

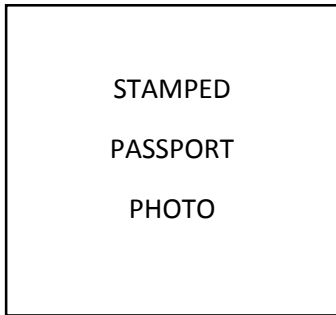
LEARNER'S DETAILS

NAME :

LEVEL :

AGE :

UPI :



PARENT'S/GUARDIAN'S DETAILS

FATHER'S NAME : _____

CONTACT : _____ SIGN _____

EMAIL ADDRESS : _____

MOTHER'S NAME : _____

CONTACT : _____ SIGN _____

EMAIL ADDRESS : _____

FACILITATOR'S NAME : _____

CONTACT : _____ SIGN _____

SCHOOL STAMP

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	Comments
1.0	NUMBERS					
1.1	NUMBER CONCEPT					
	Correctly sort and group objects using different attributes (colour, material, shape)					
	Pair objects in the classroom					
	Match different objects in the classrooms					
	Pair and match using digital media					
	Make patterns using real objects and count numbers 1 - 50					
	Represent numbers using real objects					
	Sort beans for cooking					
1.2	Whole numbers					
	Count numbers forward and backward up to 100					
	Identify place values of ones and tens					
	Work out place values in digital media					
	Write 1-10 in words					
	Identify missing numbers in digital media					
	Work out number pattern up to 20					
	Role play a shop keeper counting 5 shilling coins					
1.3	Addition					

GRADE ONE ASSESMENT

	Model addition sign and equal sign					
	Write addition sentences					
	Add 2 single units digit on digital media					
1.4	Subtraction					
	Model subtraction as taking away using concrete objects					
	Subtract single digit numbers correctly					
	Subtract single digit number from a two digit number					
	Subtract multiples of 10 up to 90					
	Work out missing numbers involving subtraction					
2.0	MEASUREMENT					
2.1	Length					
	Compare length of objects directly					
	Measure length using ordinary objects					
2.2.	Mass					
	Compare mass of objects directly					
	Measure length using ordinary units					
2.3	Capacity					
	Compare capacity of containers directly using (hold, more, less, same as)					
	Measure capacity using ordinary units					
2.4	Time					
	Relate daily activities with time					

GRADE ONE ASSESMENT

	Relate days of the week with various activities					
2.5	Money					
	Identify Kenyan currency coins and notes up to sh 100					
	Perform shopping activities and related to goods and services					
	Differentiate between needs and wants in real life context					
3.0	GEOMETRY					
3.1	Lines					
	Draw straight lines					
	Draw curved lines					
3.2	Shapes					
	Identify shapes – rectangle, circle, triangle, square and others					
	Make patterns involving shapes					

GRADE ONE ASSESMENT

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 _____

_____ 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 _____

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_____ Sign _____

TERM THREE

OPENING DATE: _____ CLOSING DATE _____

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From (1st Strand _____ Sub strand _____

To (last strand) _____ Sub strand _____

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	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	Comments
1.0	LISTENING AND SPEAKING					
1.1	Attention listening					
	Follow simple instruction and respond					
	Allow others to speak without interruption					
	Follow several one directional instruction with ease					
	Interpret body language appropriately (facial/gestures)					
1.2	Pronunciation and vocabulary					
	Discriminate sounds in different spoken words					
	Pronounce words with sounds in isolation					
	Comprehend meaning of new words apply new words in relevant context with ease					
	Recite rhymes individually					
	Construct simple sentences using words with taught sounds					
	Fill in words with missing double sounds					
1.3	Welcome and greetings					
	Describe self using verb 'to be'					
	Identify with gender					
	Write his/her name correctly					
	Introduce self as well as others					
	Match greetings with time					
	Respond to greetings appropriately					
	Use variety of greetings appropriately					
1.4	Subject verb agreement					
	Recognize correct use of subject verb agreement					
	Construct simple sentences					
	Write simple sentences					
	Personal pronouns					
	Pick out personal pronouns in sentences					
	Use personal pronouns in relation to gender					
	Replace nouns with personal pronouns					
	Construct sentences using personal pronouns individually and in pairs					
1.6	Singular/plural					
	Use singular and plural forms					
1.7	Present simple tense					
	Use present simple tense form to talk about the time of the day (Morning, mid day, Evening)					
1.8	Present continuous tense					

GRADE ONE ASSESMENT

	Use present continuous tense to describe on going activities					
	Use present continuous tense to respond to questions					
1.9	Simple past tense					
	Use simple past tense to talk about hygiene					
	Use simple past tense to report on simple activities they carried out in past					
1.10	My self/parts of the body					
	Use demonstration to talk about parts of the body and gender					
	Identify singular and plural nouns (this,that,these,those)					
1.11	Nouns sets					
	Recognize and use the sets of nouns					
1.12	Simple preparation					
	Use simple preparation to talk about personal safety,security and simple injuries					
1.13	Articles (A,An,The)					
	Use articles to talk about community leaders					
	Identify objects and attach articles to them in conversation					
1.14	Use of possessives (my, our, her, his, their, its)					
	Recognize and use possessive to talk about social cohesion					
1.15	WH QUESTIONS					
	Use what, where, who to ask questions about technology					
	Use WH question to denote objects, person and place					
1.16	Description					
	Use describing word to talk about cardinal numbers, shapes and colours					
1.17	Imperatives					
	Use imperatives for receiving and giving instruction/commands against wastage with ease					
2.0	READING					
2.1	Pre-reading					
	Sits properly and identifies capital and small letters					
2.2	Phonics					
	Match familiar letter shapes to letter sounds					
	Match unfamiliar shapes to letter sounds					
	Match common shapes to letter sounds					
	Match common consonants blends/cluster to their sounds					
2.3	Word Reading					
	Reading short words with letter sounds					
	Read short words without letter sounds					
2.4	Connected text and fluency					
	Read about 30 words accurately per minute and fluently					
	Observe basic punctuation marks while reading					
2.5	Comprehension					

GRADE ONE ASSESMENT

	Read and respond to questions on the text					
	Make predictions on the text using pictures, title					
3.0	WRITING					
3.1	Pre-writing					
	Demonstrate appropriate posture while writing					
	Portray eye-hand coordination					
	Hold writing materials properly, maintains focus and follows lilies while writing					
3.2	Hand writing					
	Form letters correctly in terms of shape and size					
	Draw letter patterns correctly					
	Write from left to right respectively					
3.3	Spelling					
	Spell words correctly					
3.4	Punctuation					
	Use capital and small letters correctly for nouns and proper nouns					
	Use punctuation marks correctly					
3.5	Guided writing					
	Write words from a picture prompt					
	Recognize correct form and meaning of word to be used in filling gaps					

GRADE ONE ASSESMENT

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 _____

_____ Sign _____

TERM TWO

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 _____

_____ 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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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	ENVIRONMENT AND ITS RESOURCES					
1.1	Weather and the sky					
	Describe the appearance of sky during the day and night					
	Identify the sun, moon, stars and clouds					
	Draw the sun, moon and clouds					
1.2	Water exploration					
	Name different sources of water					
	Draw and colour the sources of water					
	Mention the uses of water at home					
	Demonstrate the use of water sparingly					
1.3	Soil exploration					
	Identify ways of playing with soil					
	Paly with soil					
	Make patterns using soil					
	Draw on soil					
	Model with soil					
1.4	Plant exploration					
	Mention plants In the immediate environment					
	Draw plant liked during nature walk					
	Colour plant drawn free hand					
	Use digital media to colour plant					
	Take a photograph of the plant observed					
1.5	Animal					
	Identify different animals in immediate environment					
	Draw pictures of animal					
1.6	Energy sound					
	Identify different sources of sounds					
	Produce sounds from variety of sources					
	Identify and discriminate sounds which alert us on dangers					
	Identify sources of loud sounds					
	Recognize dangers of loud sounds and practice good measures to protect other and self from loud sound					
2.0	Social environment					
2.1	Home Environment					
	Name various things found in the home					
	Develop attitude and care for the things in the house					
	Identify things that make home dirty					

GRADE ONE ASSESMENT

	Demonstrate willingness and participate actively to make home clean					
	Recognize common risks at home					
	Observe safety and security in the home environment					
	Identify and effectively exercise rights and responsibilities and appreciate parents for meeting needs					
2.2	Enterprise project					
	Identify ways of making money in the family					
	Demonstrate and appreciate genuine ways of making money as good citizens					
3.0	CARING FOR THE ENVIRONMENT					
3.1	Caring for plants					
	Point out when flowers should b watered at school					
	Water flower beds appropriately					
3.2	Caring for animals					
	Identify common feeds for animals at home					
	Identify common equipment for watering and feeding animals					
	Clean equipment for watering and feeding animals					
	Feed and water and demonstrate willingness to care for animals					
3.3	Managing waste responsibility					
	Identify, sort and dispose water responsibly in the classroom					
	Safety while handling waste in school and at home					
3.4	Care for water					
	State ways in which water is wasted at home					
	Identify ways of using water sparingly					
	Demonstrate willingness to use water sparingly at home and in school					
3.5	Conserving light energy					
	State responsible ways of using light energy at home and in school					
	Use light energy sparingly at home and in school					

GRADE ONE ASSESMENT

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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Strands/Sub strand not covered by the learner _____

Reason _____

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

_____ Sign _____

TERM TWO

OPENING DATE: _____ CLOSING DATE _____

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TERM THREE

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 _____

LITERACY 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	Simple instruction					
	Listen to simple instruction					
	Respond to simple instruction					
	Use courteous words					
	Apply learnt words to five instructions					
1.2	Phonological awareness					
	Recognize syllables					
	Pronounce syllables					
	Pronounce three letters words appropriately					
	Play word game					
	Segment syllables					
	Write syllables					
1.3	Story telling					
	Listen and respond to stories					
	Appreciate culture and values as taught in story					
	Create mental images for oral stories					
	Use thematic vocabulary learnt to retell a story					
	Emphasize with familiar people in stories					
1.4	Effective communication					
	Use non-verbal cues to express feeling and experience					
	Appreciate others feelings					
	Speak clearly with ease					
	Listen keenly and respond appropriately					
1.5	Conversation					
	Listening attentively and actively in conversation					
	Recognize and use vocabulary					
	Speak clearly and with ease					
2.0	SPEAKING					
2.1	Imitation					
	Acquire a range of vocabulary for communication in different context					
	Respond confidently to communication using different contexts					
2.3	Respond to instruction and questions					
	Respond confidently to simple oral questions and instructions from different media					
	Use appropriate word I responding and giving instruction and answering questions					

GRADE ONE ASSESMENT

2.4	Phonological awareness				
	Name and say letters representing sounds				
	Blend given letter sounds to make syllables and blend syllables to form words				
2.5	Talk about				
	Use acquired vocabulary to talk about self appropriately				
	Identify themselves with people, objects and places				
2.6	Presentation skills				
	Use a variety of vocabulary to express self				
	Use appropriate tonal variation articulations and stress to express self confidently				
3.0	READING				
3.1	Phonemic awareness				
	Recognize left-right eye movement				
	Isolate sounds in a word				
	Segment words that start with similar sounds				
3.2	Phonemic development				
	Recognize letter-sound				
	Build phones into syllables				
3.3	Reading phrases and sentences				
	Read aloud short phrases and sentences				
	Read unfamiliar words based on phonic knowledge				
3.4	Reading comprehension				
	Read simple text fluently with understanding				
	Read at an appropriate speed and audibly- short text and stories				
4.0	WRITING				
4.1	Letter sounds and letter names phonic				
	Write upper and lower case letter				
	Handwrite letters, numbers and symbols				
	Write some unfamiliar words				
4.2	Syllables, words and sentences formation				
	Segment words into syllables				
	Form words from syllables				
	Write sentences, words and syllables				
4.3	Handwriting				
	Use basic punctuation to convey the intended meaning				
	Use legible handwriting				
	Develop speed and ease of handwriting				
	Shaping and handwriting skills of letters, numbers and symbols to form syllables word and sentences				
4.4	Spelling instruction				
	Apply the knowledge of segmenting the knowledge and blending to write words correctly				

GRADE ONE ASSESMENT

	Use proper letter formation with correct spacing to write sentences					
4.5	Creative writing					
	Apply knowledge of writing to wrote coherent story					
	Plan and organize ideas in writing stories					

GRADE ONE ASSESMENT

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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TERM TWO

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	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	Comments
1.0	CREATION					
1.1	Self-awareness					
	Spelling own name					
	Writing own name					
	Reciting Genesis 1:27					
1.1.1	Identify with sex (boy/girl)					
	Drawing palm and writing own name					
	Stating uniqueness in him/her					
	Singing 'I am fearfully and wonderfully made by God'					
1.2	My family					
	Name all members of nuclear family					
	Picture reading and coloring of family members					
1.3	Creation of plants and animals					
	Naming and writing domestic animals					
	Naming and writing wild animals					
	Identify ways of taking care of animals and plants					
1.4	Handling the bible					
	State how to care for Bible					
	Name the first two gospel books					
	Name the two division of the bible					
2.0	Bible stories					
2.1	David and Goliath					
	Narrate the story of David and Goliath and desire to depend on God in their day to day lives					
2.2	Joseph and his coat of many colours					
	Narrate the story of Joseph and his coat of many colours					
	Discuss joseph's brother's relation to his dreams					
	Answer questions about Joseph story					
	Apply the lessons learnt about Joseph in their relationship with others					
2.3	Elijah and the chariot of fire					
	Narrate the story of Elijah and the chariot of fire					
	Recite 2Kings 2:12					
	Appreciate the Father Son relationship between Elijah and Elisha and apply in their lives					
3.0	The early life of Jesus					
3.1	The Birth of Jesus Christ					
	Name the city of Jesus birth					
	Mention the parents of Jesus					

GRADE ONE ASSESMENT

	Explaining the naming and declaration of Jesus Christ and relate it to their life experience				
	Identify the shepherds as the first people to see baby Jesus and analyze their joy relating to Christmas celebrations				
3.2	Jesus Christ in the Temple				
	Emulate Jesus Christ example by obeying parents in the day to day life				
	Desire to follow Jesus Christ example by following their parents to church				
3.3	Baptism of Jesus Christ				
	Name the place Jesus Christ was baptized				
	Identify the person who baptized Jesus				
	Demonstrate the value of humility for peaceful co-existence with others				
3.4	Wedding Cana of Galilee				
	Narrate how Jesus changed water into wine(name the occasion, place and recognize it as the first miracle of Jesus)				
3.5	Healing Of Simon Peter’s Mother-in-law				
	Narrate the story Of Simon Peter’s mother in law being healed				
	Appreciate the woman for every good gift they receive in their daily lives				
4.0	Christian Values				
4.1	Sharing				
	Identify items shared at home				
	Narrate the story of the little boy with two fish and five loaves				
	Practice kindness in their day to day lives of sharing with others at home and in school				
4.2	Obedience				
	Demonstrate obedience by obeying parents and older siblings at home				
	Recite Ephesians 6:1-2				
	According to Eph 6:1-2 state reasons why they should obey their parents				
4.3	Honesty				
	Explain the meaning of honesty and demonstrate honesty by telling the truth always				
4.4	Thankfulness				
	Mention ways of expressing gratitude to their parents				
	Demonstrate the value of thankfulness by thanking others and parents always				
5.0	THE CHURCH				
5.1	Church as a home of God				
	Recognize the church as a place of worship and respect				
	Show sense of responsibility by service to God in church				

TERM ONE

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

_____ Sign _____

TERM TWO

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Reason _____

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_____ Sign _____

HYGENE AND NUTRITION 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	HEALTH PRACTICES					
1.1	Healthy habits					
	Name health habits that promote well being					
	Mention importance of practicing health habits					
	Record health habits practiced					
	Take own photograph practicing any health habit					
	Identify milk teeth					
	Mention hygienic practices during shedding of teeth					
	Take photographs of self/peer during shedding of teeth					
1.2	Medicine					
	Mention common medicine familiar to other					
	State precaution measure while taking medicine					
	Demonstrate cleanliness while taking medicine					
1.3	Care for the body					
	Name body parts					
	Identify cleaning materials used to clean body parts					
	Tell procedure for cleaning various body parts					
	Clean body parts (hand, teeth, face)					
	Use cleaning materials sparingly					
	Draw cleaning materials					
2.0	PERSONAL HYGENE					
2.1	Use if toilets and latrines					
	Use the toilet or urinals properly					
	Identify and use correct toileting materials and dispose the appropriately					
	Confidently use the toilet with etiquette and assist others to use toilet correctly					
3.0	FOOD					
3.1	Food sources					
	Name different sources of food in their locality					
	Classify food into plant and animal sources					
3.2	Eating Habit					
	Name food and drinks they use on daily basis					
	Mention their likes and dislike of food and drinks					
	Choose healthy food for strong teeth					
3.3	Use body senses to identify food					
	Look at taste and smell some selected foods and group them accordingly to sense (colour, taste, touch, smell)					
3.4	Cleaning fruits					

GRADE ONE ASSESMENT

	Name fruits eaten in the family					
	Mention importance of cleaning fruits					
	Consistently clean fruits before eating					
	Teach other on how to wash fruit before eating					
	Mention hygienic practices during shedding of teeth					
3.5	Importance of food in our body					
	State reasons why we eat food everyday					
	Mention foods they eat at different times of the day					
3.6	Good feeding behavior					
	Mention good behavior that should be observed during meals					
	Practice good behavior during meal time					
3.7	Buying food					
	Identify places where food is bought in the community					
	Name foods bought from the market and other places					
	Peer teach others on where to buy food					
4.0	SAFETY EDUCATION					
4.1	Common accidents at home					
	Name common accidents at home					
	Mention causes of accidents at home					
	Identify ways of preventing accidents at home					
4.2	Dangerous chemicals at home					
	Name dangers caused by chemicals used at home					
	Peer teach other on dangers of chemicals and need to handle them with safety.					
4.3	Simple First Aid					
	State ways of carrying out first aid to injured person					
	Identify contents of first aid kit					
	Practice simple first aid for minor cuts and wounds					

GRADE ONE ASSESMENT

TERM ONE

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Reason _____

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

_____ Sign _____

TERM TWO

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From (1st Strand _____ Sub strand _____

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Reason _____

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_____ Sign _____

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From (1st Strand _____ Sub strand _____

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Reason _____

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_____ Sign _____

PHYSICAL COMPETENCE 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	BASIC MOTOR SKILLS					
1.1	LOCOMOT SKILLS					
1.1.1	WALKING					
	Walk in different direction					
	Walk in different pathways					
	Walk in different levels					
	Demonstrate positive attitude					
	Follow simple instructions					
	Observe safety during skills					
1.1.2	Running					
	Run in different ways					
	Follow running rules and instructions					
	Fully participates In running					
1.1.3	Jumping for height					
	Perform jumping for heights					
	Make play materials for jumping					
	Co-ordination and endurance while jumping					
	Observe rules for play					
1.2	NON LOCOMOTOR SKILLS					
1.2.1	Stretching					
	Perform stretching in different ways					
1.2.2	Bending and curling					
	Perform bending and curling in different ways					
	Observe rules while playing games for safety					
	Appreciate bending and curling for co-ordination, balance and self-esteem.					
1.3.0	MANIPULATIVE SKILLS					
1.3.1	Over arm throw					
	Name parts of the body that are in use during over arm throw					
	Perform over arm In different ways					
	Observe rules when playing the game for safety					
	Participation, behavior, positive attitude and team work					
1.3.2	Catching					
	Perform catching in different ways					
	Observe rules for safety and follow instruction					
	Willingness and positive attitude to participate, team work and leadership skills					
2.0	SWIMMING					

GRADE ONE ASSESMENT

2.1	Water safety				
2.1.1	Pool rules				
	Name water bodies found in the community				
	Identify sections of the pool and its environs for safety awareness				
	Observe sanitation around the pool and obey pool rules				
2.1.2	Personal floatation device				
	Identify different personal floatation devices suitable for wearing during swimming				
	Use personal floatation device effectively				
	Observe safety rules and follow instruction while swimming				
2.2	BASIC SWIMMING SKILLS				
2.2.1	Exhaling in water				
	Name the organs used during exhaling				
	Practice exhaling in water for sustained swimming				
	Observe rules and follow instructions				
2.2.2	Seeing in water				
	Name organs used to see in water while swimming				
	Ability to see In water				
	Observe rules and follow instructions while swimming with opened eyes				
2.2.3	Mushroom float				
	Acquired ability to swim in water using mushroom float technique				
	Attitude and participation in floating, observe rules of floating				
3.0	GYMNASTICS				
3.1	Static balance				
3.1.1	Single leg balance				
	Name parts of the body that are used in single leg balance				
	Perform single leg balance				
	Observe rules and follow instructions				
	Participation behavior				
3.1.2	T Balance				
	Name parts of the body that perform T-balance				
	Perform star balance				
	Observe rules and follow instructions				
	Participation behavior/attitude towards the game (effective)				
3.2	DYNAMIC BALANCE				
	Perform egg roll				
	Obey rules while rolling				
	Participation behavior/attitude				
3.2.2	Bear roll				

GRADE ONE ASSESMENT

	Perform bear roll					
	Observe rules and safety while rolling					
	Participation attitude/behavior					

GRADE ONE ASSESMENT

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 _____

_____ 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 _____

_____ 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 _____

_____ Sign _____

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	LINES					
	Identify and name variety of lines					
	Draw straight line					
	Draw curved line					
	Draw zigzag line					
	Draw wavy line					
	Identify position of straight line					
	Draw vertical, horizontal and diagonal line					
	Use digital media to draw lines					
1.2	Shapes					
	Identify and draw various shapes					
	Draw regular and irregular shapes					
	Use digital media to draw shapes					
	Color shapes using digital media					
1.3	Texture					
	Identify different textures					
	Create smooth and rough textures					
	Create textures using both free hand and digital media					
2.0	PAINT AND COLOR					
2.1	Making improvised brushes					
	Identify materials and tools that can be improvised to make brushes					
	Use locally available materials to improvise brushes					
	Use brushes to paint					
3.0	PATTERN MAKING					
3.1	Linear pattern					
	Use ICT to identify linear patterns					
	Use ICT to make linear patterns					
	Use physical materials to make the patterns					
3.2	Dot pattern					
	Make patterns in colour using dot					
3.3	Numeral patterns					
	Make numeral pattern in colour using physical and ICT					
4.0	Paper craft					
4.1	Rolling technique					
	Identify materials and tools that can be used in paper craft in physical or ICT					
	Make decorative items out of paper using rolling technique					

GRADE ONE ASSESMENT

	Display talk about and appreciate self and others work				
4.2	Twisting technique				
	Make decorative items out of paper using twisting technique				
4.3	Folding technique				
	Use folding technique to make decorative items using paper				
5.0	FABRIC DECORATION				
5.1	Painting on fabrics with fingers				
	Identify tools and materials that can be used in fabric in physical and ICT				
	Use finger to paint on fabric				
	Appreciate self and others				
5.2	Painting on fabric with brush				
	Use brush to paint on fabric				
	Display and appreciate their own and others work				
5.3	Painting on fabric with sponge				
	Use sponge to paint on fabric appreciating oneself and other work				
6.0	Mounting technique				
6.1	Mosaic				
	Identify locally available materials that can be used in picture making in physical and ICT				
	Display and appreciate self and other work				
7.0	Decorating forms				
7.1	Decorating plastic bottles using coloured paper				
	Collect different types of material and tools from the environment that can be used to make simple decorated 3D forms				
	Decorate a complete elaborated form				
	Use brushes to paint				
8.0	Ornaments				
8.1	Single stranded bracelets				
	Collect different types of materials from the environment and make beaded ornaments				
	Make bracelets using strand beading for self-expression				
9.0	Sculpture				
9.1	Toys				
	Collect tools and materials from the environment and make toy				
9.2	Kites				
	Collect different types of materials from the environment and make kited				
10.0	Weaving				
10.1	Plain paper weave				

GRADE ONE ASSESMENT

	Collect locally available materials and use them to make simple paper table mats using plain weave in two colours					
11.0	Modeling					
11.1	Pinch method					
	Model simple objects using pinch method					
	Display, talk about and appreciate own work					
11.2	Coiling technique					
	Model items using coil method					

GRADE ONE ASSESMENT

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 _____

_____ 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 _____

_____ 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 _____

_____ Sign _____

MUSIC ACTIVITIES ASSESMENT

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	Comments
1.0	Performing					
1.1	Songs					
	Name types of songs performed for different purposes in the community					
	Sing alone and with others different simple songs from different cultures					
	Clap/stamp/tap the steady beat when singing familiar songs					
	Sing verse one of Kenya National Anthem with proper etiquette in English and Kiswahili					
	Express ideas, feelings and emotions through singing					
1.2	Singing games					
	Perform various singing games drawn from the local culture					
	Apply the aspect of singing, movement props and costumes in performing singing games					
	Practice game etiquette and take precautions while performing singing games					
	Identify repetitions and variations to rhythm in familiar tones					
1.3	Musical instruments					
	Name different percussions instruments that can be used to accompany singing and dancing					
	Improve percussion instruments using locally available materials.					
1.4	Dance					
	Identify various occasions during which dance is performed					
	Apply body movement that are part of daily experience in a variety of ways					
	Respond with movement to sound/music in a variety of ways					
	Apply locomotors and non-locomotors movement in creating a non-dance					
	Take precautions during dance for own and others safety					
	Practice etiquette during dance					
	Practice etiquette during music					
2.0	CREATING/COMPOSING MUSIC					
2.1	Rhythm					
	Clap/tap/stamp/vocalize rhythms of names and sounds from environment					
	Identify repetition and variations to rhythms in familiar tones					

GRADE ONE ASSESMENT

	Create simple rhythmic accompaniments to songs/stories/poems/rhythms using voice body percussions or improvised percussions					
2.2	Melody					
	Identify melodic sounds from the environment					
	Identify melodic variations in simple familiar tones					
	Independently create a wide variety of simple melodic variations					
3.0	Listening and responding					
3.1	Elements of music					
	Listen and identify sound from local environment					
	Respond imaginatively to sounds in the environment through movement and imitations					
	Identify the character of musical pieces for emotional expression					
	Identify the element of music patterns					
	Express initial personal reactions to musical performance					

GRADE ONE ASSESMENT

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 _____

_____ 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 _____

_____ 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 _____

_____ Sign _____

Viwango: **Kuz**-Kuzidisha matarajio, **Kuf**-Kufikia matarajio, **Kuk**-Kukaribia matarajio, **Mb**-mbali na matarajio

	Weka alama kuashiria kiwango cha mwanafunzi ipasavyo	KUZ	KUF	KUK	MB	Mapendekezo
	SHULENI					
1.1	MAAMKIZI					
	Kuamkua ifaavyo					
	Kuitikia maamkizi ifaavyo					
	Kuamkua kulingana na wakati					
	Kutumia misamiati uliofunzwa katika mawasiliano					
	Kufahamu hadithi aliyosimuliwa kwa wepesi					
1.2	MIMI NA WENZANGU					
	Kutambua wenzake kwa majina darasani					
	Kujieleza kurejelea jina, jinsia miaka na gredi					
	Kusimulia kisa kwa lugha ifaayo					
	Kujibu maswali ya ufahamu na hadithi					
1.3	TARAKIMU					
	Kutambua nambari moja hadi kumi 1-10					
	Kuhesabu nambari 21-50 kwa mfuatano					
	Kutumia majina ya nambari 1-10 kutunga sentensi					
	Kuhesabu vidole kwa kiswahili					
	Kutoa mukhtasari kwa hadithi aliyosimuliwa au kusomewa					
1.4	Siku za wiki					
	Kutaja majina ya siku za wiki kwa mfululizo					
	kutumia majina ya siku za wiki katika mawasiliano kwa ubunifu					
	Kujibu maswali ya hadithi au ufahamu					
1.5	FAMILIA					
	Kutamka na kusoma maneno kwa kutumia silabi zizinazotokana na sauti lengwa					
	Kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa					
	Kutumia maneno ya heshima katika mawasiliano ya kila siku					
	Kutumia nafsi ya kwanza wakati uliopo, hali ya umoja na wingi katika sentensi					

GRADE ONE ASSESMENT

1.6	MWILI WANGU					
	kutambua na kutamka sauti lengwa kwenye majina					
	Kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa					
	Kutambua sehemu za mwili kwa majina					
	Kutumia majina ya sehemu za mwili katika mawasiliano					
	Kusimulia majina ya sehemu za mwili					
	Kutunga sentensi katika umoja na wingi kutumia sehemu za mwili					
1.7	USAFI ZA MWILI					
	Kutambua nakusoma herufi za sauti moja katika maneno					
	Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa					
	Kuandika maumbo ya herufi zenye sauti lengwa					
	Kutumia msamiati wa usafi wa mwili katika sentensi					
	Kutambua sehemu za mwili zinazopaswa kuangaziwa zaidi					
	Kusikiliza na kusimulia hadithi kuhusu usafi wa mwili					
	Kujibu maswali ya ufahamu ipasavyo					
	Matumizi ya 'huyu na hawa'					
1.8	VYAKULA VYA KIASILI					
	Kusoma maneno kwa kutumia sauti lengwa					
	Kutambua, kusoma na kuandika majina ya vyakula vya kiasili					
	Kusikiliza na kusimulia hadithi kuhusu vyakula vya kiasili					
	Kusoma hadithi na kujibu maswali kuhusu ufahamu					
	Matumizi ya 'angu na etu'					

GRADE ONE ASSESMENT

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 _____

_____ 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 _____

_____ 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 _____

_____ Sign _____

GRADE ONE ASSESMENT
TERMLY SUMMATIVE ASSESMENT

TERM _____

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher’s comments: _____

Head teacher’s signature _____ Date _____

Parent’s signature _____ Date _____

GRADE ONE ASSESMENT
TERMLY SUMMATIVE ASSESMENT

TERM _____

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher’s comments: _____

Head teacher’s signature _____ Date _____

Parent’s signature _____ Date _____

TERM _____
TERMLY SUMMATIVE ASSESSMENT

TERM _____

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher’s comments: _____

Head teacher’s signature _____ Date _____

Parent’s signature _____ Date _____

ANNUAL SUMMATIVE ASSESSMENT

TERM _____

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher’s comments: _____

Head teacher’s signature _____ Date _____

Parent’s signature _____ Date _____

**GRADE ONE ASSESMENT
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	