**PP2 ASSESSMENT BOOK- REVISED VERSION**

**LEARNER’S DETAILS**

NAME :

LEVEL :

ASSESSMENT NO:

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

**TERM ONE**

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| 1 | **THEME: OUR NEIGHBOURHOOD** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | 1. ***PRE-NUMBER ACTIVITIES*** |  | | | | |
|  | * ***Sorting and grouping*** |  |  |  |  |  |
|  | Ability to identify similarities and differences among play objects. |  |  |  |  |
|  | Ability to group play objects according to given attributes. |  |  |  |  |
|  | * ***Matching and pairing*** |  |  |  |  |
|  | Ability to match play objects according to given attributes. |  |  |  |  |
|  | * ***Ordering*** |  |  |  |  |
|  | Ability to arrange play objects according to size in ascending and descending order. |  |  |  |  |
|  | * ***Patterns*** |  |  |  |  |
|  | Ability to make patterns using play objects according to a given attribute. |  |  |  |  |
| 2 | **THEME: OUR SCHOOL** |  | | | | |
|  | 1. **NUMBERS** |  |  |  |  |  |
|  | * ***Rote counting*** |  |  |  |  |
|  | Ability to rote count numbers 1-30. |  |  |  |  |
|  | * ***Number recognition*** |  |  |  |  |
|  | Ability to identify number symbols 1-20. |  |  |  |  |
|  | 1. ***Capacity*** |  |  |  |  |
|  | Ability to count concrete objects 1-20. |  |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**ENGLISH LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |  |  |
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|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | | |  | |
| **1** | **GREETINGS AND FAREWELL** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** | |
|  | * **Listening and speaking** |  |  |  |  |  | |
|  | ***Greeting and farewell*** |  |  |  |  |
|  | Enjoys responding appropriately to a variety of greetings and bidding farewell in and out of school |  |  |  |  |
|  | * **Reading - Readiness** |  |  |  |  |
|  | Enjoys participating in pre-reading activities in and out of school |  |  |  |  |
|  | | | | | | | |
|  | * **Writing** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** | |
|  | Holds writing tools properly in and out of class |  |  |  |  |  | |
| **2** | **OUR NEIGHBOURHOOD** | | | | | | |
|  | * Listening and speaking |  |  |  |  |  | |
|  | ***Listening for comprehension*** |  |  |  |  |
|  | Responds appropriately to a variety of listening experiences |  |  |  |  |
|  | ***News telling*** |  |  |  |  |
|  | * ***Reading – book handling*** |  |  |  |  |  | |
|  | Holds a book correctly, reading orientation, turning pages correctly and arranging books |  |  |  |  |
|  | * ***Reading readiness*** |  |  |  |  |
|  | Enjoys participating in pre-reading activities in and out of school |  |  |  |  |  | |
|  | * ***Letter recognition*** |  |  |  |  |  | |
|  | Matches upper case letters of the alphabet with corresponding lower-case letters in class |  |  |  |  |  | |
|  | * ***Writing – letter writing and practice*** |  |  |  |  |  | |
|  | Takes pleasure in pre-writing activities in and out of class |  |  |  |  |
| **3** | **OUR SCHOOL** | | | | | | |
|  | * Listening and speaking |  |  |  |  |  | |
|  | ***Active Listening*** |  |  |  |  |
|  | Pays attention to conversations in and out of school |  |  |  |  |
|  | ***Self-expression*** |  |  |  |  |
|  | Ability to identify and use right vocabulary in different conversations. |  |  |  |  |
|  | * ***Reading - Print awareness and reading syllables*** |  |  |  |  |  | |
|  | Talks about pictures in and out of school |  |  |  |  |  | |
|  | Demonstrates awareness of print in and out of school |  |  |  |  |
|  | Demonstrates ability to read syllables in and out of class |  |  |  |  |
|  | Enjoys participating in activities that involve reading syllables |  |  |  |  |
|  | * ***Writing – drawing pictures and writing syllables*** |  |  |  |  |  | |
|  | Writes letters of the alphabet correctly |  |  |  |  |
|  | Demonstrates ability to read syllables in and out of class |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  | |

**ENVIRONMENTAL ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **THEME: MYSELF** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | * ***External body parts and their uses*** |  |  |  |  |  |
|  | Ability to name external body part  and identify their uses |  |  |  |  |
|  | * ***Cleaning the nose*** |  |  |  |  |  |
|  | Ability to name items used to clean nose and wipe the nose |  |  |  |  |
|  | * ***Dressing*** |  |  |  |  |  |
|  | Ability to dress and undress |  |  |  |  |
|  | Ability to put on shoes properly and tie shoe laces |  |  |  |  |  |
| **2** | **OUR FAMILY** |  |  |  |  |  |
|  | * Food eaten |  |  |  |  |  |
|  | Ability to name and identify different types of food |  |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **CREATION** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | * ***God the creator*** |  |  |  |  |  |
|  | Ability to identify things created by God in the environment. |  |  |  |  |
|  | * ***Caring for God’s creation*** |  |  |  |  |  |
|  | Ability to care for God’s creation.• Caring for self •Caring for others• Caring for Plants• Caring for animals |  |  |  |  |
| **2** | **THE HOLY BIBLE** |  |  |  |  |  |
|  | * ***Bible as a Holy Book*** |  |  |  |  |  |
|  | Ability to tell appropriate ways of handling the Holy Bible. |  |  |  |  |
|  | Ability to handle the Holy Bible. |  |  |  |  |  |
|  | * ***Bible story – Noah and the ark*** |  |  |  |  |  |
|  | Ability to interact with the Bible.• Bible story• Bible verses |  |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**CREATIVE ARTS ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **NEIGHBOURHOOD** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | 1. **Doodling and painting** |  |  |  |  |  |
|  | Ability to identify materials used in doodling and painting. |  |  |  |  |
|  | Ability to make pictures in doodling. |  |  |  |  |
|  | Ability to paint picture cutouts of items found in the neighbourhood for fine motor development. |  |  |  |  |
|  | Ability to sing action songs while doodling and painting. |  |  |  |  |
| **2** | **OUR SCHOOL** |  |  |  |  |
|  | * ***Mosaic*** |  |  |  |  |  |
|  | Ability to identify materials for making pictures. |  |  |  |  |
|  | Ability to make mosaic pictures based on objects found in the school environment. |  |  |  |  |
|  | **Painting** |  |  |  |  |
|  | Painting items found in the neighborhood |  |  |  |  |
|  | Action song |  |  |  |  |
|  | * ***Swinging and stretching*** |  |  |  |  |
|  | Ability to perform swinging and stretching activities for gross motor development. |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**END TERM ONE SUMMATIVE ASSESSMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **CAT 2** | **END TERM** | **AVERAGE** | **PERFORMANCE LEVEL** |
| MATHEMATICS |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |
| ENVIRONMENTAL ACT. |  |  |  |  |  |
| RELIGIOUS ACT. |  |  |  |  |  |
| CREATIVE ARTS |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |
|  |  |  |  |  |  |

**Teacher comment on performance and core competencies Achieved:**

**Centre Manager comments:**

**Comment on learners’ behaviour:**

Next term begins on: closing date:

Stamp and Signature

**TERM TWO**

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| 1 | **THEME: OUR SCHOOL** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | 1. ***Numbers*** |  | | | | |
|  | * ***Number sequencing*** |  |  |  |  |  |
|  | Ability to arrange number cards in sequence 1-20. |  |  |  |  |
|  | * ***Number value*** |  |  |  |  |
|  | Ability to relate the number symbols with groups of play objects. |  |  |  |  |
|  | * ***Number writing*** |  |  |  |  |
|  | Ability to write number symbols 1-20. |  |  |  |  |
|  | * ***Putting together*** |  |  |  |  |
|  | Ability to put similar objects together with a sum not exceeding 9. |  |  |  |  |
|  | * ***Taking away*** |  |  |  |  |
|  | Ability to take away concrete objects from groups not more than 9 and tell the remaining objects. |  |  |  |  |
| 2 | **THEME: OUR MARKET** |  | | | | |
|  | 1. **MEASUREMENT** |  |  |  |  |  |
|  | * ***Sides of objects*** |  |  |  |  |
|  | Ability to compare different sides of concrete objects, and identifies long and short sides. |  |  |  |  |
|  | * ***Mass (Heavy and Light)*** |  |  |  |  |
|  | Ability to compare heavy and light concrete objects |  |  |  |  |
|  | * ***Capacity (how much a container hold)*** |  |  |  |  |
|  | Ability to compare containers of different sizes. |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**ENGLISH LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | | |  | |
| **1** | **OUR MARKET** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** | |
|  | * Listening and speaking |  |  |  |  |  | |
|  | ***Passing Information & polite language*** |  |  |  |  |
|  | Conveys verbal messages effectively in and out of school |  |  |  |  |
|  | Listens to information/story attentively and retells |  |  |  |  |
|  | Uses appropriate vocabulary when making requests in and out of school |  |  |  |  |
|  |  | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** |
|  | ***Visual Discrimination*** |  |  |  |  |
|  | Identifies similarities and differences in objects and pictures at home and at school |  |  |  |  |
|  | **Reading – letters of alphabets and syllables** |  |  |  |  |
|  | Demonstrates ability to read syllables in and out of class |  |  |  |  |
|  | Demonstrates ability to blend syllables to read three to four letter words in and out of class |  |  |  |  |  | |
|  | * ***Writing – eye hand coordination, writing letters of alphabets and syllables*** |  |  |  |  |  | |
|  | Observes eye-hand coordination when writing. |  |  |  |  |  | |
|  | Writes letters of the alphabet correctly |  |  |  |  |  | |
| **2** | **ANIMALS** | | | | | | |
|  | * Listening and speaking |  |  |  |  |  | |
|  | ***Auditory discrimination*** |  |  |  |  |
|  | Recognizes and appropriately responds to sounds in the environment. |  |  |  |  |
|  | ***Audience awareness*** |  |  |  |  |
|  | Demonstrates awareness of own voice in and out of class |  |  |  |  |
|  | * Reading posture |  |  |  |  |
|  | ***Visual Memory*** |  |  |  |  |
|  | Recognizes letters of the alphabets both upper-case and lower-case |  |  |  |  |
|  | ***Reading syllables*** |  |  |  |  |
|  | Demonstrates ability to read syllables in and out of class |  |  |  |  |
|  | * ***Writing – pattern writing & syllables*** |  |  |  |  |
|  | Writes simple line patterns |  |  |  |  |
| **3** | **WEATHER CONDITIONS.** | | | | | | |
|  | * **Listening and speaking** |  |  |  |  |  | |
|  | ***Auditory memory and observation skills*** |  |  |  |  |
|  | Enjoys playing auditory memory games in and out of class |  |  |  |  |
|  | * **Reading** |  |  |  |  |
|  | ***Visual discrimination & reading syllables*** |  |  |  |  |
|  | Matches and pairs objects and pictures in and out of school |  |  |  |  |
|  | Enjoys participating in activities that involve reading syllables |  |  |  |  |
|  | * Writing syllables |  |  |  |  |
| **4** | **WATER** | | | | | | |
|  | * **Listening and speaking** |  |  |  |  |  | |
|  | ***Naming and articulation of sounds*** |  |  |  |  |
|  |  |  |  |  |  |
|  | Names objects, people, animals and primary colours in the immediate environment |  |  |  |  |  | |
|  | Articulates vowels and consonants correctly in and out of class |  |  |  |  |  | |
|  | * **Reading** |  |  |  |  |  | |
|  | Demonstrates awareness of print in and out of school |  |  |  |  |  | |
|  | Demonstrates ability to read syllables in and out of class |  |  |  |  |
|  | * Writing |  |  |  |  |
|  | Hand writing and writing syllables |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  | |

**ENVIRONMENTAL ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **THEME: OUR FAMILY** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | * ***Importance of eating food*** |  |  |  |  |  |
|  | Ability to tell the importance of eating clean food |  |  |  |  |
|  | Ability to wash fruits before eating |  |  |  |  |  |
| **2** | ***THEME: OUR HOME*** | | | | | |
|  | * ***Houses found at home*** |  |  |  |  |  |
|  | Ability to name, identify houses found at home and tell their uses |  |  |  |  |
|  | * ***Work done at home*** |  |  |  |  |
|  | Ability to name work done at home and talk about the importance of work done at home |  |  |  |  |
|  | * ***Domestic animals*** |  |  |  |  |
|  | Ability to name domestic animals and care for domestic animals |  |  |  |  |
| **3** | **THEME: OUR NEIGHBOURHOOD** | | | | | |
|  | * ***Families in our neighbourhood*** |  |  |  |  |  |
|  | Ability to name families and talk about the importance of families in the neighbourhood |  |  |  |  |
|  | * ***Building in the neighbourhood*** |  |  |  |  |
|  | Ability to name buildings and talk about the uses of buildings in our neighbourhood |  |  |  |  |
|  | * ***Plants*** |  |  |  |  |
|  | Ability to identify parts of a plant and care for plants in the environment |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES**

|  |  |  |  |  |  |  |
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|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **THE LIFE OF JESUS CHRIST** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | * ***Birth of Jesus Christ*** |  |  |  |  |  |
|  | Ability of the learner to demonstrate knowledge of the birth of Jesus. |  |  |  |  |
|  | * ***Celebrating the birth of Jesus*** |  |  |  |  |
|  | Ability of the learner to tell the events during the celebration of the Birth of Jesus.• The joy of the shepherds• Angels’ song• The wise men |  |  |  |  |
|  | Ability to create messages on the birth of Jesus. |  |  |  |  |  |
| **2** | **CHRISTIAN VALUES** |  |  |  |  |  |
|  | * Respect for self and other |  |  |  |  |
|  | Ability to recite Bible verses on Christian values. |  |  |  |  |
|  | Ability to apply Christian values in daily life.• Self-respect: The learner talks positively about self and avoid conflicts. |  |  |  |  |
|  | • Respect for others: The learner displays appropriate behaviour, takes turns, respects opinions, uses appropriate language and cooperates with others |  |  |  |  |
|  | * ***Responsibility to self and others*** |  |  |  |  |  |
|  | .• Responsibility - The learner takes care of their own and others' belongings, follows rules and routines, and completes tasks as an individual and in groups. |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**CREATIVE ARTS ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **OUR SCHOOL** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | 1. **Body percussion** |  |  |  |  |  |
|  | Ability to perform rhythmic sounds using parts of the body when singing in school. |  |  |  |  |
| **2** | **OUR MARKET** | | | | | |
|  | 1. **Colouring and modelling** |  |  |  |  |  |
|  | Ability to identify colours of items found in the market. |  |  |  |  |  |
|  | Ability to colour the drawn pictures of items found in the market for fine motor development. |  |  |  |  |  |
|  |  | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | Ability to perform a singing game about items found in the market while making movements. |  |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**END TERM TWO SUMMATIVE ASSESSMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **CAT 2** | **END TERM** | **AVERAGE** | **PERFORMANCE LEVEL** |
| MATHEMATICS |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |
| ENVIRONMENTAL ACT. |  |  |  |  |  |
| RELIGIOUS ACT. |  |  |  |  |  |
| CREATIVE ARTS |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |
|  |  |  |  |  |  |

**Teacher comment on performance and core competencies Achieved:**

**Centre Manager comments:**

**Comment on learners’ behaviour:**

Next term begins on: closing date:

Stamp and Signature

**TERM THREE**

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| 1 | **THEME: OUR MARKET** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENTS ON PERFORMANCE** |
|  | 1. ***Time (daily routine)*** |  | | | | |
|  | Ability to compare sizes of shadows at different times of the day |  |  |  |  |  |
|  | Ability to arrange flashcards of days of  the week and the months of the year correctly. |  |  |  |  |
|  | * ***Money Kenyan currency)*** |  |  |  |  |
|  | Ability to identify Kenyan currency coins for distinguishing one coin from the other. |  |  |  |  |
|  | * ***Are (surfaces of objects)*** |  |  |  |  |  |
|  | Ability to count small similar objects used to cover given surfaces of concrete objects. |  |  |  |  |  |
| 2 | **THEME: OUR MARKET** |  | | | | |
|  | **GEOMETRY** |  |  |  |  |  |
|  | * ***Lines*** |  |  |  |  |
|  | Ability to identify and form lines using concrete objects. |  |  |  |  |
|  | * ***Shapes*** |  |  |  |  |  |
|  | Ability to identify and form shapes using concrete objects. |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**ENGLISH LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | | |  | |
| **1** | **TIME** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** | |
|  | * Listening and speaking |  |  |  |  |  | |
|  | ***News telling, passing information and storytelling*** |  |  |  |  |
|  | Retells short stories in and out of school |  |  |  |  |
|  | Uses relevant vocabulary when engaging in dialogue |  |  |  |  |
|  | **Reading – Reading three letter words** |  |  |  |  |  | |
|  | Demonstrates ability to blend syllables to read three to four letter words in and out of class |  |  |  |  |
|  | * ***Writing – three letter words*** |  |  |  |  |  | |
|  | Writes three to four letter words correctly |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  | |

**ENVIRONMENTAL ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **THEME: OUR SCHOOL** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | * ***People in our school*** |  |  |  |  |  |
|  | Ability to name people in school and talk about work done by people in the school |  |  |  |  |
|  | * ***Things in school*** |  |  |  |  |
|  | Ability to use the things in school properly |  |  |  |  |
|  | * ***Care for school environment*** |  |  |  |  |
|  | Ability to clean the environment |  |  |  |  |
|  | * ***Safety in the environment*** |  |  |  |  |
|  | Ability to recognize strangers and keep safe from strangers |  |  |  |  |
|  | * ***Weather*** |  |  |  |  |
|  | Ability to observe and talk about different weather conditions |  |  |  |  |
|  | **TOTAL SCORE/PEROFMANCE LEVEL** |  |  |  |  |  |

**CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **THE CHURCH** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | * ***Church as a house of Gods*** |  |  |  |  |  |
|  | Display appropriate behaviour when in Church. |  |  |  |  |
|  | * ***Church activities*** |  |  |  |  |  |
|  | Take part in Church activities. |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**CREATIVE ARTS ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **STRANDS** | **SCORES & PERFORMANCE LEV.** | | | |  |
| **1** | **ANIMALS** | **E.E**  **4** | **M.E**  **3** | **A.E**  **2** | **B.E**  **1** | **TEACHER COMMENT** |
|  | **Modelling** |  |  |  |  |  |
|  | Model domestic animal |  |  |  |  |  |
|  | Fun games |  |  |  |  |  |
|  | 1. **Walking and hopping** |  |  |  |  |  |
|  | Ability to differentiate walking and hopping activities through practice. |  |  |  |  |
|  | Ability to imitate walking and hopping like animals for enjoyment. |  |  |  |  |
| **2** | **WEATHER** |  |  |  |  |
|  | * Paper pleating |  |  |  |  |
|  | Ability to identify materials used in paper pleating. |  |  |  |  |
|  | Ability to make a paper fan using pleating technique for skill acquisition |  |  |  |  |
|  | Ability to sing action songs with movements while using paper fan for fun. |  |  |  |  |  |
| **3** | **WATER** | | | | | |
|  | * Water play |  |  |  |  |  |
|  | Ability to identify safety measures when squeezing water and bubbling activities. |  |  |  |  |  |
|  | Ability to carry out squeezing water and bubbling activities for fun. |  |  |  |  |  |
|  | Ability to sing a song while drawing materials used in squeezing water and bubbling for fine motor development. |  |  |  |  |  |
|  | **AVERAGE PERFORMANCE LEVEL** |  |  |  |  |  |

**END TERM THREE SUMMATIVE ASSESSMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA** | **CAT 1** | **CAT 2** | **END TERM** | **AVERAGE** | **PERFORMANCE LEVEL** |
| MATHEMATICS |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |
| ENVIRONMENTAL ACT. |  |  |  |  |  |
| RELIGIOUS ACT. |  |  |  |  |  |
| CREATIVE ARTS |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |
|  |  |  |  |  |  |

**Teacher comment on performance and core competencies Achieved:**

**Centre Manager comments:**

**Comment on learners’ behaviour:**

Next term begins on: closing date:

Stamp and Signature

**END OF YEAR LEARNER SKILL ACQUISITION SUMMARY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Basic Knowledge** | **YES** | **NEEDS HELP** | **Fine Motor Skills** | **YES** | **NEEDS HELP** |
| Knows how to recite full name |  |  | Knows how to hold crayon, marker or pencil properly |  |  |
| Knows birthday |  |  | Knows how to use a scissor |  |  |
| Knows gender |  |  | Knows how to use glue neatly |  |  |
| Knows age |  |  | Knows how to trace |  |  |
| Knows parents’ names |  |  | Knows how to draw simple objects |  |  |
| Knows right and left |  |  | Knows how to color |  |  |
| Knows how to wash hands |  |  | Knows how to button clothes |  |  |
|  |  |  | Knows how to use a zipper |  |  |
|  |  | Knows how to tie shoe laces |  |  |
|  |  | Knows how to undress and dress |  |  |
| **Comments:** | | | **Comments:** | | |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Work Habits** | **YES** | **NEEDS HELP** | **Social Development** | **YES** | **NEEDS HELP** |
| Listens and understands what to do |  |  | Works and plays well with other children |  |  |
| Appropriate attention span while doing a task |  |  | Participates in group activities |  |  |
| Follows 1 and 2 step instructions |  |  | Listens while others speak |  |  |
| Works independently |  |  | Follows teacher’s instructions and classroom rules |  |  |
| Completes tasks |  |  | Seeks teacher’s help during a conflict |  |  |
| Organized when doing a task |  |  | Takes turns and shares |  |  |
| Cleans up |  |  | Has good manners |  |  |
|  |  |  | Cooperates in classroom activities and chores |  |  |
|  |  | Says please and thank you |  |  |
| **Comments:** | | | **Comments** | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Emotional Development** | **YES** | **NEEDS HELP** | **Language Development** | **YES** | **NEEDS HELP** |
| Separates from parents or caregiver without distress |  |  | Speaks clearly in complete sentences |  |  |
| Adjusts to new situations |  |  | Vocabulary is appropriate for age |  |  |
| Displays self-control |  |  | Comprehension is appropriate for age |  |  |
| Shows self confidence |  |  | Participates in classroom discussions |  |  |
| **Comments:** | | | **Comments:** | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic Development** | **YES** | **NEEDS HELP** | **Alphabet** | **YES** | **NEEDS HELP** |
| Recognizes first name |  |  | Recognizes uppercase letters |  |  |
| Recognizes last name |  |  | Writes uppercase letters |  |  |
| Writes first name |  |  | Recognizes lowercase letters |  |  |
| Writes last name |  |  | Writes lowercase letters |  |  |
| Comments: | | | Comments: |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language** | **YES** | **NEEDS HELP** | **Numbers** | **YES** | **NEEDS HELP** |
| Associates sounds with letters |  |  | Recognizes numbers 0 to 10 |  |  |
| Understands left to right movement for reading |  |  | Recognizes numbers 11 to 20 |  |  |
| Reads basic sight words |  |  | Writes numbers 0 to 10 |  |  |
| Identifies rhymes |  |  | Writes numbers 11 to 20 |  |  |
| Listens to stories attentively |  |  | Able to count objects |  |  |
| Comments: | | | Comments: | | |

|  |  |  |
| --- | --- | --- |
| **Colors, Shapes and Patterns** | **YES** | **NEEDS HELP** |
| Knows basic colors |  |  |
| Knows basic shapes |  |  |
| Knows same or different |  |  |
| Recognizes patterns |  |  |
| Comments: |  |  |

**Name of the assessor:**

**Childs Y.O.B**

**Date of assessment:**

**Comment on Childs health and wellbeing:**

**Stamp**