PRE-PRIMARY 2 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

LANGUAGE 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	**LISTENING**					
1.1	**Common greetings and farewell related to relationship.**					
	Respond appropriately to greetings with reference to relationship in and out of school.					
	Respond appropriately to farewell with reference to relationship in and out of school					
	Enjoy responding to greetings and farewell with reference to relationship in and out of school.					
1.2	**Listening for comprehension**					
	Answer questions correctly after a listening experience in class.					
	Solve simple riddles in and out of school.					
	Sing songs with actions in and out of school.					
	Recite poems and rhymes with actions in and out of school.					
	Take pleasure in activities that involve listening for comprehension.					
1.3	**Active listening**					
	Pay attention to conversations in and out of school.					
	Answer questions after listening to a story.					
	Respond to simple instructions in and out of school.					
	Appreciate the contribution of others during conversations.					
1.4	**Passing information**					
	Convey verbal messages effectively in and out of school.					
	Retell short stories in and out of school.					
	Engage in dialogue in and out of school.					
	Take pleasure in passing verbal messages and retelling short stories in and out of school.					
1.5	**Auditory discrimination**					
	Identify all letter sounds in the classroom environment.					
	Differentiate closely related letter sounds in and out of school					
	Experience pleasure through play in and out of school.					

1.5	**Auditory memory**					
	Say letter sounds after the teacher in class.					
	Recall letter sounds in and out of class.					
	Enjoy playing auditory memory games in and out of class.					
2.0	**SPEAKING**					
2.1	**Common greetings and farewell related to relationship**					
	Use vocabulary related to greetings with reference to relationship in and out of school.					
	Use vocabulary related to bidding farewell with reference to relationship in and out of school.					
	Greet people appropriately with reference to relationship in and out of school.					
	Bid people farewell appropriately with reference to relationship in and out of school.					
	Appreciate greeting and bidding people farewell with reference to relationship in and out of school.					
2.2	**Self-expression**					
	Express their needs and ideas Verbally in and out of school.					
	Use appropriate vocabulary to express their needs and ideas in and out of school.					
	Take pleasure in expressing their ideas and needs verbally and non-verbally at home and in school.					
2.3	**Polite Language**					
	Use appropriate vocabulary when making requests in and out of school.					
	Use appropriate vocabulary to excuse self and apologize in and out of school.					
	State the appropriate vocabulary for excusing self and making requests in and out of school.					
	Appreciate making requests, excusing self and apologizing when need arises.					
2.4	**Audience awareness**					
	Speak clearly when talking to others in and out of class.					
	Speak loud enough for the audience to hear in school and at home.					
	Demonstrate ability to speak confidently in and out of class.					
	Enjoy speaking to others in and out of class.					
2.5	**Passing information**					
	Convey messages effectively at home and in school.					
	Retell short stories in and out of school.					

	Use relevant vocabulary when engaging in dialogue.					
	Take pleasure in passing verbal messages and retelling stories in and out of school.					
2.6	**Naming**					
	Name objects, animals, people and colours in the immediate environment.					
	Name safe objects in the immediate environment.					
	Name unsafe objects in the immediate environment.					
	Experience pleasure in naming colours, objects and people in the immediate environment.					
2.7	**Articulation of letter sounds**					
	Articulate vowels and consonants correctly in and out of class.					
	Demonstrate awareness of letter-sound correspondence in and out of class.					
	Take pleasure in activities relating to letter sounds in and out of class.					
3.0	**READING**					
3.1	**Book handling skills**					
	Demonstrate book handling skills in and out of school.					
	Demonstrate ability to arrange books properly.					
	Take pleasure in book handling and storage activities.					
3.2	**Reading readiness skills**					
	Demonstrate left-right eye orientation when reading					
	Demonstrate top-bottom 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**					
	Identify differences and similarities in objects and pictures at home and at school.					
	Match and pair pictures and objects at home and at school.					

	Take pleasure in visual discrimination activities at home and at school.					
3.5	**Visual memory**					
	Recall objects, colours and pictures in the immediate environment.					
	Recall letters of the alphabet in and out of class.					
	Talk about what they have seen in the immediate environment.					
	Have pleasure in visual memory activities in and out of class.					
3.6	**Reading posture**					
	Identify correct reading posture in pictures.					
	Sit appropriately when reading in and out of class.					
	Enjoy participating in activities on reading posture in and out of class.					
3.7	**Letter recognition**					
	Match upper case letters with corresponding lower case letters in class.					
	Take pleasure in letter matching activities in and out of class.					
3.8	**Reading syllables**					
	Read syllables in and out of class.					
	Demonstrate ability to read syllables in class					
	Enjoy participating in activities that involve reading syllables.					
3.9	**Reading three to four letter words**					
	Demonstrate ability to blend syllables to read three to four letter words in and out of class.					
	Read three to four letter words correctly in and out of class.					
	Enjoy participating in activities that involve reading three to four letter words in and out of class.					
4.0	**WRITING**					
4.1	**Book handling**					
	Demonstrate ability to handle books appropriately in and out of class.					
	Arrange books properly in and out of class.					
	Enjoy participating in book handling activities in and out of class.					
4.2	**Writing readiness skills**					
	Hold a writing tool properly in and out of class.					
	Turn pages from right to left during a writing activity in and out of class.					

	Take pleasure in prewriting activities in and out of class.					
4.3	**Writing posture**					
	Sit appropriately when writing in and out of class.					
	Derives pleasure in activities for writing posture in and out of class					
4.4	**Eye-hand coordination skills**					
	Demonstrate eye-hand coordination when writing in and out of class.					
	Enjoy participating in eye-hand coordination activities in and out of class.					
4.5	**Pattern writing**					
	Write simple cursive patterns in and out of class.					
	Use audio visual materials to make simple cursive patterns in and out of class.					
	Hold writing tools appropriately when writing.					
	Experience pleasure in cursive pattern writing activities in and out of class					
4.6	**Letter formation**					
	Form letters correctly in and out of class.					
	Demonstrate ability to form letters correctly in and out of class.					
	Have pleasure in letter formation activities in and out of class.					
4.7	**Writing letters of the alphabet**					
	Demonstrate ability to write letters properly in and out of class.					
	Write letters of the alphabet properly in and out of class.					
	Enjoy using basic tools for letter writing activities in and out of class.					
4.8	**Writing three to four letter words (allow variation depending on the language)**					
	Write three to four letter words in class.					
	Copy own name in class.					
	Have pleasure in participating in writing activities in and out of class.					

TERM ONE

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Reason _____

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

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OPENING DATE: _____ CLOSING DATE _____

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MATHEMATICAL 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 and differences between objects for distinguishing one object from the other					
	sort and group objects in their environment					
	group objects in the environment according to more than one attribute					
	appreciate the materials in the environment for their uniqueness and diversity					
1.2	**Matching and pairing**					
	identify similarities among objects in the environment					
	identify differences among objects in the environment					
	match objects according to likeness or sameness in the environment					
	pair objects related to each other according to sameness, likeness, use, type relationship, part and whole					
	use appropriate vocabulary related to matching and pairing objects for effective communication					
	appreciate the use of different objects in the environment					
1.3	**Ordering**					
	collect and identify different objects in their environment for exploration and enjoyment					
	Arrange objects in the immediate environment according to size in ascending up to five objects for comparison.					
	Arrange objects in the immediate environment according t size in descending order.					
	arrange objects in the environment according to more than one attribute					
	differentiate objects of different sizes in the environment					
	use different objects in the environment in their daily activities					
	use appropriate vocabulary related to ordering in their daily life experiences for effective communication					
	appreciate different objects or materials in the environment					
1.4	**Patterns**					
	Observe objects in the environment for the purpose of identifying patterns.					
	identify similarities and differences among objects					

	arrange similar objects to make a pattern					
	use different objects to make patterns					
	identify patterns in different objects within the environment (clothes, animals, seeds, leaves)					
	Identify the repeating part of the patterns.					
	appreciate pattern s in their environment					
	enjoy making different patterns with objects found in the environment					
2.0	**NUMBERS**					
2.1	**Rote counting**					
	rote count numbers 1-50 for developing numeracy skills					
	rote count using actions up to 50 for enhancing acquisition of numeracy					
	enjoy rote counting up to 50 in their daily life.					
2.2	**Number recognition**					
	identify numerals 1-20 for enhancement of acquisition of formation of number symbols					
	appreciate use of numbers and develop curiosity for numbers in daily life experiences.					
2.3	**Counting concrete objects**					
	observe objects in different groups or sets for distinguishing different types of similar objects					
	count concrete objects 1-20 for developing skills					
	demonstrate one to one correspondence while counting concrete objects					
	enjoy counting objects within their environment					
	appreciate the use of one to one correspondence in real life situations					
	demonstrate number value by counting concrete objects					
2.4	**Number sequencing**					
	identify number symbols 1-20 for acquisition of numeracy skills					
	arrange number cards in sequence 1-20 for appreciation of increase in value					
	arrange number cards in sequence by completing missing numbers					
	enjoy arranging numbers in sequence in day to day experiences					
2.5	**Number value**					
	collect objects from the environment					

	count groups of objects in the environment and select the corresponding number symbol.					
	differentiate the number value of objects in the environment					
	appreciate the value of numbers in their daily life experiences					
	Relate number value with objects in the environment.					
2.6	**Symbolic representation of number (number writing)**					
	identify number symbols up to 20 for association of spoken number and its symbolic representation					
	form and write numbers 1- 20 on a surface for representing quantities of objects or items by symbols					
	write number symbols 1-20 on a surface for enjoyment					
	form number symbols 1-20 using ICT for digital literacy					
	Appreciate the use of numbers within their environment.					
2.7	**Number puzzle**					
	rearrange number cards 1-20 in the correct order					
	identify different parts of numerals 1-20 using not more than ten parts					
	join different parts of numbers to form complete number symbols 1-20 with not more than 10 parts					
	enjoy completing number puzzles in daily life					
	relate number symbols with the objects in the environment					
	use ICT to complete number puzzles					
2.8	**Putting together**					
	collect different groups of similar objects for counting					
	identify sets of similar objects in the environment for counting					
	put similar objects together with a sum not exceeding 9					
	enjoy the activities of putting together objects in their day to day experiences					
	appreciate that things become more when put together					
2.9	**Taking away**					
	collect different groups of similar objects or items					
	count objects in different sets to establish the number in each set					
	take away fewer objects from sets not more than 9					
	count the number of the remaining objects after taking away					
	enjoy the activities of taking away objects and counting the remainders in the day to day life experiences					

3.0	**MEASUREMENT**					
3.1	**Sides of objects**					
	observe different objects with straight sides in the environment					
	identify different sides of objects in the environment					
	manipulate objects of different sides in the environment					
	enjoy measuring sides of objects using arbitrary units					
3.2	**Mass (heavy and light)**					
	collect different objects from the environment					
	lift different objects in the environment for comparing their heaviness					
	compare heavy and light objects in the environment					
	appreciate objects of different mass in their environment					
	enjoy manipulating objects of different mass in daily life experiences					
3.3	**Capacity (how much can a container hold)**					
	fill and empty different containers with different objects and substances					
	compare sizes of containers using through filling and emptying using different substances and objects					
	appreciate the use of objects of different sizes in the environment					
	enjoy filling and emptying containers in the environment					
3.4	**Time (Daily routines)**					
	compare sizes of shadows at different times of the day to determine their sizes					
	use vocabulary related to time for effective communication					
	observe tools used for telling time					
	name tools used for telling time (clock ;calendar; mobile phone; animals and birds)					
	name the days of the week and the months of the year					
	appreciate management of time when doing different activities					
3.6	**Money (Kenyan currency coins and notes)**					
	observe types of Kenyan currency for familiarity					
	identify Kenyan currency coins and notes for distinguishing them from other currencies					
	buy items using Kenyan coins and notes of different denominations					
	save money for future use					

	make a simple budget basing on own needs					
	appreciate the use of Kenyan currency in their daily life					
3.7	**Area (surfaces of objects)**					
	observe objects with different surfaces in the environment for determining their sizes					
	identify surfaces of different objects in the environment					
	cover surfaces of different objects by using not more than 20 smaller similar objects					
	use appropriate vocabulary related to surfaces of objects for effective communication					
	Appreciate different surfaces of objects in the environment.					

TERM ONE

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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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TERM THREE

OPENING DATE: _____ CLOSING DATE _____

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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 from observation**					
	use appropriate tools to draw simple pictures					
	draw simple representation from observation					
	appreciate each other's, drawing					
1.2	**Drawing from Memory**					
	identify drawing materials					
	use appropriate tools to draw simple pictures					
	draw symbolic representation of things found in the classroom from memory					
	appreciate each other's, drawing					
1.3	**Printing**					
	identify printing materials					
	develop simple printing tools					
	create patterns using different objects for creativity					
	appreciate own and other pupils work					
1.4	**Colouring**					
	recognize common colours in the environment for use in colouring					
	display ability to use colour media freely for enjoyment					
	appreciate and talk about their work					
1.5	**Painting**					
	identify painting materials					
	paint freely on paper for familiarization of materials					
	use finger technique for painting					
	paint freely for enjoyment					
	appreciate own and others painted work					
1.5	**Mosaic**					

	identify materials for making mosaic					
	Make mosaic pictures using locally available Materials for aesthetics.					
	make collage pictures using locally available materials for enjoyment					
	appreciate the use of locally available materials for making mosaic					
1.6	**Collage**					
	identify material for making collage					
	make collage pictures using locally available materials for aesthetics					
	make collage pictures using locally available materials for enjoyment					
	Appreciate their own and other pupils work and develop self-esteem.					
2.0	**MODELLING TECHNIQUES**					
2.1	**Ball technique**					
	identify different types of materials used in modelling					
	model items using ball techniques					
	model for enjoyment					
	Express their ideas, feelings and emotions through modelling.					
2.2	**Coil technique**					
	identify different types of material used in coil technique					
	model items using coil techniques					
	model for enjoyment					
	Express their ideas, feelings and emotions through Modelling.					
2.3	**Slab Technique**					
	identify different types of material used in slab technique					
	model items using slab techniques					
	model for enjoyment					
	Express their ideas, feelings and emotions through modelling.					
3.0	**PAPER CRAFT**					
3.1	**Paper folding**					
	identify different methods of folding papers for creativity					
	make items using folding techniques for problem solving					

	make items using paper folding techniques for fun					
4.0	**CREATING SHAPES AND FORMS USING ICT**					
4.1	**Creating shape forms**					
	identify drawing icons for familiarization with digital devices					
	use digital device to create shapes and forms creativity					
	appreciate the use of ICT in creating shapes and forms					
5.0	**PAPER CRAFT**					
5.1	**Weaving**					
	identify materials for weaving					
	make weaves using paper for creativity					
	appreciate the use of local materials for making woven articles					
6.0	**CONSTRUCTION**					
6.1	**3-Dimensional forms**					
	identify materials for construction					
	create forms in 3-d using locally found materials for innovation					
	handling construction materials for exploration and enjoyment					
	appreciate self and others work					
7.0	**ORNAMENTS**					
7.1	**Beading**					
	identify locally available materials for beading					
	make an item using coloured beads for creativity					
	appreciate self and others work					
7.2	**Bracelets**					
	identify local materials for making bracelets					
	make and decorate bracelets for friendship.					
	making bracelets for enjoyment					
8.0	**PERFOMANCE**					
8.1	**Dance**					
	Perform a free dancing style for enjoyment. movement for enjoyment					

	dance in pairs and groups for cooperation					
	respond to changes in tempo and rhythms through body					
	perform traditional dances within the locality to enhance culture					
8.2	**Musical rhymes**					
	recite rhymes with repetitive phrases and rhythmic patterns					
	display the ability to recite simple rhymes					
	perform simple rhymes for entertainment					
	recite a range of musical rhymes to enhance creativity					
	appreciate others talents as they perform simple rhymes					
8.3	**Rhythmic patterns**					
	identify musical instruments used for performing rhythmic patterns e.g. percussion					
	display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment					
	create rhythm using percussion instruments to enhance tempo					
	appreciate others talent as they perform rhythmic patterns using percussion instruments					
8.4	**Singing games**					
	identify different cultural singing games for harmonious core existence					
	perform varied cultural singing games using props for enjoyment					
	express feelings through singing games for appreciation					
8.5	**Pay simple musical instruments**					
	identify various music ICT device for familiarization					
	play simple musical instruments for enjoyment					
	display ability to play various simple musical instruments including ICT device					
	play simple instruments and make movement for talent development					
9.0	**LISTENING AND RESPONDING**					
9.1	**Musical sounds**					
	listen to sounds from the environment for familiarization					
	imitate sounds made from the environment for vocal development					
	appreciate sounds from the environment for correct response					

10.0	**BASIC MOTOR SKILLS**					
10.1	**Locomotive Skills**					
	identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response					
	climb and slide on playing objects for enjoyment					
	observe safety during climbing and sliding on playing objects					
10.2	**Non-locomotive skills**					
	identify common terms used in turning and twisting activities for appropriate response					
	turning and twisting for flexibility					
	turn and twist for safety					
10.3	**Manipulative skills**					
	kick freely for enjoyment					
	display the ability to balance the body for kicking technique					
	display manipulative skills through bouncing ball for distance estimation					
	bounce and kick balls safely					
	bounce and kick balls for enjoyment					
11.0	**SWIMMING**					
11.1	**Pool safety**					
	identify basic water safety and hygiene rules for application in the pool					
	demonstrate ability to follow safety rules accordingly					
11.2	**Water orientation**					
	confidently move around the pool in readiness for swimming					
	opening eyes confidently in water for safe swimming					
	identify basic floating techniques for swimming					
	appreciate the use of water for recreation					
12.0	**FUN GAMES**					
12.1	**Modern/Traditional fun games**					
	identify some fun games within their environment for play					
	perform fun games for enjoyment					
	appreciate and acknowledge each other as they perform the fun games					

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Reason _____

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

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ENVIRONMENTAL ACTIVITIES ASSESMENT

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	Tick appropriately under each category to rate learners ability	**EX**	**MT**	**AP**	**BE**	**Comments**
1.0	**SOCIAL ENVIRONMENT**					
1.1	**Myself**					
	talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness,					
	Tell the uses of ears, nose mouth and eyes. for self-awareness,					
	Appreciate one's body parts for self-esteem.					
1.2	**Our School**					
	talk about work done by different people in the school					
	participate in developing classroom rule (Dos and Don'ts) for interpersonal relationships					
	appreciate the school community for harmonious living					
1.3	**Our home**					
1.3.1	**Structures/building**					
	Name different structures and buildings found at home,					
	Identify different buildings and structures at home,					
	Talk about the uses of buildings and structures at home,					
	Appreciate buildings and structures.					
1.3.2	**People found at home**					
	name people found at home for self- awareness,					
	tell the relationships between people found at home for harmonious living					
	talk about people found at home for harmonious living					
	talk about work done by people at home					
	Appreciate people found at home and the work they do.					
1.4	**Interpersonal relationship**					
	Identify Courteous words used in day today life					
	Talk about the use of courteous words in day to day life for interpersonal relationship					
	Appreciate the need to use courteous words					

	Use greetings and respond with actions appropriately					
	Show empathy to the needy					
1.5	**Neighbourhood**					
	identify the classmates by names for harmonious living					
	name the classmates as neighbours for interpersonal relationships					
	identify physical features in the neighbourhood for safety and security					
	appreciate the classmates as their neighbours					
1.6	**Dressing**					
	identify clothes worn at different times					
	dress and undress appropriately					
	to put on shoes correctly					
	appreciate one's clothes for self-esteem					
2.0	**HEALTH PRACTICES**					
2.1	**Hand washing**					
	tell the importance of washing hands for personal hygiene					
	wash hands appropriately					
	tell critical times to wash hands					
	appreciate the need to wash hands at critical times					
2.2	**Care for the nose**					
	tell the importance of having a personal handkerchief,					
	wipe one's nose appropriately,					
	appreciate the need to own and care for a personal handkerchief					
2.3	**Care for teeth**					
	tell the dangers of using substances that destroy teeth,					
	talk about actions that destroy teeth,					
	brush teeth using appropriate brushing material found in one's locality ,					
	Appreciate the need to care for teeth by avoiding eating sugary things.					
2.4	**Toileting**					
	talk about the importance of using a clean toilet,					

	Identify materials used for toileting					
	use the toilet properly for safety and hygiene,					
	Appreciate proper use of toilet facilities.					
2.5	**Food/feeding**					
	talk about different types of foods for healthy living,					
	feed self for good health and nutrition,					
	talk about dangers of sharing food from other people's mouth,					
	talk about dos and don'ts while eating					
	Observe table manners while eating.					
3.0	**NATURAL ENVIRONMENT**					
3.1	**Plants**					
	talk about plants in the immediate environment					
	observe plants in the immediate environment					
	talk about the uses of plants in the immediate environment					
	take care of plants found in their immediate environment					
	appreciate plants found in their immediate environment					
3.2	**Animals**					
	talk about animals in the immediate environment,					
	observe animals within the environment,					
	appreciate the presence of animals in the environment					
3.3	**Weather**					
	Talk about the different weather conditions.					
	observe weather conditions in the immediate environment					
	appreciate different weather conditions in the environment					
3.4	**Water**					
	Talk about sources of water					
	Talk about the uses of water in the environment					
	Play with water for enjoyment and discovery					
	appreciate the importance of water in the environment					
3.5	**Soil**					

	talk about the safety measures when playing with soil,					
	play with soil for enjoyment and exploration,					
	Appreciate playing with soil for enjoyment.					
3.6	**Sound**					
	recognize the sources of sounds produced in the immediate environment,					
	talk about sounds produced in the immediate environment,					
	Respond to different sounds in the environment appropriately.					
3.7	**Smell**					
	identify the body part used in smelling,					
	recognize the pleasant and unpleasant smell in the immediate environment,					
	Respond appropriately to the pleasant and unpleasant smell in the surrounding,					
	Appreciate the pleasant smell in the immediate environment.					
3.8	**Light**					
	talk about different sources of light in the immediate environment,					
	play with shadows					
	appreciate uses of light in the immediate environment					
4.0	**ENVIRONMENTAL CARE AND SAFETY**					
4.1	**Care for the immediate environment**					
	identify waste materials and items that require disposal in the immediate environment					
	dispose waste materials appropriately					
	appreciate living in a clean environment					
4.2	**Safety in the environment**					
	talk about safe places, objects and activities in the immediate environment,					
	talk about dangerous places in the immediate environment,					
	talk about dangerous objects in the immediate environment,					
	talk about dangerous activities in the immediate environment,					
	to recognize safe and dangerous places, objects and activities in the immediate environment,					
	talk about how to identify strangers within their immediate environment					
	Take safety precautions in the school compound.					

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 _____

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_____Sign _____

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	**God as the provider and healer**					
	identify God as the provider for their needs,					
	Sing simple songs on God as a provider to enhance their knowledge of God,					
	identify God as a healer for their spiritual and physical nourishment,					
	recite short poems of God as a healer stories to enhance their trust in God,					
	display understanding of God is a provider and healer for their spiritual growth,					
	Appreciate God as the provider and healer.					
1.2	**Creation (parts of the body)**					
	Name his /her parts of the body that God created in his own image and likeness					
	Demonstrate some ways of caring parts of the body as the temple of the holy spirit					
	Appreciate his/her parts of the body as wonderfully made by God					
1.3	**Plants and domestic animals**					
	name plants found at home and school as part of God's creation					
	name animals found at home and school as part of God's creation					
	state simple ways of taking care of plants and some domestic animals					
	demonstrate taking care of some domestic animals and plants for social responsibility					
	Appreciate plants and animals found at home and school as God's creation.					
1.4	**Name of God according catchment**					
	identify the name of God as used in his/her catchment area for personal knowledge					
	identify the name of God in other communities for peaceful co-existence					
	appreciate the name of God according to his/her catchment area for self - awareness					
	desire to know the name of God as used in other communities to promote unity					
1.5	**Communicating to God through prayer**					

	mention simple prayers at different times for his/her spiritual nourishment					
	Recite prayers for different times as part of his/her spiritual growth.					
	respect different times of prayer for his/her spiritual growth					
	Appreciate prayer as one of the most important way of talking to God.					
	desire to pray at all times					
2.0	**HOLY BIBLE**					
2.1	**The Bible**					
	Identify the bible as a Holy book used by Christians for his/her spiritual growth					
	Sing simple songs on the Bible as a Holy book of God to be respected					
	appreciate the Bible as a Holy book					
	desire to read the Bible as Holy book					
2.2	**Handling the bible**					
	identify different ways of handling the Bible as a Holy book used by Christians to nurture a sense of responsibility					
	demonstrate different ways of handling the Bible with care to promote respect for the word of God					
	sing simple songs on how to handle the Bible					
	desire to handle the Bible with respect as a Holy book					
	appreciate the importance of handling the Bible as part of his/her self-discipline					
3.0	**CHRISTIAN RELIUOUS FESTIVALS AND RITUALS**					
3.1	**Christian festivals: Christmas and Easter**					
	identify the Christian festivals for spiritual growth					
	give the meaning of Christmas as an important Christian celebration about God's love					
	sing songs in praise of Christmas as the birthday of Jesus Christ.					
	role play the Christmas events with joy					
	give the meaning of Easter as an important Christian celebration of God's love					
	sing Easter songs in thanking Jesus Christ for dying for us					
	appreciate Christmas and Easter as Christian celebrations of God's love.					
3.2	**Christian Rituals**					
	identify some simple Christian rituals for his/her spiritual growth					

	Demonstrate some Christian rituals performed in his/her church for spiritual nourishment					
	Roles play Christian rituals practiced according to different churches to nurture peaceful coexistence among learners. Appreciate taking part in Christian rituals in his/her church to promote the values of love, responsibility and integrity					
4.0	**CHRISTIAN VALUES**					
4.1	**Greatest commandment: Love of God and neighbour**					
	state the greatest commandment of God for their spiritual growth					
	practice the love of God and neighbour to promote interpersonal relationship					
	role play on how love of God and neighbour should promote peaceful coexistence					
	sing songs of God's love and neighbour to promote spiritual growth					
	desire to thank God for his love for mankind					
	appreciate the commandment on love of God and neighbour for spiritual growth					
5.0	**PLACES OF WORSHIP**					
5.1	**Places of worship**					
	Identify the church as a place of worship					
	Identify different places of worship that exists in his/her community for peaceful co-existence.					
	demonstrate activities that take place in the church for-example singing, praying and giving offerings as thanks giving to God					
	colour a picture of a church as a place of worship for self-efficacy					
	respect different places of worship to promote religious tolerance					
5.2	**Church services**					
	identify different activities that take place during the church service for harmonious living					
	demonstrate the activities that are performed during the church service for interpersonal interaction					
	sing songs that relate to the activities that take place during the church service for spiritual growth					
	desire to participate in the activities that are done during the church service for self fulfilment					
	appreciate the activities that take place during church service for spiritual nourishment					
5.3	**Behaviour in the Church**					
	identify good behaviour for desirable Christian living					

	demonstrate good behavior in Church to show respect to God					
	recite short memory verses from the bible on good behaviour for spiritual development.					
	appreciate the importance of good behaviour in church to promote love and harmony desire to have good manners in the church					

TERM ONE

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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 _____

_____

_____Sign _____

TERM TWO

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand_____

To (last strand)_____ Sub strand _____

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To (last strand)_____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

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_____

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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 with vowels (fat-ha (a), kasra (i) , dhumma (u)**					
	recognize the alphabet with the given vowels in Arabic text					
	name correctly three vowels in the Arabic text					
	articulate correctly the sounds of Arabic alphabet with vowels					
	write the Arabic alphabet from right to left adding the vowels on them					
1.2	**Surah Naas**					
	Recite correctly……. Surah Naas as a form of protection					
	handle the Qurán with respect as a Holy book					
	Appreciate reciting……. Surah Naas as a prayer					
2.0	**PILLARS OF IMAN**					
2.1	**Belief in Allah (SWT)**					
	identify oneself and others as Allah's creation as stated in the Qur'an					
	appreciate the uniqueness of oneself and others as Allah's creation					
	care for oneself and Allah's other creation in the immediate environment as a form of ibadaat/worship					
2.2	**Belief in His Prophets (Prophet Muhammad) (S.A.W.)**					
	mention the name of the parents of prophet Muhammad (S.A.W.) as a sign of love and respect					
	narrate simple short story on early years of prophet Muhammad's (S.A.W.)					
	demonstrate love for prophet Muhammad (S.A.W.) by emulating his character (obedience)					
	appreciate the important role played by the parent to up bring their children					
3.0	**DEVOTIONAL**					
3.1	Pillars of Islam –**Swalah** Postures of *Swalah* (daily prayer)					
	Name the different postures as used in …….					
	appreciate ……as a pillar of Islam					
	Demonstrate the postures in performing ……...					

4.0	**MORAL TEACHINGS**					`
4.1	**Islamic Etiquette**					
4.1.1	**Toileting**					
	demonstrate appropriate toileting manners according to Islamic teachings					
	develop proper way of toileting in their day to day life					
	practice proper use of water during and after toileting (Istinja)					
4.1.2	**Manners of Eating**					
	demonstrate eating manners according to Islamic teachings					
	practice Islamic manners of eating according to the sunnah (traditions) of the prophet (S.A.W.)					
	acquire Islamic phrases used before and after eating appropriately					
4.1.3	**Islamic phrases (**……(thank you)					
	pronounce correctly the Islamic phrase (Shukran) as a way of appreciation					
	use appropriately the given Islamic phrase in their day to day life					
	appreciate the importance of the Islamic phrase (Shukran) in their daily life					
4.1.4	**Relationship (places of worship)**					
	name places of worship in order to respect other people's faith					
	co-exist harmoniously with people of other religions for interpersonal relations					
	use Masjid as a place of worship					
5.0	**ISLAMIC FESTIVALS**					
5.1	**Eid**					
	describe activities related to Eid as an Islamic festival					
	appreciate Eid as an Islamic festival					
	share happiness and joy during Eid by singing songs and exchanging gifts					

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 _____

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 _____

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	**My extended family**					
	Mention names of extended family members for self-awareness.					
	identify members of extended family by their names					
	Appreciate the members of extended family for mutual satisfaction.					
1.2	**Panch Mahabhoo**					
	identify the element Vayu(Air) in relation to the Panch Mahabhoot					
	appreciate the element Vayu(Air) as Paramatma's creation for life					
2.0	**WORSHIP**					
2.1	**Basic Mantras for Jaap**					
	recite the Basic Mantra of each faith for worship respect to Paramatma					
	demonstrate the appropriate discipline for the recitation of Mantras to show					
	appreciate recitation of Mantras as an act of worship.					
2.2	**Musical Instruments used in worship**					
	mention musical instruments used in worship					
	identify different instruments used in worship in the four faiths for familiarization					
	Appreciate the use of musical instruments in worship for spiritual growth.					
3.0	**MANIFESTATIONS**					
3.1	**The Enlightened Beings**					
	name the Enlightened Beings according to the four faiths					
	identify the names of Enlightened Beings to familiarize with his/her faith					
	appreciate the Enlightened Beings to enhance faith in Paramatma					
3.2	**Belief in Paramatma**					
	mention the names of Devis and Devtas to familiarize the learner with belief in Paramatma					
	Identify the Devis and Devtas as per their attributes to deepen the learner's faith.					

4.0	**Scriptures**					
4.1	**Name of scriptures**					
	name Scriptures to promote religious identity and unity					
	identify Scriptures from other faiths to promote peace and unity					
	Acknowledge all Scriptures as holy to promote religious tolerance.					
5.0	**Yoga**					
5.1	**Simple postures**					
	name simple yoga postures for good health					
	demonstrate simple yoga postures correctly for physical wellbeing					
5.2	**Coping with emotion**					
	Appreciate Yoga as a way for peaceful living by coping positively with anxiety.					
6.0	**Sadachar**					
6.1	**General etiquette**					
	mention words that express gratitude for a healthy relationship					
	demonstrate acts of obedience to foster harmony					
	Appreciate the blessings that may be bestowed upon him/her out of obedience.					

PRE-PRIMARY 2 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 2 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 2 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 _____

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	