal development.					
1.2	**Myself**					
	Mention his /her name for self-awareness					
	Sing songs as special creature created in the image and likeness of God.					
	Appreciate himself/herself as wonderfully made by God					
1.3	**My family**					
	Name the family members for example father, mother, brothers and sisters to have a sense of belonging.					
	mention that his/her family members are a gift from God					
	Appreciate God for creating his/her parents, brothers and sisters.					
1.4	**Communicating to God through prayer**					
	Name different times of prayer for his/her spiritual nourishment.					
	demonstrate postures for prayer as way of communicating with God					
	recite simple prayers for his/her spiritual growth					
	desire to thank and praise God through prayers					
2.0	**HOLY BIBLE**					
2.1	**The bible**					
	name the Bible as a Holy book used by Christians for spiritual growth,					
	sing simple songs on the Bible as a Holy book of God to be respected,					
	Respect the Bible as a Holy book for their spiritual growth.					
	Appreciate the Bible as a Holy Book in his/her daily life for spiritual growth.					
3.0	**CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS**					
3.1	**Birth of Jesus Christ**					

	narrate the story on the birth of Jesus our saviour					
	name the parents of Jesus Christ					
	name the place of Jesus' birth					
	role play the birth of Jesus Christ					
	Demonstrate the visit by the shepherds through role playing to signify God's love.					
	colour the drawn pictures of Baby Jesus and His parents at the Manger					
	appreciate the birth of Jesus as the savior of mankind					
3.2	**Christian festivals :Christmas**					
	identify Christmas as a Christian festival to celebrate the birth of Jesus Christ					
	role play a Christmas event					
	sing Christmas carols and Festivals					
	Appreciate Christmas as celebration of Jesus Christ's birthday.					
3.3	**Christian rituals**					
	Name some Christian rituals performed in church to promote his/her spiritual growth					
	Role play the giving of offerings as a ritual in church					
	Demonstrate Christian rituals associated with prayer to improve his/her prayer life					
	Appreciate taking part in Christian rituals for example					
4.0	**CHRISTIAN VALUES**					
4.1	**Love of God and neighbor (Greatest commandment)**					
	identify ways of showing love to God as the first commandment for their spiritual growth,					
	sing songs in praise of God and their neighbor,					
	recite memory verses about God's love,					
	Appreciate the importance of showing love for God and his/her neighbor as one of the greatest commandments of God.					
5.0	**PLACES OF WORSHIP**					
5.1	**CHURCH AS A PLACE OF WORSHIP**					
	differentiate a church from other building					
	Identify the church as a place of worship for Christians.					
	Demonstrate activities that take place in the church for example singing, praying and giving of offerings as thanksgiving to God.					
	appreciate the church as a place of worship					
	respect other places of worship					

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 _____

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 THREE

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 _____

PRE-PRIMARY 1 ASSESMENT REPORT CARD

ISLAMIC RELIGIOUS EDUCATION 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	**QUR'AN**					
1.1	**The Arabic alphabet**					
	recognize the Alphabet in the Arabic text					
	articulate correctly the sounds of the Arabic alphabet					
	Read the Arabic alphabet from right to left.					
1.2	**Surah Fatiha**					
	recite correctly Surah Fatiha for use in Swalah					
	handle the Qurán with respect as a Holy Book					
	Appreciate reciting Surah Fatiha during Swalah.					
2.0	**PILLARS OF IMAM**					
2.1	**Belief in Allah (SWT)** Allah's Creation Myself					
	identify oneself as a creation of Allah as stated in the Qur'an (Al Khaliq- the Creator)					
	appreciate the uniqueness of oneself as Allah's creation					
2.2	**Belief in His prophets (Prophet Muhammad) (S.A.W.)** **His name**					
	mention the prophet's name and accompany it with the phrase (Swalallahu Aleyhi Wassalaam – Peace be upon him) as a sign of love and respect					
	narrate confidently simple short stories on prophet Muhammad (S.A.W.)					
	demonstrate love for prophet Muhammad (S.A.W.) by emulating his character					
3.0	**DEVOTIONAL ACTS**					
3.1	**Pillars of Islam Shahadah** **Al- wahid**					
	recite correctly the shahada (Testify that Allah is one and Muhammad is His messenger) as a pillar of Islam					
	demonstrate love for Allah (S.W.T) by exalting His name with the phrase 'Subhanahu wa taala' when mentioned					
	demonstrate love for prophet Muhammad by praising him with Swalallahu Aleyhi Wassalaam when his name is mentioned					
4.0	**MORAL TEACHINGS**					
4.1	**Islamic etiquette**					
4.1.1	**Greetings**					
	acquire appropriate spoken phrases related to Islamic greeting					
	appreciate the importance of using Islamic greeting in daily life					
	apply Islamic greeting appropriately while interacting with others					
4.1.2	**Toileting**					
	exhibit appropriate manners of entering and leaving the toilet					
	identify proper way of toileting in their day to day life					
	demonstrate proper use of water during toileting					
4.1.3	**Islamic phrases** **Bismillah and Alhamdulillah**					
	pronounce correctly the Islamic phrases as a form of worship					
	use appropriately the given Islamic phrases in their day to day activities					
	appreciate the importance of Islamic phrases in daily life					
4.2	**Relationship (Respect for places of worship (Masjid)**					

	identify the Islamic place of worship in their environment					
	appreciate the importance of a Masjid as a place of worship					
5.0	**ISLAMIC FESTIVALS**					
5.1	**Eid Celebrations**					
	identify Eid as an Islamic festival					
	appreciate the importance of Eid activities by participating in the celebrations					
	show happiness and joy during Eid by exchanging gifts					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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From (1st Strand _____ Sub strand_____

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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 _____

TERM TWO

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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TERM THREE

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 _____

HINDU RELIGIOUS EDUCATION 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	**CREATION**					
1.1	**Myself**					
	recognize self, parents and siblings by names in order to enhance self-identity					
	identify plants and flowers in their immediate Environment as part of Paramatma's creation					
	Appreciate Paramatma's creation through watering plants for continuity of life.					
2.0	**Worship**					
2.1	**Places of Worship**					
	Acknowledge the places of worship as sacred.					
	Demonstrate appropriate behaviour in a place of worship.					
	Appreciate a place of worship as holy.					
2.2	**Basic Worship postures**					
	demonstrate basic postures for daily worship					
	Appreciate the places of worship.					
3.0	**MANIFESTATIONS**					
3.1	**The Enlightened Beings**					
	name the Enlightened Beings as per the four faiths					
	Recognize pictures and images of the Enlightened Beings to associate themselves with the Enlightened Beings as per their faith.					
	Appreciate the Enlightened Beings for divine knowledge.					
4.0	**SCRIPTURE**					
4.1	**Name of Scriptures**					
	name scriptures to promote religious identity and unity					
	recognize scriptures from the four faiths for awareness of his/her faith					
	Appreciate the scriptures as sacred.					
5.0	**YOGA**					
5.1	**Simple postures**					
	name the body parts used for postures in the practice of yoga					
	demonstrate simple yoga for physical wellbeing					
	Appreciate the importance of yoga for better health.					
6.0	**SADACHAR**					
6.1	**General etiquette**					
	mention different ways of greetings used at places of worship and for social interaction					
	demonstrate appropriate greetings to show respect for different ages					
	Appreciate the importance of greetings for love and respect to all.					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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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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TERM TWO

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand_____

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Strands/Sub strand not covered by the learner _____

Reason _____

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_____Sign _____

TERM THREE

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 _____

PRE-PRIMARY 1 ASSESMENT REPORT CARD

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	EXAM 1	EXAM 2	EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIES				
LITERACY ACTIVITIES				
PSYCHOMOTOR AND CREATIVE 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 _____

PRE-PRIMARY 1 ASSESMENT REPORT CARD

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	EXAM 1	EXAM 2	EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIES				
LITERACY ACTIVITIES				
PSYCHOMOTOR AND CREATIVE 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 _____

PRE-PRIMARY 1 ASSESMENT REPORT CARD

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	EXAM 1	EXAM 2	EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIES				
LITERACY ACTIVITIES				
PSYCHOMOTOR AND CREATIVE 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 _____

PRE-PRIMARY 1 ASSESMENT REPORT CARD

Parent's signature _____ Date _____

ANNUAL SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	EXAM 1	EXAM 2	EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIES				
LITERACY ACTIVITIES				
PSYCHOMOTOR AND CREATIVE 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 _____

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	