

**MINISTRY OF EDUCATION SCIENCE
AND TECHNOLOGY**

ASSESSMENT BOOK

**COMPETENCY
BASED CURRICULUM**

PP1 AND PP2 COMBINED

NAME : _____

SCHOOL: _____

UPI: _____ YEAR _____

AGE :

LEARNER'S DETAILS

NAME :

LEVEL :

AGE :

UPI :

STAMPED

PASSPORT

PHOTO

PARENT'S/GUARDIAN'S DETAILS

FATHER'S NAME :

CONTACT : SIG

EMAIL ADDRESS :

MOTHER'S NAME :

CONTACT : SIG

EMAIL ADDRESS :

FACILITATOR'S NAME :

CONTACT : SIG

SCHOOL STAMP

LANGUAGE ACTIVITIES ASSESMENT

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

	STRAND/SUB-STRAND	Tick appropriately under each category to rate learners ability				
		EX	MT	AP	BE	COMMENTS
1.0	LISTENING					
1.1	Common greetings and farewell					
	Respond appropriately to general greetings at home and at school.					
	Respond appropriately to time related greetings at home and at school.					
	Respond appropriately to farewell at home and at school.					
	Respond appropriately to farewell with reference to time at home and at school.					
	e) Enjoy responding appropriately to greetings and farewell at home and at school.					
1.2	Listening for enjoyment					
	Respond appropriately to a variety of listening experiences in and out of class					
	Demonstrate enjoyment in a variety of listening experiences.					
1.3	Active Listening					
	Respond to simple instructions in and out of class					
	Take turns during conversations in and out of school.					
	Take pleasure in responding to simple instructions in and out of class.					
	Enjoy taking turns in a conversation in and out of school					
1.4	Passing information					
	Convey verbal messages effectively in and out of class.					
	Listen to information attentively for effective communication in and out of class.					
	Experience pleasure in passing verbal messages in and out of class.					
1.5	Auditory discrimination					
	Recognize sounds in the environment.					
	Respond appropriately to sounds in the environment.					
	Enjoy listening to sounds in the environment.					
1.6	Auditory Memory					
	Recall a variety of sounds in the environment.					
	Recall letter sounds in class.					
	Take pleasure in listening to sounds in the environment.					
2.0	SPEAKING					
2.1	Common general and time-related greetings and farewell					
	Use a range of words for general greetings in school and at home.					
	Greet people verbally with reference to time at home and at school.					
	Bid people farewell using appropriate words at home and at school.					
	Take pleasure in greeting and bidding farewell at home and at school.					
2.2	Self-expression					
	Express own needs at home and at school.					
	Express emotions and feelings appropriately at home and at school.					
	Use appropriate vocabulary to express feelings and emotions in school and at home.					
	Use appropriate vocabulary to express own needs in school and at home.					
	Enjoy expressing themselves verbally at home and in school.					
2.3	Polite Language					
	Use appropriate vocabulary when making requests at home and at school.					
	Use appropriate vocabulary when appreciating others at home					

	and at school.					
	Experience pleasure in making requests at home and at school.					
	Take pleasure in appreciating others when need arises.					
2.4	Audience awareness					
	Demonstrate awareness of own voice in and out of class.					
	Speak clearly when talking to others in and out of class.					
	Speak loudly enough for the audience to hear in school and at home					
	Experience pleasure in varying own voice when communicating with others.					
2.5	Passing information					
	Convey verbal messages effectively to the teacher and to other learners.					
	Use relevant vocabulary to pass verbal information to the teacher and other learners.					
	Enjoy passing verbal messages to the teacher and other learners.					
2.6	Naming					
	Name objects, people, animals and colours in the immediate environment.					
	Take pleasure in naming objects, people, animals and colours in the immediate environment.					
2.7	Articulation of Letter sounds					
	Articulate vowels correctly in and out of school.					
	Articulate consonants correctly in and out of school.					
	Demonstrate awareness of letter-sound correspondence in class.					
	Take pleasure in articulating vowels and consonants in and out of school.					
3.0	READING					
3.1	Book handling skills					
	Hold a book top side up in and out of school.					
	Demonstrate ability to turn pages from right to left when opening a page in and out of school.					
	Take pleasure in book handling and storage activities in and out of school.					
3.2	Reading readiness skills					
	Demonstrate left-right eye orientation when reading.					
	Demonstrate top-down orientation skills when reading.					
	Turn pages from right to left when opening a page.					
	Enjoy participating in pre-reading activities in and out of school.					
3.3	Print awareness					
	Talk about pictures in and out of school.					
	Demonstrate awareness of print in and out of school.					
	Show interest in reading in and out of school.					
	Enjoy reading pictures in and out of school.					
3.4	Visual discrimination					
	Talk about similarities in objects and pictures in class.					
	Talk about differences in objects and pictures in class.					
	Enjoy participating in visual discrimination activities in and out of class.					
3.5	Visual Memory					
	Recall objects, colours and pictures in class.					
	Recall letters of the alphabet in books and charts.					
	Talk about what they have seen in class.					
	Enjoy participating in visual memory activities in and out of class.					
3.6	Reading Posture					
	Demonstrate appropriate reading posture when reading in and out of class.					
	Identify correct reading postures in pictures or in class.					
	Identify incorrect reading postures in pictures or in class					
	Enjoy participating in reading posture activities in class.					
3.7	Letter recognition					
	Recognize letters of the alphabet in upper case in and out of class.					
	Recognize letters of the alphabet in lower case in and out of class.					
	Match upper case letters with corresponding lower case letters in class.					
	Enjoy participating in letter recognition activities in and out of class.					
4.0	WRITING					

4.1	Book handling skills					
	Demonstrate how to handle books properly					
	Enjoy participating in book Handling activities.					
	Participate in storing books properly in and out of school.					
4.2	Writing readiness skills					
	Demonstrate the ability to hold a writing tool properly in and out of class.					
	Scribble from left to right and top to bottom on a page					
	Turn pages from right to left as they scribble.					
	Take pleasure in prewriting activities in and out of school.					
4.3	Writing posture					
	Sit appropriately when scribbling, drawing or writing in class.					
	Enjoy participating in activities for writing posture in and out of class					
4.4	Eye-hand coordination skills					
	Demonstrate eye-hand coordination when writing.					
	Take pleasure in participating in eye-hand coordination activities in class.					
4.5	Pattern writing					
	Write simple line patterns in class.					
	Use ICT devices to make simple line patterns in class.					
	Hold writing tools appropriately when writing patterns.					
	Enjoy participating in pattern writing activities in class.					
4.6	Letter formation					
	Demonstrate ability to form letters correctly in and out of class.					
	Experience pleasure participating in letter formation activities in and out of class.					
4.7	Writing practice					
	Write letters of the alphabet correctly in class.					
	Take pleasure in using basic tools for writing in class.					
	Enjoy participating in writing practice activities in class.					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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 _____

MATHEMATICS ACTIVITIES ASSESMENT

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENTS
1.0	CLASSIFICATION					
1.1	Sorting and grouping					
	identify similarities among objects in the environment for distinguishing one object from the other					
	identify differences among objects in the environment to appreciate their similarities and differences					
	enjoy sorting and grouping objects in the environment					
	group objects according to a specific attribute to create sets of similar objects					
	Appreciate the materials in the environment for their uniqueness and diversity.					
1.2	Matching and paring					
	identify similarities among objects in the environment					
	identify differences among objects in the environment					
	match similar objects in the environment					
	pair objects according to specific criteria					
	appreciate the use of different objects in the environment					
1.3	Ordering					
	collect and identify different objects in their environment for exploration and enjoyment					
	differentiate objects of different sizes in the environment					
	use appropriate vocabulary related to ordering for effective communication					
	arrange objects according to size in ascending order up to 3 objects for making comparison of objects of different sizes					
	arrange objects according to size in descending order up to 3 objects for making comparison of objects of different sizes					
	organize different objects in the environment					
	appreciate different objects or materials in the environment					
1.4	Pattern					
	observe objects in the environment and identify existing patterns					
	identify similarities in patterns in the environment					
	identify different patterns in the environment					
	arrange similar objects to make a pattern					
	arrange 2 different objects in an alternating manner to make patterns					
	appreciate the different types of objects in the environment					
	Enjoy making different patterns with objects found in the environment.					
2.0	NUMBER					
2.1	Rote counting					
	rote count numbers 1-10 for developing numeracy skills					
	rote count numbers 1-10 using actions for development of numeracy skills					
	enjoy rote counting in daily life					
2.2	Number Recognition					
	identify numerals 1-9 for development of numeracy skills and symbolic representation of number					
	appreciate use of numbers in day to day life experiences					
2.3	Counting concrete objects					

	count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol					
	demonstrate one to one correspondence while counting concrete objects					
	enjoy counting concrete objects within their environment					
	appreciate the use of one to one correspondence in real life situations					
2.4	Number sequencing					
	identify number symbols 1-9 as indicated on number cards or charts for development of numeracy skills and for ordering numbers					
	arrange number cards in sequence 1-9					
	arrange number cards in sequence for completing sequence puzzles					
2.5	Symbolic representation of numbers(number writing)					
	identify number symbols 1- 9 for development of numeracy skills					
	join dots to form number symbols 1-9 on a surface					
	trace number symbol cut-outs 1-9 on a surface					
	model number symbols 1-9 using materials in their environment					
	write number symbols 1-9 on a surface					
	enjoy forming number symbols 1-9 using ICT					
	Appreciate the use of numbers within their environment in the day to day life experiences.					
2.6	Number puzzle					
	identify different parts of numerals 1-9 for development of number concept					
	join different parts of numbers to form complete number symbols 1-9					
	relate number symbols 1-9 with the objects in the environment					
	enjoy completing number puzzles and relate number symbols with the objects in the environment for enjoyment					
	use ICT to complete number puzzles 1-9					
3.0	MEASUREMENT					
3.1	Sides of objects					
	identify different sides of objects in the environment					
	differentiate sides of objects					
	play with objects with different sides					
	enjoy measuring sides of objects using arbitrary units such as hand, feet etc.					
3.2	Mass(heavy and light)					
	lift different objects in their environment.					
	compare heavy and light objects in the environment					
	appreciate objects of different mass in their environment					
3.3	Capacity(how much a container can hold)					
	fill and empty different containers with water, seeds or sand					
	compare sizes of containers using water, sand or seeds					
3.4	Time(daily routine)					
	identify at least 3 daily routine activities they do before going to school					
	identify vocabulary related to time (today, yesterday, tomorrow)					
	demonstrate ability to manage their time well when doing activities					
	appreciate what every person does on a daily basis					

3.5	Money (Kenyan currency, coins and notes)					
	identify Kenyan currency coins and notes					
	buy items using Kenyan coins					
	save money (coins and notes)					
	make a simple budget basing on (coins and notes)					
	appreciate the use of Kenyan currency (coins and notes) in their daily life					
3.6	Area (surface of objects)					
	observe different surfaces of different objects in the environment					
	identify surfaces of different objects in the environment					
	cover the area of different surfaces of objects using smaller objects					

TERM ONE

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 _____

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TERM THREE

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand _____

To (last strand) _____ Sub strand _____

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Sign _____

PSYCHOMOTOR AND CREATIVE ACTIVITIES ASSESMENT

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENTS
1.0	PICTURE MAKING TECHNIQUES					
1.1	Drawing					
1.1.1	Scribbling and doodling					
	develop simple pictures using scribbling techniques for fine muscle development					
	develop simple pictures using doodling techniques for eye hand co-ordination,					
	Appreciate own and others drawn work.					
1.1.2	Dot joining					
	develop simple pictures by dot joining techniques for enjoyment,					
	draw simple pictures using drawing materials for creativity					
	Appreciate own and others drawn work.					
1.2	Coloring					
	identify common colours in the environment for colouring pictures					
	learners apply colour on drawn plant pictures for aesthetic value					
	Appreciate own an others coloured work.					
1.3	Coloring					
	learners apply colour on drawn animal pictures for aesthetic value					
	appreciate own an others coloured work					
1.3.1	Painting					
	apply paint on shapes for enjoyment					
	perform free choice painting on paper for enjoyment					
	appreciate own and others painted work					
2.1	Printing pattern making					
	make patterns using objects for creativity					
	appreciate own and others painted work					
2.2.1	Painting					
	create images using finger painting techniques for enjoyment					
	perform free choice painting on paper for enjoyment					
	appreciate own and others painted work					
3.1	Mosaic					
	Identify locally available materials for making mosaic Pictorials for fun.					
	Create a simple pictorial using paper cuts for enjoyment.					
	appreciate the sue of locally available materials in creating pictorials					
3.2	Collage					
	Identify materials used in creating collage pictures for fun					
	Create a simple collage picture using a variety locally materials for enjoyment					
	Appreciate their own and others work					
4.0	MODELLING					
4.1	Modelling using ball techniques					
	Identify materials for modeling objects for familiarization					
	Model simple objects using ball technique for fine motor development					
	Model freely for fun					

	Display finished objects for appreciating own and others work					
4.2	Modelling using slab technique					
	Model simple objects using slab technique for fine motor development					
	Model freely for fun					
	Display finished objects for appreciation of own and others work					
5.0	PAPER CRAFT					
5.1	Weaving					
	Identify materials for weaving for familiarization					
	Weave using papers for fun.					
	Appreciate own and others work					
5.2	Paper folding					
	Identify materials for paper folding techniques for enjoyment					
	Make items using folding					
	Appreciate paper folding for fun					
6.0	CREATING SHAPES AND FORMS USING ICT					
6.1	Creating Shapes and forms					
	Interact with the gadgets freely for familiarization					
	Display the ability to operate the gadgets for creating shapes					
	Create shapes using electronic gadgets for creativity					
	Appreciate own created shapes for fun					
7.0	CONSTRUCTION					
7.1	3D FORMS					
	Identify materials for construction					
	Construct simple 3D objects for creativity					
	Handling materials for interaction					
	Display for appreciation					
8.0	ORNAMENTS					
8.1	Beading					
	Identify materials used for beading					
	Make beads using locally available materials for aesthetics					
	Appreciate own and others finished beading work					
8.2	Bracelet making					
	identify different materials for making bracelets for enjoyment					
	make simple bracelets using locally available materials for creativity					
	Appreciate own and others finished work.					
9.0	PERFORMANCE					
9.1	Musical rhymes					
	recite simple rhymes for enjoyment					
	demonstrate the ability to recite simple rhymes for fun					
	Appreciate different rhymes					
9.2	Singing games					
	Identify simple singing games for enjoyment					
	Perform simple singing games for fun					
	Perform simple singing games using props					
	Appreciate their culture as they perform					
9.3	Playing simple musical instrument					
	identify various ICT devices that produce music for fun					
	listen and perform music for enjoyment					
	Appreciate self and other's performed music.					
10.0	Listening and responding					
10.1	Musical sounds					
	Identify various sound made by various animals from the environment for familiarization					
	Sing songs related to musical sounds made by animals in the environment for enjoyment.					
10.2	Imitating sounds					

	Identify sources of sound in the environment for familiarization					
	Imitate sounds made in the environment for enjoyment.					
	Appreciate sounds produced in the environment					
11.0	MUSICAL RHYTHM					
11.1	Creating and composing rhythmic patterns					
	Produce rhythmic patterns using body for strength and body coordination					
	Creating various rhythmic patterns for talent development					
	Play simple percussion instruments for fun					
12.0	BASIC MOTOR SKILLS					
12.1	Locomotive					
	Acquire the skills of crawling and swinging for feasibility and strength					
	Demonstrate the ability to crawl and swing for enjoyment					
	Have fun as they crawl and swing in turns					
12.2	Non-locomotive					
	Acquire stretching and bending skills for muscle development.					
	bending and stretching for body co-ordination					
	have fun as they stretch and bend					
12.3	Manipulative skills					
	Acquire a range of manipulative for talent development					
	Perform various manipulative activities for enjoyment					
	Have fun as they practice various manipulative skills					
	Develop awareness of different strength required for kicking different objects					
13.0	FUN GAMES					
13.1	Traditional games					
	identify various traditional and modern games for performance					
	perform different traditional games for enjoyment					
	perform various game for fun					
14.0	SWIMMING					
14.1	Pool safety hygiene					
	identify basic water safety rules in the pool for mastery					
	apply basic water safety rule in the pool for personal safety					
	have fun as they role play basic water safety rules in the pool					
	display ability to use safety materials in water for security					
14.2	Water Orientation					
	Demonstrate ability to take care of themselves when playing with water for personal safety					
	Demonstrate basic swimming skills for talent development					
	Have fun when playing with in water					

<u>TERM ONE</u>	
OPENING DATE: _____	CLOSING DATE _____
Total Number of strands covered _____	
From (1 st 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 _____	
<u>TERM TWO</u>	
OPENING DATE: _____	CLOSING DATE _____
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From (1 st Strand _____	Sub strand _____
To (last strand) _____	Sub strand _____
Strands/Sub strand not covered by the learner _____	
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Facilitator remarks based on: - Core competencies, achievements, PCIs development and value .	

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<u>TERM THREE</u>	
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BELOW EXPECTATION.**

	Tick appropriately under each category to rate learners ability	E X	<u>MT</u>	AP	BE	COMMENTS
1.0	SOCIAL ENVIRONMENT					
1.1	Myself					
	tell their names for identity					
	identify their sex for self-awareness					
	identify body parts (head, hands and legs)					
	appreciate oneself for self-esteem					
1.2	Our school					
	Talk about people working in the school for identification,					

	Appreciate the work done by people in school,					
	Identify structures found in the school for familiarization					
	Identify the flag and the flag post for patriotism.					
1.3	Home					
	name people found at home,					
	tell the relationship between people found at home,					
	talk about work done by people found at home for appreciation,					
	Appreciate the people at home for harmonious living.					
1.4	Interpersonal relationship					
	talk about courteous words used in different situations					
	use courteous words appropriately during interactions					
	show etiquette in their interactions for personal relationships					
1.5	Dressing					
	identify clothes worn at different occasions,					
	Talk about clothes for different occasions.					
	talk about the importance of dressing					
	appreciate clothes worn at different occasions for					
2.0	HEALTH PRACTICES					
2.1	Hand washing					
	wash hands appropriately for personal hygiene,					
	demonstrate hand washing behaviour at critical times,					
	appreciate the need to wash hands for personal hygiene,					
	Tell the importance of washing hands.					
2.2	Cleaning nose					
	tell the importance of cleaning their nose					
	demonstrate the ability to wipe the nose appropriately					
	maintain a clean handkerchief for personal hygiene					
	talk about the dangers of putting objects in the nose					
2.3	Care for the teeth					
	name items used to clean their teeth,					
	talk about items used to clean their teeth					
	clean teeth appropriately for personal hygiene					
	tell appropriate times for cleaning the teeth					
2.4	Sanitation/Toileting					
	identify toilet facilities in the school,					
	talk about the importance of toilet facilities for personal hygiene,					
	express the urge for toileting,					
	use toilet facilities properly for personal hygiene,					
	Appreciate the need to use clean toilet for personal hygiene.					
2.5	Foods/feeding					
	talk about different food eaten at home					
	talk about the importance of eating clean food					
	tell the importance of eating food					
	talk about the dangers of sharing food from someone else's mouth					
	feed self-using clean hands or feeding items appropriately					
	observe proper feeding habits					
	maintaining a clean feeding area					
	appreciate different foods eaten at home					
3.0	NATURAL ENVIRONMENT					
3.1	Plants					
	identify the types of plants found in the home and school environment					
	Talk about safe and harmful plants found in the home environment.					
	talk about safe and harmful plants found in the school environment,					

	appreciate the importance plants found in the home and school environment					
3.2	Animals					
	identify animals found school environment,					
	identify animals found at home environment,					
	talk about animals found at home and school environment					
	identify safe and dangerous animals found at home and school environment,					
	Appreciate the animals found at home and school environment.					
3.3	Weather					
	observe weather conditions in the immediate environment					
	identify different weather conditions in the immediate environment					
	respond to weather conditions appropriately in the immediate environment					
	appreciate different weather conditions in the immediate environment					
3.4	Water					
	identify sources of water at home and school					
	talk about uses of water in their home and school					
	conserve water at home and school					
	appreciate water conservation at home and school					
3.5	Soil					
	talk about the safety measures when playing with soil					
	take safety measures when playing with soil					
	play with soil for enjoyment,					
	Appreciate playing with soil for enjoyment.					
3.6	Sound					
	identify different sounds within their immediate environment					
	talk about different sounds in their immediate environment,					
	imitate sounds in their immediate environment					
	Appreciate the different sounds in the environment.					
3.7	Smell					
	identify the sources of smell in the immediate environment					
	differentiate between good and bad smell in the immediate environment					
	talk about good and bad smell in their immediate environment					
	appreciate good smell in the immediate environment					
3.8	Light					
	talk about the sources of light in the immediate environment					
	talk about uses of light in the environment					
	differentiate day and night					
	appreciate the importance of light in their daily activities					
4.0	ENVIRONMENTAL CARE AND SAFETY					
4.1	Care					
	talk about materials and items used in cleaning their classroom and immediate environment					
	talk about materials and items used in cleaning their home and the immediate environment, clean their classroom					
	clean their home compound					
	Appreciate the need to maintain a clean environment.					
4.2	Safety					
	identify safe places, objects and activities in the immediate environment					
	identify dangerous places, objects and activities in the immediate environment					
	Able to identify strangers and tell what to do when dealing with strangers					
	handle different materials in the immediate environment appropriately					
	use different materials and facilities appropriately in the immediate environment					

	appreciate the need for safety in the immediate environment					
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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 _____

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES ASSESMENT

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENTS
1.0	GOD'S CREATION					
1.1	Who is God?					
	Demonstrate God's love as the Sole Creator in his/her life to promote personal relationship with Him.					
	Identify God as his/her heavenly Father.					
	respect God as the Father of mankind,					
	Appreciate God as the Sole Creator and Heavenly Father for personal development.					
1.2	Myself					
	Mention his /her name for self-awareness					
	Sing songs as special creature created in the image and likeness of God.					
	Appreciate himself/herself as wonderfully made by God					
1.3	My family					
	Name the family members for example father, mother, brothers and sisters to have a sense of belonging.					
	mention that his/her family members are a gift from God					

	Appreciate God for creating his/her parents, brothers and sisters.					
1.4	Communicating to God through prayer					
	Name different times of prayer for his/her spiritual nourishment.					
	demonstrate postures for prayer as way of communicating with God					
	recite simple prayers for his/her spiritual growth					
	desire to thank and praise God through prayers					
2.0	HOLY BIBLE					
2.1	The bible					
	name the Bible as a Holy book used by Christians for spiritual growth,					
	sing simple songs on the Bible as a Holy book of God to be respected,					
	Respect the Bible as a Holy book for their spiritual growth.					
	Appreciate the Bible as a Holy Book in his/her daily life for spiritual growth.					
3.0	CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS					
3.1	Birth of Jesus Christ					
	narrate the story on the birth of Jesus our saviour					
	name the parents of Jesus Christ					
	name the place of Jesus' birth					
	role play the birth of Jesus Christ					
	Demonstrate the visit by the shepherds through role playing to signify God's love.					
	colour the drawn pictures of Baby Jesus and His parents at the Manger					
	appreciate the birth of Jesus as the savior of mankind					
3.2	Christian festivals :Christmas					
	identify Christmas as a Christian festival to celebrate the birth of Jesus Christ					
	role play a Christmas event					
	sing Christmas carols and Festivals					
	Appreciate Christmas as celebration of Jesus Christ's birthday.					
3.3	Christian rituals					
	Name some Christian rituals performed in church to promote his/her spiritual growth					
	Role play the giving of offerings as a ritual in church					
	Demonstrate Christian rituals associated with prayer to improve his/her prayer life					
	Appreciate taking part in Christian rituals for example					
4.0	CHRISTIAN VALUES					
4.1	Love of God and neighbor (Greatest commandment)					
	identify ways of showing love to God as the first commandment for their spiritual growth,					
	sing songs in praise of God and their neighbor,					
	recite memory verses about God's love,					
	Appreciate the importance of showing love for God and his/her neighbor as one of the greatest commandments of God.					
5.0	PLACES OF WORSHIP					
5.1	CHURCH AS A PLACE OF WORSHIP					
	differentiate a church from other building					
	Identify the church as a place of worship for Christians.					
	Demonstrate activities that take place in the church for example singing, praying and giving of offerings as thanksgiving to God.					
	appreciate the church as a place of worship					
	respect other places of worship					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand _____

To (last strand) _____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

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

_____ 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 _____

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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 _____

Strands/Sub strand not covered by the learner _____

Reason _____

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

_____ Sign _____

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES ASSESMENT

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

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

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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From (1st Strand _____ Sub strand _____

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Strands/Sub strand not covered by the learner _____

Reason _____

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

_____ Sign _____

TERM TWO

OPENING DATE: _____ CLOSING DATE _____

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Strands/Sub strand not covered by the learner _____

Reason _____

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

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TERM THREE

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 _____

_____ Sign _____

HINDU RELIGIOUS EDUCATION ACTIVITIES ASSESMENT

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

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

TERM ONE

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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

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Strands/Sub strand not covered by the learner _____

Reason _____

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TERM THREE

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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

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

Grade

D

C

B

A

Parent's signature _____ Date _____

TERM

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher's comments:

Head teacher's signature

 Date

Parent's signature

 Date

TERMLY SUMMATIVE ASSESSMENT**TERM**

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher's comments:

Head teacher's signature

 Date

Parent's signature

 Date

ANNUAL SUMMATIVE ASSESSMENT

TERM _____

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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	

LEARNER'S DETAILS

NAME :

LEVEL :

AGE :

UPI :

STAMPED
PASSPORT
PHOTO

PARENT'S/GUARDIAN'S DETAILS

FATHER'S NAME :

CONTACT : SIG

EMAIL ADDRESS :

MOTHER'S NAME :

CONTACT : SIG

EMAIL ADDRESS :

FACILITATOR'S NAME :

CONTACT : SIG

SCHOOL STAMP

LANGUAGE ACTIVITIES 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	LISTENING					
1.1	Common greetings and farewell related to relationship.					
	Respond appropriately to greetings with reference to relationship in and out of school.					
	Respond appropriately to farewell with reference to relationship in and out of school					
	Enjoy responding to greetings and farewell with reference to relationship in and out of school.					
1.2	Listening for comprehension					
	Answer questions correctly after a listening experience in class.					
	Solve simple riddles in and out of school.					
	Sing songs with actions in and out of school.					
	Recite poems and rhymes with actions in and out of school.					
	Take pleasure in activities that involve listening for comprehension.					
1.3	Active listening					
	Pay attention to conversations in and out of school.					
	Answer questions after listening to a story.					
	Respond to simple instructions in and out of school.					
	Appreciate the contribution of others during conversations.					
1.4	Passing information					
	Convey verbal messages effectively in and out of school.					
	Retell short stories in and out of school.					
	Engage in dialogue in and out of school.					
	Take pleasure in passing verbal messages and retelling short stories in and out of school.					
1.5	Auditory discrimination					
	Identify all letter sounds in the classroom environment.					
	Differentiate closely related letter sounds in and out of school					
	Experience pleasure through play in and out of school.					
1.5	Auditory memory					
	Say letter sounds after the teacher in class.					
	Recall letter sounds in and out of class.					
	Enjoy playing auditory memory games in and out of class.					
2.0	SPEAKING					
2.1	Common greetings and farewell related to relationship					
	Use vocabulary related to greetings with reference to relationship in and out of school.					
	Use vocabulary related to bidding farewell with reference to relationship in and out of school.					
	Greet people appropriately with reference to relationship in and out of school.					
	Bid people farewell appropriately with reference to relationship in and out of school.					
	Appreciate greeting and bidding people farewell with reference to relationship in and out of school.					
2.2	Self-expression					
	Express their needs and ideas Verbally in and out of school.					
	Use appropriate vocabulary to express their needs and ideas in and out of school.					

	Take pleasure in expressing their ideas and needs verbally and non-verbally at home and in school.					
2.3	Polite Language					
	Use appropriate vocabulary when making requests in and out of school.					
	Use appropriate vocabulary to excuse self and apologize in and out of school.					
	State the appropriate vocabulary for excusing self and making requests in and out of school.					
	Appreciate making requests, excusing self and apologizing when need arises.					
2.4	Audience awareness					
	Speak clearly when talking to others in and out of class.					
	Speak loud enough for the audience to hear in school and at home.					
	Demonstrate ability to speak confidently in and out of class.					
	Enjoy speaking to others in and out of class.					
2.5	Passing information					
	Convey messages effectively at home and in school.					
	Retell short stories in and out of school.					
	Use relevant vocabulary when engaging in dialogue.					
	Take pleasure in passing verbal messages and retelling stories in and out of school.					
2.6	Naming					
	Name objects, animals, people and colours in the immediate environment.					
	Name safe objects in the immediate environment.					
	Name unsafe objects in the immediate environment.					
	Experience pleasure in naming colours, objects and people in the immediate environment.					
2.7	Articulation of letter sounds					
	Articulate vowels and consonants correctly in and out of class.					
	Demonstrate awareness of letter-sound correspondence in and out of class.					
	Take pleasure in activities relating to letter sounds in and out of class.					
3.0	READING					
3.1	Book handling skills					
	Demonstrate book handling skills in and out of school.					
	Demonstrate ability to arrange books properly.					
	Take pleasure in book handling and storage activities.					
3.2	Reading readiness skills					
	Demonstrate left-right eye orientation when reading					
	Demonstrate top-bottom orientation skills when reading					
	Turn pages from right to left when opening a page					
	Enjoy participating in pre-reading activities in and out of school					
3.3	Print awareness					
	Talk about pictures in and out of school.					
	Demonstrate awareness of print in and out of school.					
	Show interest in reading in and out of school.					
	Enjoy reading pictures in and out of school.					
3.4	Visual Discrimination					
	Identify differences and similarities in objects and pictures at home and at school.					
	Match and pair pictures and objects at home and at school.					
	Take pleasure in visual discrimination activities at home and at school.					
3.5	Visual memory					
	Recall objects, colours and pictures in the immediate environment.					

	Recall letters of the alphabet in and out of class.					
	Talk about what they have seen in the immediate environment.					
	Have pleasure in visual memory activities in and out of class.					
3.6	Reading posture					
	Identify correct reading posture in pictures.					
	Sit appropriately when reading in and out of class.					
	Enjoy participating in activities on reading posture in and out of class.					
3.7	Letter recognition					
	Match upper case letters with corresponding lower case letters in class.					
	Take pleasure in letter matching activities in and out of class.					
3.8	Reading syllables					
	Read syllables in and out of class.					
	Demonstrate ability to read syllables in class					
	Enjoy participating in activities that involve reading syllables.					
3.9	Reading three to four letter words					
	Demonstrate ability to blend syllables to read three to four letter words in and out of class.					
	Read three to four letter words correctly in and out of class.					
	Enjoy participating in activities that involve reading three to four letter words in and out of class.					
4.0	WRITING					
4.1	Book handling					
	Demonstrate ability to handle books appropriately in and out of class.					
	Arrange books properly in and out of class.					
	Enjoy participating in book handling activities in and out of class.					
4.2	Writing readiness skills					
	Hold a writing tool properly in and out of class.					
	Turn pages from right to left during a writing activity in and out of class.					
	Take pleasure in prewriting activities in and out of class.					
4.3	Writing posture					
	Sit appropriately when writing in and out of class.					
	Derives pleasure in activities for writing posture in and out of class					
4.4	Eye-hand coordination skills					
	Demonstrate eye-hand coordination when writing in and out of class.					
	Enjoy participating in eye-hand coordination activities in and out of class.					
4.5	Pattern writing					
	Write simple cursive patterns in and out of class.					
	Use audio visual materials to make simple cursive patterns in and out of class.					
	Hold writing tools appropriately when writing.					
	Experience pleasure in cursive pattern writing activities in and out of class					
4.6	Letter formation					
	Form letters correctly in and out of class.					
	Demonstrate ability to form letters correctly in and out of class.					
	Have pleasure in letter formation activities in and out of class.					
4.7	Writing letters of the alphabet					
	Demonstrate ability to write letters properly in and out of class.					
	Write letters of the alphabet properly in and out of class.					

	Enjoy using basic tools for letter writing activities in and out of class.					
4.8	Writing three to four letter words (allow variation depending on the language)					
	Write three to four letter words in class.					
	Copy own name in class.					
	Have pleasure in participating in writing activities in and out of class.					

TERM ONE

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Reason _____

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

_____ Sign _____

TERM TWO

OPENING DATE: _____ CLOSING DATE _____

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TERM THREE

OPENING DATE: _____ CLOSING DATE _____

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Reason _____

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_____ Sign _____

MATHEMATICAL 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	Comments
1.0	CLASSIFICATION					
1.1	Sorting and grouping					
	identify similarities and differences between objects for distinguishing one object from the other					
	sort and group objects in their environment					
	group objects in the environment according to more than one attribute					
	appreciate the materials in the environment for their uniqueness and diversity					
1.2	Matching and pairing					
	identify similarities among objects in the environment					
	identify differences among objects in the environment					
	match objects according to likeness or sameness in the environment					
	pair objects related to each other according to sameness, likeness, use, type relationship, part and whole					
	use appropriate vocabulary related to matching and pairing objects for effective communication					
	appreciate the use of different objects in the environment					
1.3	Ordering					
	collect and identify different objects in their environment for exploration and enjoyment					
	Arrange objects in the immediate environment according to size in ascending up to five objects for comparison.					
	Arrange objects in the immediate environment according to size in descending order.					
	arrange objects in the environment according to more than one attribute					
	differentiate objects of different sizes in the environment					
	use different objects in the environment in their daily activities					
	use appropriate vocabulary related to ordering in their daily life experiences for effective communication					
	appreciate different objects or materials in the environment					
1.4	Patterns					
	Observe objects in the environment for the purpose of identifying patterns.					
	identify similarities and differences among objects					
	arrange similar objects to make a pattern					
	use different objects to make patterns					
	identify patterns in different objects within the environment (clothes, animals, seeds, leaves)					
	Identify the repeating part of the patterns.					
	appreciate patterns in their environment					
	enjoy making different patterns with objects found in the environment					
2.0	NUMBERS					
2.1	Rote counting					
	rote count numbers 1-50 for developing numeracy skills					
	rote count using actions up to 50 for enhancing acquisition of numeracy					
	enjoy rote counting up to 50 in their daily life.					
2.2	Number recognition					
	identify numerals 1-20 for enhancement of acquisition of formation of number symbols					
	Appreciate use of numbers and develop curiosity for numbers in daily life experiences.					
2.3	Counting concrete objects					

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

	enjoy the activities of taking away objects and counting the remainders in the day to day life experiences					
3.0	MEASUREMENT					
3.1	Sides of objects					
	observe different objects with straight sides in the environment					
	identify different sides of objects in the environment					
	manipulate objects of different sides in the environment					
	enjoy measuring sides of objects using arbitrary units					
3.2	Mass (heavy and light)					
	collect different objects from the environment					
	lift different objects in the environment for comparing their heaviness					
	compare heavy and light objects in the environment					
	appreciate objects of different mass in their environment					
	enjoy manipulating objects of different mass in daily life experiences					
3.3	Capacity (how much can a container hold)					
	fill and empty different containers with different objects and substances					
	compare sizes of containers using through filling and emptying using different substances and objects					
	appreciate the use of objects of different sizes in the environment					
	enjoy filling and emptying containers in the environment					
3.4	Time (Daily routines)					
	compare sizes of shadows at different times of the day to determine their sizes					
	use vocabulary related to time for effective communication					
	observe tools used for telling time					
	name tools used for telling time (clock ;calendar; mobile phone; animals and birds)					
	name the days of the week and the months of the year					
	appreciate management of time when doing different activities					
3.6	Money (Kenyan currency coins and notes)					
	observe types of Kenyan currency for familiarity					
	identify Kenyan currency coins and notes for distinguishing them from other currencies					
	buy items using Kenyan coins and notes of different denominations					
	save money for future use					
	make a simple budget basing on own needs					
	appreciate the use of Kenyan currency in their daily life					
3.7	Area (surfaces of objects)					
	observe objects with different surfaces in the environment for determining their sizes					
	identify surfaces of different objects in the environment					
	cover surfaces of different objects by using not more than 20 smaller similar objects					
	use appropriate vocabulary related to surfaces of objects for effective communication					
	Appreciate different surfaces of objects in the environment.					

<u>TERM ONE</u>	
OPENING DATE: _____	CLOSING DATE _____
Total Number of strands covered _____	
From (1 st 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 _____	
<u>TERM TWO</u>	
OPENING DATE: _____	CLOSING DATE _____
Total Number of strands covered _____	
From (1 st 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 _____	
<u>TERM THREE</u>	
OPENING DATE: _____	CLOSING DATE _____
Total Number of strands covered _____	
From (1 st 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	PICTURE MAKING TECHNIQUES					
1.1	Drawing from observation					
	use appropriate tools to draw simple pictures					
	draw simple representation from observation					
	appreciate each other's, drawing					
1.2	Drawing from Memory					
	identify drawing materials					
	use appropriate tools to draw simple pictures					
	draw symbolic representation of things found in the classroom from memory					
	appreciate each other's, drawing					
1.3	Printing					
	identify printing materials					
	develop simple printing tools					
	create patterns using different objects for creativity					
	appreciate own and other pupils work					
1.4	Colouring					

	recognize common colours in the environment for use in colouring					
	display ability to use colour media freely for enjoyment					
	appreciate and talk about their work					
1.5	Painting					
	identify painting materials					
	paint freely on paper for familiarization of materials					
	use finger technique for painting					
	paint freely for enjoyment					
	appreciate own and others painted work					
1.5	Mosaic					
	identify materials for making mosaic					
	Make mosaic pictures using locally available Materials for aesthetics.					
	make collage pictures using locally available materials for enjoyment					
	appreciate the use of locally available materials for making mosaic					
1.6	Collage					
	identify material for making collage					
	make collage pictures using locally available materials for aesthetics					
	make collage pictures using locally available materials for enjoyment					
	Appreciate their own and other pupils work and develop self-esteem.					
2.0	MODELLING TECHNIQUES					
2.1	Ball technique					
	identify different types of materials used in modelling					
	model items using ball techniques					
	model for enjoyment					
	Express their ideas, feelings and emotions through modelling.					
2.2	Coil technique					
	identify different types of material used in coil technique					
	model items using coil techniques					
	model for enjoyment					
	Express their ideas, feelings and emotions through Modelling.					
2.3	Slab Technique					
	identify different types of material used in slab technique					
	model items using slab techniques					
	model for enjoyment					
	Express their ideas, feelings and emotions through modelling.					
3.0	PAPER CRAFT					
3.1	Paper folding					
	identify different methods of folding papers for creativity					
	make items using folding techniques for problem solving					
	make items using paper folding techniques for fun					
4.0	CREATING SHAPES AND FORMS USING ICT					
4.1	Creating shape forms					
	identify drawing icons for familiarization with digital devices					
	use digital device to create shapes and forms creativity					
	appreciate the use of ICT in creating shapes and forms					
5.0	PAPER CRAFT					
5.1	Weaving					
	identify materials for weaving					
	make weaves using paper for creativity					
	appreciate the use of local materials for making woven articles					
6.0	CONSTRUCTION					

6.1	3-Dimensional forms					
	identify materials for construction					
	create forms in 3-d using locally found materials for innovation					
	handling construction materials for exploration and enjoyment					
	appreciate self and others work					
7.0	ORNAMENTS					
7.1	Beading					
	identify locally available materials for beading					
	make an item using coloured beads for creativity					
	appreciate self and others work					
7.2	Bracelets					
	identify local materials for making bracelets					
	make and decorate bracelets for friendship.					
	making bracelets for enjoyment					
8.0	PERFORMANCE					
8.1	Dance					
	Perform a free dancing style for enjoyment. movement for enjoyment					
	dance in pairs and groups for cooperation					
	respond to changes in tempo and rhythms through body					
	perform traditional dances within the locality to enhance culture					
8.2	Musical rhymes					
	recite rhymes with repetitive phrases and rhythmic patterns					
	display the ability to recite simple rhymes					
	perform simple rhymes for entertainment					
	recite a range of musical rhymes to enhance creativity					
	appreciate others talents as they perform simple rhymes					
8.3	Rhythmic patterns					
	identify musical instruments used for performing rhythmic patterns e.g. percussion					
	display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment					
	create rhythm using percussion instruments to enhance tempo					
	appreciate others talent as they perform rhythmic patterns using percussion instruments					
8.4	Singing games					
	identify different cultural singing games for harmonious core existence					
	perform varied cultural singing games using props for enjoyment					
	express feelings through singing games for appreciation					
8.5	Play simple musical instruments					
	identify various music ICT device for familiarization					
	play simple musical instruments for enjoyment					
	display ability to play various simple musical instruments including ICT device					
	play simple instruments and make movement for talent development					
9.0	LISTENING AND RESPONDING					
9.1	Musical sounds					
	listen to sounds from the environment for familiarization					
	imitate sounds made from the environment for vocal development					
	appreciate sounds from the environment for correct response					
10.0	BASIC MOTOR SKILLS					
10.1	Locomotive Skills					

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

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 _____

<u>TERM THREE</u>	
OPENING DATE: _____	CLOSING DATE _____
Total Number of strands covered _____	
From (1 st 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	SOCIAL ENVIRONMENT					
1.1	Myself					
	talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness,					
	Tell the uses of ears, nose mouth and eyes. for self-awareness,					
	Appreciate one's body parts for self-esteem.					
1.2	Our School					
	talk about work done by different people in the school					
	participate in developing classroom rule (Dos and Don'ts) for interpersonal relationships					
	appreciate the school community for harmonious living					
1.3	Our home					
1.3.1	Structures/building					
	Name different structures and buildings found at home,					
	Identify different buildings and structures at home,					
	Talk about the uses of buildings and structures at home,					
	Appreciate buildings and structures.					
1.3.2	People found at home					
	name people found at home for self- awareness,					
	tell the relationships between people found at home for harmonious living					
	talk about people found at home for harmonious living					
	talk about work done by people at home					
	Appreciate people found at home and the work they do.					
1.4	Interpersonal relationship					
	Identify Courteous words used in day today life					
	Talk about the use of courteous words in day to day life for interpersonal relationship					
	Appreciate the need to use courteous words					
	Use greetings and respond with actions appropriately					
	Show empathy to the needy					
1.5	Neighbourhood					
	identify the classmates by names for harmonious living					
	name the classmates as neighbours for interpersonal relationships					
	identify physical features in the neighborhood for safety and security					
	appreciate the classmates as their neighbours					
1.6	Dressing					
	identify clothes worn at different times					
	dress and undress appropriately					
	to put on shoes correctly					
	appreciate one's clothes for self-esteem					
2.0	HEALTH PRACTICES					

2.1	Hand washing					
	tell the importance of washing hands for personal hygiene					
	wash hands appropriately					
	tell critical times to wash hands					
	appreciate the need to wash hands at critical times					
2.2	Care for the nose					
	tell the importance of having a personal handkerchief,					
	wipe one's nose appropriately,					
	appreciate the need to own and care for a personal handkerchief					
2.3	Care for teeth					
	tell the dangers of using substances that destroy teeth,					
	talk about actions that destroy teeth,					
	brush teeth using appropriate brushing material found in one's locality ,					
	Appreciate the need to care for teeth by avoiding eating sugary things.					
2.4	Toileting					
	talk about the importance of using a clean toilet,					
	Identify materials used for toileting					
	use the toilet properly for safety and hygiene,					
	Appreciate proper use of toilet facilities.					
2.5	Food/feeding					
	talk about different types of foods for healthy living,					
	feed self for good health and nutrition,					
	talk about dangers of sharing food from other people's mouth,					
	talk about dos and don'ts while eating					
	Observe table manners while eating.					
3.0	NATURAL ENVIRONMENT					
3.1	Plants					
	talk about plants in the immediate environment					
	observe plants in the immediate environment					
	talk about the uses of plants in the immediate environment					
	take care of plants found in their immediate environment					
	appreciate plants found in their immediate environment					
3.2	Animals					
	talk about animals in the immediate environment,					
	observe animals within the environment,					
	appreciate the presence of animals in the environment					
3.3	Weather					
	Talk about the different weather conditions.					
	observe weather conditions in the immediate environment					
	appreciate different weather conditions in the environment					
3.4	Water					
	Talk about sources of water					
	Talk about the uses of water in the environment					
	Play with water for enjoyment and discovery					
	appreciate the importance of water in the environment					
3.5	Soil					
	talk about the safety measures when playing with soil,					
	play with soil for enjoyment and exploration,					
	Appreciate playing with soil for enjoyment.					
3.6	Sound					
	recognize the sources of sounds produced in the immediate environment,					
	talk about sounds produced in the immediate environment,					
	Respond to different sounds in the environment appropriately.					

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

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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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 _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand _____

To (last strand) _____ Sub strand _____

Strands/Sub strand not covered by the learner _____

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<u>TERM THREE</u>	
OPENING DATE: _____	CLOSING DATE _____
Total Number of strands covered _____	
From (1 st Strand _____	Sub strand _____
To (last strand) _____	Sub strand _____
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Reason _____	
Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____	

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

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

	Appreciate prayer as one of the most important way of talking to God.					
	desire to pray at all times					
2.0	HOLY BIBLE					
2.1	The Bible					
	Identify the bible as a Holy book used by Christians for his/her spiritual growth					
	Sing simple songs on the Bible as a Holy book of God to be respected					
	appreciate the Bible as a Holy book					
	desire to read the Bible as Holy book					
2.2	Handling the bible					
	identify different ways of handling the Bible as a Holy book used by Christians to nurture a sense of responsibility					
	demonstrate different ways of handling the Bible with care to promote respect for the word of God					
	sing simple songs on how to handle the Bible					
	desire to handle the Bible with respect as a Holy book					
	appreciate the importance of handling the Bible as part of his/her self-discipline					
3.0	CHRISTIAN RELIQUOUS FESTIVALS AND RITUALS					
3.1	Christian festivals: Christmas and Easter					
	identify the Christian festivals for spiritual growth					
	give the meaning of Christmas as an important Christian celebration about God's love					
	sing songs in praise of Christmas as the birthday of Jesus Christ.					
	role play the Christmas events with joy					
	give the meaning of Easter as an important Christian celebration of God's love					
	sing Easter songs in thanking Jesus Christ for dying for us					
	appreciate Christmas and Easter as Christian celebrations of God's love.					
3.2	Christian Rituals					
	identify some simple Christian rituals for his/her spiritual growth					
	Demonstrate some Christian rituals performed in his/her church for spiritual nourishment					
	Roles play Christian rituals practiced according to different churches to nurture peaceful coexistence among learners. Appreciate taking part in Christian rituals in his/her church to promote the values of love, responsibility and integrity					
4.0	CHRISTIAN VALUES					
4.1	Greatest commandment: Love of God and neighbour					
	state the greatest commandment of God for their spiritual growth					
	practice the love of God and neighbour to promote interpersonal relationship					
	role play on how love of God and neighbour should promote peaceful coexistence					
	sing songs of God's love and neighbour to promote spiritual growth					
	desire to thank God for his love for mankind					
	appreciate the commandment on love of God and neighbour for spiritual growth					
5.0	PLACES OF WORSHIP					
5.1	Places of worship					
	Identify the church as a place of worship					
	Identify different places of worship that exists in his/her community for peaceful co-existence.					

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES ASSESMENT

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

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	Comments
1.0	QUR'AN					
1.1	The Arabic alphabet with vowels (fat-ha (a), kasra (i) , dhumma (u)					
	recognize the alphabet with the given vowels in Arabic text					
	name correctly three vowels in the Arabic text					
	articulate correctly the sounds of Arabic alphabet with vowels					
	write the Arabic alphabet from right to left adding the vowels on them					
1.2	Surah Naas					
	Recite correctly..... Surah Naas as a form of protection					
	handle the Qur'an with respect as a Holy book					
	Appreciate reciting..... Surah Naas as a prayer					
2.0	PILLARS OF IMAN					
2.1	Belief in Allah (SWT)					
	identify oneself and others as Allah's creation as stated in the Qur'an					
	appreciate the uniqueness of oneself and others as Allah's creation					
	care for oneself and Allah's other creation in the immediate environment as a form of ibadaat/worship					
2.2	Belief in His Prophets (Prophet Muhammad) (S.A.W.)					
	mention the name of the parents of prophet Muhammad (S.A.W.) as a sign of love and respect					
	narrate simple short story on early years of prophet Muhammad's (S.A.W.)					
	demonstrate love for prophet Muhammad (S.A.W.) by emulating his character (obedience)					
	appreciate the important role played by the parent to up bring their children					
3.0	DEVOTIONAL					
3.1	Pillars of Islam –Swalah Postures of <i>Swalah</i> (daily prayer)					
	Name the different postures as used in					
	appreciateas a pillar of Islam					
	Demonstrate the postures in performing					
4.0	MORAL TEACHINGS					
4.1	Islamic Etiquette					
4.1.1	Toileting					
	demonstrate appropriate toileting manners according to Islamic teachings					
	develop proper way of toileting in their day to day life					
	practice proper use of water during and after toileting (Istinja)					
4.1.2	Manners of Eating					
	demonstrate eating manners according to Islamic teachings					
	practice Islamic manners of eating according to the sunnah (traditions) of the prophet (S.A.W.)					
	acquire Islamic phrases used before and after eating appropriately					
4.1.3	Islamic phrases (.....(thank you)					
	pronounce correctly the Islamic phrase (Shukran) as a way of appreciation					
	use appropriately the given Islamic phrase in their day to day life					
	appreciate the importance of the Islamic phrase (Shukran) in their daily life					
4.1.4	Relationship (places of worship)					

	identify the element Vayu(Air) in relation to the Panch Mahabhoot					
	appreciate the element Vayu(Air) as Paramatma's creation for life					
2.0	WORSHIP					
2.1	Basic Mantras for Jaap					
	recite the Basic Mantra of each faith for worship respect to Paramatma					
	demonstrate the appropriate discipline for the recitation of Mantras to show					
	appreciate recitation of Mantras as an act of worship.					
2.2	Musical Instruments used in worship					
	mention musical instruments used in worship					
	identify different instruments used in worship in the four faiths for familiarization					
	Appreciate the use of musical instruments in worship for spiritual growth.					
3.0	MANIFESTATIONS					
3.1	The Enlightened Beings					
	name the Enlightened Beings according to the four faiths					
	identify the names of Enlightened Beings to familiarize with his/her faith					
	appreciate the Enlightened Beings to enhance faith in Paramatma					
3.2	Belief in Paramatma					
	mention the names of Devis and Devtas to familiarize the learner with belief in Paramatma					
	Identify the Devis and Devtas as per their attributes to deepen the learner's faith.					
4.0	Scriptures					
4.1	Name of scriptures					
	name Scriptures to promote religious identity and unity					
	identify Scriptures from other faiths to promote peace and unity					
	Acknowledge all Scriptures as holy to promote religious tolerance.					
5.0	Yoga					
5.1	Simple postures					
	name simple yoga postures for good health					
	demonstrate simple yoga postures correctly for physical wellbeing					
5.2	Coping with emotion					
	Appreciate Yoga as a way for peaceful living by coping positively with anxiety.					
6.0	Sadachar					
6.1	General etiquette					
	mention words that express gratitude for a healthy relationship					
	demonstrate acts of obedience to foster harmony					
	Appreciate the blessings that may be bestowed upon him/her out of obedience.					

TERM

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

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

Percentage

Grade

0-49

D

50 – 64

C

65 – 74

B

 $75 - 100$

A

GENERAL REMARKS ON SUMMATIVE ASSESSMENT

Class teacher's comments:

Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM

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

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

Percentage

Grade

0 - 49

D

50 – 64

C

65-74

B

75 – 100

A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher's comments:

Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher's comments: _____

Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

ANNUAL SUMMATIVE ASSESSMENT

TERM _____

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

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

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

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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	