

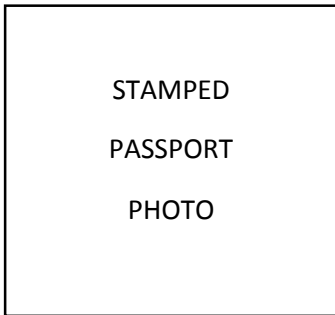
LEARNER'S DETAILS

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

MATHEMATICS ACTIVITIES ASSESMENT:

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

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

	Estimate capacity up to 5 liters					
2.4	Time					
	Read and tell time using the digital clock					
	Read and tell time using 'past 'and to the hours using the clock face					
	Write time using past and to the hour					
	Add and subtract time involving hours and minutes without conversion in real life situation					
2.5	money					
	identify Kenyan currency notes up to 1000					
	Count money in different denomination up to cash 1000					
	Add and subtract money involving up to 1000					
	Relate money to goods and services up to cash 1000					
	Carry out shopping activities involving change and balance					
	Appreciate spending and saving of money in real life situation					
	Differentiate between needs and wants					
3.0	Geometry					
3.1	Position and direction					
	Move along a straight line from a point					
	Turn to the right from a point					
	Turn to the left from a point					
3.2	Shapes					
	Make pattern involving rectangles, circles, triangle, ovals and squares					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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 _____

ENGLISH ACTIVITIES ASSESSMENT

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

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

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

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 _____

SHUGHULI ZA KISWAHILI

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

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

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

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

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

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

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 _____

C.R.E ACTIVITIES ASSESSMENT

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENT
1.0	CREATION					
1.1	SELF AWARENESS					
	Appreciate himself/herself as created in the image and likeness of God for his glory					
	Recognize god as the creator of every part of his/her body to glorify him					
	Control thoughts and feelings in daily life					
	Make choices that are acceptable to God in their life					
1.2	MY FAMILY					
	Recognize the head of the family and respect them					
	Name family members in the nuclear and extended family for identification					
	Draw the family tree to understand relationship within the family					
1.3	ADAM AND EVE					
	Acknowledge God as the creator of Adam and eve as our first parents o earth					
	Describe how Adam and eve disobeyed God and desire to obey God in their daily lives					
	State the results of disobeying Gods command to avoid sin					
	Explain the importance of obeying parents to live a harmonious family life					
	Explain the importance of obeying teachers to promote good relationship at school					
2.0	THE HOLY BIBLE					
2.1	The bible as the word of god					
	Differentiate the bible from other books as a holy book used by Christians					
	Explain how the writing of the bible was different from other books and respect it					
	Name the four gospel book in the new testament of Jesus Christ					
	Appreciate the bible as a guide in their daily lives					
2.2	THE BIBLE STORY					
	Narrate what happened in the story of Moses and the burning bush ad relate it with the holy place of worship					
	Discuss how Moses expressed obedience and apply it in their daily lives					
2.2.2	The big fish swallows Jonah					
	Narrate the story of Jonah and be obedient to God					
2.2.3	Naaman is healed					
	Describe the healing of Naaman and desire to have faith in God					

	Appreciate Gods as the healer of all diseases				
2.2.4	The three Hebrew men are rescued from fire				
	Narrate the story of the three Hebrew men to strengthen their relationship with God				
	Trust God to cope with daily challenges				
2.2.5	Elisha and the boys				
	Explain the story of Elisha and the boys and relate it to their daily challenges				
	Apply the story in their daily lives by respecting the elderly at home church school and the community				
3.0	THE EARLY LIFE OF JESUS CHRIST				
3.1	Wise men guided by the star				
	Identify the star that guided the wise men and desire to be by God in their daily lives				
	Describe how the wise men were guide by the stars				
3.2	Home town of Jesus Christ				
	Name the home town of Jesus Christ and their own towns to promote a sense of belonging				
3.3	The good Samaritan				
	Narrate the story of good Samaritan and relate it to their daily lives				
	Appreciate the act of the good Samaritan by being kind to people in need				
3.4	The little boy with fives loaves and two fish				
	Explain the miracles of the five loaves and two fish and practice kindness to others				
	State the number of baskets that remained after feeding the people and relate it to keeping the environment clean				
	Appreciate the miracle of the fives loaves and two fish by sharing with others				
3.5	Jesus Christ walks o water				
	Describe the miracle of Jesus Christ walking on water and having faith in god				
	Appreciate Jesus power in their lives to overcome daily challenges				
3.6	Raising of Jairus daughter				
	Analyze the miracle of raising Jairus daughter and have faith in god				
	Appreciate the power of Jesus over death				
3.7	Easter				
	Mention the importance of Easter in the of Christians				
	Identify the resurrection of Jesus Christ by taking part in Easter celebration				
4.0	CHRISTIAN VALUES				
4.1	Honesty				
	Narrate the story of animals and Saphira and desire to be honest in their lives				
	Explain the importance of respecting other peoples items for harmonious living				
4.2	Thankfulness				
	Describe ways of thanking God for crating them				

	Thank God for their family friends and teachers ad appreciate them at the time					
4.3	Forgiveness					
	Describe the story of the unforgiving servant and relate it to their interaction with others					
	Desire to forgive others I their day to day lives					
4.4	TURST					
	Identify people they can trust for their own safety					
	Mention the people to report to incase of danger for appropriate action to be taken					
	Discus the effect of talking about others for harmonious living					
4.5	Responsibility					
	Discus the importance of personal hygiene for healthy living					
	Develop responsibility by not expecting a reward when they do chores at home					
5.0	THE CHURCH					
5.1	prayer					
	Recite the lords and apply in their daily lives					
	Show respect to God during prayer by adopting different posture of prayer					
5.2	The holy spirit					
	Discus the coming of the holy spirit on the day of Pentecost and relate it to their lives					
	Identify the work of the holy spirit in the life of a Christian					
	Appreciate the fruit of the holy spirit by living harmoniously with others					
	Desire to be led by the holy spirit as they make decision in life					

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 _____

PHYSICAL COMPETENCE ASSESSMENT

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

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

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

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

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand _____

To (last strand) _____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

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

_____ 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 _____

LITERACY ACTIVITIES ASSESSMET

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENT
1.0	LISTENING AND SOEAKING					
1.1	IMITATION					
	Creatively use appropriate language with different people					
	Listen and respond appropriately					
	Control thought and feelings in daily lives					
1.2	Story telling					
	Use digital knowledge to create stories					
	Acquire an accurately use appropriate words and phrase from stories					
	develop an interest in telling stories for pleasure					
	Demonstrate techniques of effective story telling					
1.3	Effective communication (sharing experience)					
	Use compound and complex sentence to link thought					
	Listen and use talk to organize and clarify thoughts and ideas					
	Communicate needs and feelings in a variety of ways					
	Demonstrate willingness to interact with others					
	Appreciate the importance of sharing one another's feelings					
1.4	Talk about					
	Identify messages conveyed in a thematic story and engage in oral discussions					
	Use appropriate expression to describe people situations and events					
	Develop an interest to read stories ad text					
1.5	Presentation skills					
	Ask critical question on the decision making in their environment					
	Subsequently position their views using appropriate words example :firstly ;secondly ;lastly					
2.0	READING					
2.1	INDEPENDENT READING					
	Identify the main idea in a passage					
	Silently read a given passage					
	Develop an interest In reading for pleasure					
	Effectively answer question from independent reading					

	Use learnt vocabulary from own reading					
2.2	Reading comprehension					
	Read with accuracy, fluency and understanding					
	Locate information in a text					
	Develop an interest in reading widely on varied subject					
3.0	WRITING					
3.1	Sentence formation					
	Write a variety of compound and complex sentence structure					
	Make and organize notes and paragraph appropriately					
	Use writing to generate and organize					
3.4	Spelling instruction					
	Correct misspelled words					
	Spell words correctly in writing					
3.3	HANDWRITING					
	Use capital letters correctly					
	Use appropriate spacing between words					
	Use of legible and neat handwriting					
3.4	CREATIVE WRITING					
	Creatively create simple texts in written and digital formats					
	Use connecting words appropriately and effectively in writing					
	Develop an interest in writing					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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

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

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

TERM ONE

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 _____

HYGIENE AND NUTRITION ACTIVITIES ASSESSMENT

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

	Tick appropriately under each categories to rate of learners ability	EX	MT	AP	BE	COMMENT
1.0	HEALTHPRACTICES					
	Importance of breakfast					
	State the meaning of breakfast					
	Identify time when breakfast					
	Name food items for breakfast as a healthy habit					
	Tell the importance of breakfast as a healthy habit					
1.2	Oral hygiene					
	Identify good habits that promote healthy teeth					
	Identify harmful oral habits that damage their teeth					
	Brush teeth properly					
1.3	Uses of different rooms in the house					
	name different rooms in the house					
	Mention uses of different rooms in the house					
	List equipment in different rooms in a house					
1.4	Cleaning utensils					
	Tell reasons for cleaning utensils					
	Name materials used for cleaning utensils					
	Clean dry and store utensils properly					
1.5	Danger of second hand smoke					
	Mention substances that people smoke that are harmful					
	Explain the word second hand smoke					
	Mention effect of the second hand smoke to our health					
1.6	Keeping water safe from contaminated					
	Explain water contamination					
	Show ways in which water is contaminated					
1.7	Re-using water and soap at home					
	Explain the meaning of reusing					
	Mention the way of re-using water at home					
2.0	Personal hygiene					
	Using and caring for personal items					
2.1	Identify personal items used for personal cleanliness					
	Identify reasons we shouldn't share personal items					
	State method of cleaning personal items					
3.1	Food					
	Basic taste of food					
	Identify four basic taste in a variety of food					
	Classify food according to their tastes					
3.2	Eating habit					
	Mention what family members and friends eat and drink					
	Mention food likes and dislike of friends and family members					
	Give reasons why different people like different foods					

3.3	Meals and snacks					
	Tell the number of meals taken daily					
	Tell the difference between meals and snacks					
	Mention the importance of taking meals and snacks at the right time					
3.4	Grouping of foods					
	Group foods according to different parts of the plant they come from					
3.5	Food for school going children					
	Mention foods eaten by school going children					
	State the amount of food suitable for school going children and dangers of eating too much					
	State importance of eating enough food					
3.6	Food advertisement					
	Tell the effect of food advertisement on their feeling and food choice					
	Can choose healthy foods without influence of advertisement and guide others to do the same					
3.7	Handling an cooking food					
	Name hygiene practice while handling food					
	State factors to observe when buying food from a food vendor					
4.0	Safety education					
4.1	Waste disposal in classroom					
	Identify types of waste found in the classroom					
	classroom					
	Practice waste collection and proper disposal of waste in the classroom					
4.2	Accidents and basic first aid					
	Tell accidents occurring in the classroom					
	Name the course of common accidents in the classroom					
	Explain ways of preventing common accidents					
	Demonstrate first aid procedure for accident					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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 _____

ART AND CRAFT

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENT
1.0	Drawing					
1.1	Forms					
	Identify a variety of forms in physical and ICT					
	Identify tools and material used in drawing forms					
	Drawing simple forms					
	Appreciate own and others work					
1.2	Texture					
	Identify types of texture in physical and ICT					
	Identify materials and tools that can be used in creating texture					
	Create simple texture effect in drawing					
2.0	PAINT AND COLOUR					
2.1	Paint shapes and observation					
	Identify and name material used for painting					
	Mix paint correctly and paint simple shape					
	Draw and paint the national flag					
	Paint simple shapes using ICT					
3.0	PARTTER MAKING					
3.1	TEXTURES PATTERN					
	Create simple texture patterns for self-expression					
3.2	Shape pattern					
	Observe shape pattern in the environment and in digital media					
	Create simple shape pattern for self-expression					
3.3	Letter pattern					
	Observation of letter pattern in the environment and ICT					
	Create simple letter pattern fleshed or using ICT					
4.0	Mounting technique					
4.1	collage					
	Collection of materials from the sorounding environment					
	Create simple pictures in collage using locally available materials					
5.0	Decorating forms					
5.1	Decorating egg shells					
	Observe teacher sample and decorate egg shells by painting and pasting colored papers					
5.2	Decorating plastic containers					
	Decorate plastic container by pasting colored papers					
6.0	ornaments					
6.1	Double strand neckless					
	Observe beaded ornaments from teachers sample					

	Create necklace with local materials using double strand beading					
6.2	Double strand bracelet					
	Observe teachers sample					
	Create own bracelet using double strand beading with local materials					
7.0	FABRIC DECORATION					
	Printing on fabric with cut out stamps					
	Observe cut out stamp printed fabric from teachers samples					
	Print fabric using cut out stamps for decoration					
8.0	MODELLING					
8.1	Slab technique					
	Observing items made using slab technique materials and tools from the teacher					
	Model simple objects using slab technique					
8.2	Pallet technique					
	Observing teachers items made using pallet technique materials tools					
	Model simple object using pallet technique					
9.0	sculpture					
9.1	toys					
	Make simple toys using local materials for playing					
	Appreciate playing with toys					
9.2	kites					
	Make simple kites using locally available materials					
	Appreciate playing with toys					
10.0	weaving					
	Weaving on a serrated card loom					
	Weave one color table mat using a serrated loom for self-expression					

TERM ONE

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 _____

ENVIRONMENT ACTIVITIES ASSESSMENT

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

	Tick appropriately under each category to rate learner's ability	EX	MT	AP	BE	COMMENTS
1.0	ENVIRONMENT AND ITS RESOURCES					
1.1	Weather					
	Exploring unfavorable weather conditions					
	Describe unfavorable weather conditions					
	Observe the effects of unfavorable weather conditions for safety					
1.1.2	Develop curiosity in identifying effects of weather					
	Identify ways of keeping safe from unfavorable weather conditions					
	Keep safe from unfavorable weather conditions					
	Demonstrate knowledge of keeping safe from unfavorable weather conditions					
1.2	Water					
1.2.1	Making water safe					
	Identify ways of making water safe and clean for use at home					
	Make water clean and safe					
	Construct a simple water filter for cleaning water at home					
	Appreciate using clean and safe water to reduce health risks					
1.3	Soil					
1.3.1	Exploring soil characteristics					
	Differentiate soils by texture from provided soil samples					
	Differentiate soil by size of soil particle					
	Name the three type of soil based on their characteristics					
	Develop interest in characteristics of soil as an environmental resources					
1.4	Plants					
1.4.1	Identify different type of plants					

	Categorize plants in the immediate environment according to specified features				
	Appreciate the rich diversity in plants				
1.42	Safety when handling plants				
	Describe safe ways of handling different plants				
	Observe safety when handling different plants in the immediate environment				
	Appreciate the need to handle plants responsibly to reduce health risks				
1.5	Animals				
1.5.1	Importance of animals				
	State different uses of animals to people				
	Identify different uses of animals to people				
	Identify different animals that provide food products				
	Appreciate the importance of animals to people				
1.6	Energy: heat				
1.6.1	Sources of heat				
	Identify source of heat in the environment				
	Match different sources of heat to their fuels to the environment				
	Identify use of fuel energy in the environment				
	Use heat energy responsibly				
1.6.2	Dangers of heat energy				
	Identify materials that can start fire in the house				
	Identify dangers of heat energy at home				
	Demonstrate an understanding of safe ways of moving from the house in case of fire outbreak				
2.0	SOCIAL ENVIRONMENT				
2.1	Harmonious living in the community				
2.1.1	Sanitation in the community				
	Describe ways of keeping the market place clean				

	Participate in keeping the market place clean to promote social cohesion					
	Appreciate a clean market place for good health					
2.2	Keeping safe in the community					
2.21	Identify the appropriate ways of responding to strangers in the community					
	Respond appropriately to strangers in the community					
	Take personal responsibility in keeping safe to limit risks					
2.2.2	Safe and dangerous places in the community					
	Identify safe places in the community					
	Identify dangerous places in the community					
	Keep personal safety in the community					
	Respond appropriately to security threats in the community					
2.3.0	Safe travel					
2.3.1	Basic road safety signs					
	Recognize basic road safety signs					
	Use basic road safety signs appropriately to enable safe travel					
	Appreciate the use of basic road safety sign in enabling safe travel					
2.4.0	Environmental and cultural events in the community					
	State how cultural events promote environmental and social wellbeing in the community					
	Participate in cultural events that promote environmental and social wellbeing in the community					
	Develop interest in environmental and cultural events to promote social wellbeing in the community					
2.5.0	Enterprise projects					
2.5.1	Waste management for income generation project at school					
	Identify ways of using waste responsibly to generate income					
	Determine suitable waste management activity to generate income at school					
	Participate in waste management activity in school to generate income					

	Develop interest in undertaking income generating activities in waste management					
3.0	CARING FOR THE ENVIRONMENT					
3.1	Caring for plants					
3.1.1	Communicating plants protection messages in the community					
	Give ways of protecting plants in the community					
	Create and communicate persuasive messages on plants protection					
	Appreciate plant protection in the community					
3.2	Caring for animals					
3.2.1	Caring for animals in distress					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand _____

To (last strand) _____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

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

_____ 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 _____

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 _____

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 _____

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 _____

SOCIAL /BEHAVIOUR REPORT

KEY

S - SATISFACTORY

I - IMPROVEMENT

Report to be completed by the class teacher

BEHAVIOUR	ASSESSMENT
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	