MINISTRY OF FOREIGN AND DIASPORA AFFAIRS

MFA.ADM/9

Ref. No..

I, NAOMI KORIR Principal State Counsel, in the Legal and Host Country Affairs Directorate of the Ministry of Foreign and Diaspora Affairs of the Republic of Kenya,

DO HEREBY certify that the following attached Copies of Educational Documents in respect of **GRACE NYARIARA** bear the Stamp of the Director, Quality Assurance and Standards, Ministry of Education, Nairobi:

1. Competency Based Curriculum Assessment Book Grade 3- Leads School .

GIVEN UNDER my Hand and the Official Stamp of the Ministry of Foreign and Diaspora Affairs, on this Twenty Seventh day of April, Two Thousand and Twenty Three.

NAOMI KORIR
PRINCIPAL STATE COUNSEL
LEGAL & HOST COUNTRY AFFAIRS DIRECTORATE

0023937

LEADS SCHOOL

P.O. BOX 89902 - 80100   TEL: +254 727 684 094 / +254 752 300 077

JOMVU - MOMBASA

EXCELLENCE

COMPETENCY BASED CURRICULUM

ASSESSMENT BOOK
GRADE 3

NAME: _GRACE   KYARIARA_

LEVEL: _GRADE   THREE_

YEAR: _____

LEARNER'S DETAILS

NAME: _GRACE NYARIARA_

LEVEL: _GRADE THREE_

AGE: _9 YEARS_

UPI: _____

GENDER: _FEMALE_

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┌─────────────┐
│  STAMPED    │
│  PASSPORT   │
│   PHOTO     │
└─────────────┘
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PARENTS'/GUARDIAN DETAILS

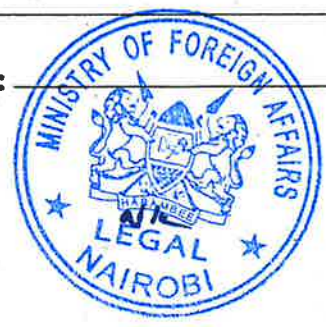FATHER'S NAME: _JOSHUA NJOROGE NJUGUHA_

CONTACT: _0728812156_ SIGN: _____

MOTHER'S NAME: _ESTHER SARIHO_

CONTACT: _0725487041_ SIGN: _____

FACILITATOR'S NAME: _____

CONTACT: _____ SIGN: _____

SCHOOL STAMP

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TEL: 318581
NAIROBI

18/4/2023

1 | Grade 3

MATHEMATICAL ACTIVITIES ASSESSMENT:

	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
1.0	**NUMBERS**					
1.1	**Number Concept**		✓			
	Use ordinary numbers to identify position from 1 to 20		✓			
1.2	**Whole Number**					
	Count numbers forward and backward up to 1000 .		✓			
	Identify place value up to thousands		✓			
	Read numbers1 to 100 in words		✓			
	Identify missing numbers in number patterns up to 1000		✓			
1.3	**Fractions**		✓			
	Identify ½,¼ and ⅛ as a part of whole.		✓			
	Identify ½,¼ and ⅛ as a part of a group		✓			
1.4	**Addition**		✓			
	Add a 3 digit number to a 2 digit number without re-grouping with sum not exceeding 1000.	✓				
	Add 3 digit numbers without regrouping	✓				
	Add 3 single digit numbers with sum up to 27	✓				
	Add two-3 digit numbers with single regrouping with sum not exceeding 1000	✓				
	Work out missing numbers in patterns involving addition up to 1000		✓			
	Create number patterns involving addition up to 1000		✓			
1.5	**Subtraction**					
	Subtract up to 3-digit numbers without regrouping		✓			
	Subtract up te 3 digit numbers without regrouping		✓			
	Subtracts up to 3 digit numbers involving missing numbers with single regrouping		✓			
	Work out missing numbers in number pattern involving subtraction up to 1000		✓			
1.6	**Multiplication**					
1.7	**Division**					
	Represent division as repeated subtraction up to 5 times	✓				
	Relate division to multiplication up to 9 x 10 = 90	✓				
2.0	**MEASUREMENT**					
2.1	**Length**					
	Measure length in metres		✓			
	Add and subtract length in metres		✓			
	Estimate length up to 20 metres		✓			
2.2	**Mass**					
	Measure mass in kilograms		✓			
	Add and subtract mass in kgs		✓			
	Estimate mass up to 5 kg		✓			

Partial right-edge column (cut off):

2.3	Cap...
	Mea...
	Add...
	Esti...
2.4	Tim...
	Rea...
	Rea...
	cloc...
	Writ...
	Add... con...
2.5	Mon...
	Iden...
	Cou...
	Add...
	Rela...
	Carr...
	App... situ...
	Diff...
3.0	GE(...
3.1	Posi...
	Mov...
	Turr...
	Turr...
3.2	Shap...
	Mak... and...

2 | Grade 3

2.3	Capacity					
	Measure capacity in litres		✓			
	Add and subtract capacity in litres		✓			
	Estimate capacity up to 5 litres		✓			
2.4	Time					
	Read and tell time using the digital clock		✓			
	Read and tell tine using "past" and "to" the hour using the clock face.		✓			
	Write time using "past" and "to" the hour		✓			
	Add and subtract time involving hours and minutes without conversion in real life situation.		✓			
2.5	Money					
	Identify Kenyan currency notes up to Ksh.1000		✓			
	Count money in different denominations up to Ksh.1000		✓			
	Add and subtract money involving up to Ksh.1000		✓			
	Relate money to goods and service up to Ksh.1000		✓			
	Carry out shopping activities involving change and balance.		✓			
	Appreciate spending and saving of money in real life situations	✓				
	Differentiate between needs and wants	✓				
3.0	**GEOMETRY**					
3.1	**Position and direction**		✓			
	Move along a straight line from a point		✓			
	Turn to the right from a point		✓			
	Turn to the left from a point		✓			
3.2	**Shapes**		✓			
	Make pattern involving rectangles, circles, triangles, ovals and squares		✓			

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MINISTRY OF FOREIGN AFFAIRS
LEGAL
NAIROBI
HARAMBEE

TERMLY REPORTS

TERM 1

Opening Date: _____ Closing Date: _____

Total number of strands covered __1__

     From (1st Strand) _____ Sub Strand __B__ 4

     To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner __N/A__

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		85%			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and

values: _____ All _____

_____ Signature __R__

TERM 2

Opening Date: _____ Closing Date: _____

Total number of strands covered _____

     From (1st Strand) __2__ Sub Strand __7__

     To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner __N/A__

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		84%			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and

values: _____ All _____

_____ Signature __R__

TERM 3

Opening Date: _____ Closing Date: _____

Total number of strands covered _____

     From (1st Strand) __3__ Sub Strand __11__

     To (Last Strand) _____ Sub Strand _____

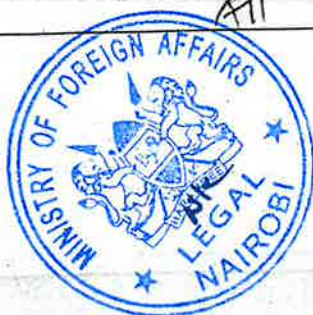Strands/Sub-strand not covered by the individual learner __N/A__

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		85%			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and

values: _____ All _____

_____ Signature __R__

1.0	LANGUA
1.1	Listening
	Listen atte
	Respond to
	oral comn
	Use comm
	communi
1.2	Pronunci
	Recognize
	Pronounce
	correctly.
	Use vocab
1.3	Language
	Use subje
	daily activ
	Use indef
	in commu
	and at sch
	Use singu
	effective
	mouse-mi
	Use "will
	become in
	Identify v
	effective
	Use, oppe
	safety at
	Use prepe
	of object
	Ask ques
	where" to
	Respond
	whose, h
	Identify
	for effect
	Use adje
	in a fest
	Describe
	and size
	Identify
	describe
	Form co
	based on
	Use conj
	e.g "and"
	Distingu

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ENGLISH ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations,
APP-Approach Expectations, BE-Below Expectations

		Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
1.0		LANGUAGE ACTIVITIES					
1.1		Listening and Speaking					
		Listen attentively during a conversation		✓			
		Respond to simple specific directional instruction in oral communication		✓			
		Use common gestures and facial expressions in communication.		✓			
1.2		Pronunciation and Vocabulary					
		Recognizes new words used in theme(s)		✓			
		Pronounce the vocabulary related to the theme correctly.		✓			
		Use vocabulary learnt to communicate confidently		✓			
1.3		Language structures and functions					
		Use subject verb agreement to construct sentences on daily activities in relation to when they take place.		✓			
		Use indefinite pronoun (nobody, anybody, somebody) in communication to talk about daily activities at 'home and at school.		✓			
		Use singular and plural forms of irregular nouns for effective communication, e.g foat-feet, tooth-teeth mouse-mice, ox-oxen		✓			
		Use "will/shall" to talk about what they would.want to become in future		✓			
		Identify words that express future Time/action for effective Communication	✓				
		Use, opposites to construct simple sentence about safety at home, school and environment.	✓				
		Use preposition to talk about the position and location of objects, Peoplé, animals and places.	✓				
		Ask questions using "what, when, how, way and where" to learn about speaking.	✓				
		Respond correctly to question using "what, when, whose, how, why, where" appropriately.	✓				
		Identify wh — word in a story, poem or conversation for effective oral Communication	✓				
		Use adjectives to describe people, things and actions in a festival.	✓				
		Describe given nouns in relation to. shape, colour and size correctly.	✓				
		Identify comparatives sand superlatives thal are used to describe people and things during play time and sports	✓				
		Form comparatives and superlatives appropriately based on given examples.	✓				
		Use conjunctions to talk about nutrition and diseases e.g "and" "but" "because"		✓			
		Distinguish the uses of "and" and "but" in sentences.		✓			
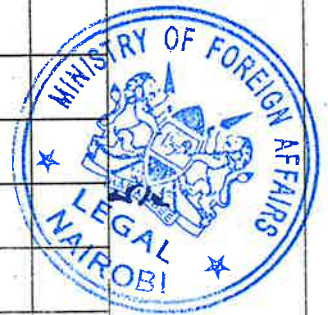
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2.0	READING	EX	MT	APP	BE	COMMENTS
2.1	Letter sound knowledge (phonic reading)					
	Reads longer words with letter-sound correspondence and combines sounds to read longer words accurately.		✓			
2.2	Word reading					
	Read more and longer words without letter-sound text correspondences		✓			
2.3	Connected text and fluency					
	Reat a text of about 200 words transitioning from phrasal to fluent reading		✓			
	Read at least 90 words per minutes fluently and accurately and with expression		✓			
2.4	Comprehension					
	Make productions based on pictures and titles and anticipate possible outcomes on a comntext.		✓			
	Read and retell a story, poem or conversation.		✓			
	Answer a simple direct and indirect questions based on a text of about 200 words		✓			
3.0	WRITING					
3.1	Handwriting		✓			
	Demonstrate neat and legible handwriting					
3.2	Spelling					
	Spell and write words correctly for effective in communication		✓			
3.3	Punctuation					
	Recognize appropriate punctuation marks in a text		✓			
	Use full stops, capital and small letters, question marks correctly.		✓			
3.4	Guided Writing					
	Write words from a prompt to demonstrate mastery of vocabulary.		✓			
	Recognize the correct form and meaning of the words to be used in filling in gaps		✓			
	Re-arrange words to make short phrases and sentences.		✓			

TERM 1

Opening Date:_____ Closing Date:_____

Total number of strands covered _____

    From (1st Strand)____1_____ Sub Strand __3_____

    To (Last Strand)_____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner___N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		85%			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values:_____All_____

_____ Signature _____

TERM 2

Opening Date:_____ Closing Date:_____

Total number of strands covered ___3_____

    From (1st Strand)_____ Sub Strand _8_____

    To (Last Strand)_____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner___N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points					
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____ Signature _____

TERM 3

Opening Date: _____ Closing Date:_____

Total number of strands covered ___4_____

    From (1st Strand) _____ Sub Strand _11_____

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner ___N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points					
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____All_____ Signature _____

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| Grade 3

SHUGHULI ZA KISWAHILI :

Viwango: KUZ–kuzidisha matarajio, KUF–kufikia matarajio,
KUK - kukaribia matarajio, MB - mbali na matarajio.

Weka alama kuashiria kiwango cha mwanafunzi ipasavyo	KUZ	KUF	KUK	MB	MAPENDEKEZO
1.0 SHAMBANI					
1.1 Kusoma			✔		
Kutambua sauti mbili tofauti zinazotamkwa pamoja			✔		
Kutamka sauti lengwa ifaavyo			✔		
Kusoma silabi za sauti lengwa			✔		
Kusoma maneno, vifungu na hadithi zinazohusisha sauti lengwa					
1.2 Msamiati					
Kutambua na kueleza maana ya msamiati unaohusisha shughuli za shambani.			✔		
Kutunga sentensi akitumia msamiati wa shambani			✔		
1.3 Kusikiliza na kuzungumza			✔		
Kusikiliza masimulizi kuhusu shambani kwa makini.			✔		
Kutaja na kueleza vifaa Vinavyotumika shambani		✔			
Kueleza Shughuli zinazofanywa shambani		✔			
1.4 Kusoma hadithi					
Kusoma hadithi za picha zinazohusu shamba		✔			
Kusikiliza hadithi zikisomwa na kujibu maswali kwa usahihi		✔			
Uchangamfu wa kusoma hadithi		✔			
1.5 Kuandika					
Kuandika kisa kifupi kwa hati nadhifu kulingana na mada.		✔			
1.6 Sarufi					
Kutumia nafsi ya tatu wakati ujao umoja na wingi katika sentensi kwa usahihi.			✔		
Kusoma na kuandika vifungu na nafsi ya tatu kwa umoja na wingi			✔		
2.0 UZALENDO					
2.1 Kusoma					
Kutambua na kutamka sauti mbili tofauti zinazotamkwa pamoja			✔		
Kusoma silabi za sauti lengwa			✔		
Kusoma hadithi zilizo na sauti lengwa			✔		
Kusoma hadithi zilizo na maneno yaliyo na sauti lengwa			✔		
Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa			✔		
2.2 Msamiati			✔		
Kutambua msamiati ambao unaohusiana na uzalendo		✔			
Kueleza maana ya msamiati unaohusiana na uzalendo		✔			
Kutumia msamiati wa uzalendo katika sentensi.		✔			
2.3 Kusikiliza na kuzungumza		✔			
Kutambua na kuyatumia maneno yanayoonyesha uzalendo katika mawasiliano		✔			
Kusimulia visa vinavyojumuisha mambo yanayoweza kuimarisha uzalendo.		✔			
Kuonyesha usikivu kupitia kusikiliza masimulilizi		✔			

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2.4	Kusoma hadithi					
	Kutambua rangi za bendera		✓			
	Kusoma na kutambua maneno yanayohusiana na uzalendo		✓			
	Kusoma na kusikiliza hadithi kuhusu uzalendo		✓			
2.5	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu kulingana na mada					
2.6	**Sarufi**					
	Kutunga sentensi akitumia(-ake na —ao)		✓			
3.0	**MIEZI YA MWAKA**					
3.1	**Kusoma**					
	Kutambua na kutamka sauti mbili zinazotamkwa pamoja.		✓			
	Kusoma silabi za sauti lengwa		✓			
	Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa		✓			
	Kuandika maneno kutumia silabi		✓			
3.2	**Msamiati**					
	Kutambua miezi ya mwaka		✓			
	Kuandika majina ya miezi ya mwaka kwa mfuatano		✓			
	Kutunga sentensi kwa kutumia majina ya miezi		✓			
3.3	**Kusikiliza na kuzungumza**					
	Kusikiliza masimulizi kuhusu miezi ya mwaka		✓			
	Kusimulia kuhusu matukio katika miezi tofauti		✓			
3.4	**Kusoma hadithi**		✓			
	Kusikiliza hadithi ikisomwa na kujibu maswali ipasavyo					
	Kusoma hadithi kuhusu miezi		✓			
	Kufahamu hadithi iliyosomwa		✓			
	Kuchangamkia kusoma hadithi		✓			
3.5	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu		✓			
	Kujaza mapengo kwenye hadithi kwa maneno mwafaka		✓			
3.6	**Msamiati (tarakimu)**					
	Kutambua na kusoma nambari 1-100 kwa maneno		✓			
3.7	**Sarufi**					
	Kuakifisha sentensi ipasavyo kwa kutumia kikomo.		✓			
4.0	**KAZI MBALIMBALI**					
	Kutambua na kutamka sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi		✓			
4.1	**Kusoma silabi za sauti lengwa**					
	Kuandika silabi na maneno yanayohusisha sauti lengwa		✓			
4.2	**Msamiati**					
	Kutambua msamiati wa kazi mbalimbali		✓			
	Kutunga sentensi akitumia msamiati wa kazi.		✓			
4.3	**Kusikiliza na kuzungumza**		✓			
	Kusikiliza kwa makini masimulizi kuhusu kazi mbalimbali		✓			
	Kueleza kuhusu kazi totauti		✓			
	Kuthamini kazi tofauti		✓			

PENDEKEZO

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	2.4	Kusoma hadithi				
		Kutambua rangi za bendera	✓			
		Kusoma na kutambua maneno yanayohusiana na uzalendo	✓			
		Kusoma na kusikiliza hadithi kuhusu uzalendo	✓			
PENDEKEZO	2.5	Kuandika	✓			
		Kuandika kisa kifupi kwa hati nadhifu kulingana na mada				
	2.6	Sarufi				
		Kutunga sentensi akitumia(-ake na —ao)	✓			
	3.0	MIEZI YA MWAKA				
	3.1	Kusoma				
		Kutambua na kutamka sauti mbili zinazotamkwa pamoja.	✓			
		Kusoma silabi za sauti lengwa	✓			
		Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa	✓			
		Kuandika maneno kutumia silabi	✓			
	3.2	Msamiati				
		Kutambua miezi ya mwaka	✓			
		Kuandika majina ya miezi ya mwaka kwa mfuatano	✓			
		Kutunga sentensi kwa kutumia majina ya miezi	✓			
	3.3	Kusikiliza na kuzungumza				
		Kusikiliza masimulizi kuhusu miezi ya mwaka	✓			
		Kusimulia kuhusu matukio katika miezi tofauti	✓			
	3.4	Kusoma hadithi	✓			
		Kusikiliza hadithi ikisomwa na kujibu maswali ipasavyo				
		Kusoma hadithi kuhusu miezi	✓			
		Kufahamu hadithi iliyosomwa	✓			
		Kuchangamkia kusoma hadithi	✓			
	3.5	Kuandika				
		Kuandika kisa kifupi kwa hati nadhifu	✓			
		Kujaza mapengo kwenye hadithi kwa maneno mwafaka	✓			
	3.6	Msamiati (tarakimu)				
		Kutambua na kusoma nambari 1-100 kwa maneno	✓			
	3.7	Sarufi				
		Kuakifisha sentensi ipasavyo kwa kutumia kikomo.	✓			
	4.0	KAZI MBALIMBALI				
		Kutambua na kutamka sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi	✓			
	4.1	Kusoma silabi za sauti lengwa				
		Kuandika silabi na maneno yanayohusisha sauti lengwa	✓			
	4.2	Msamiati				
		Kutambua msamiati wa kazi mbalimbali	✓			
		Kutunga sentensi akitumia msamiati wa kazi.	✓			
	4.3	Kusikiliza na kuzungumza	✓			
		Kusikiliza kwa makini masimulizi kuhusu kazi mbalimbali	✓			
		Kueleza kuhusu kazi totauti	✓			
		Kuthamini kazi tofauti	✓			

2.4	Kusoma hadithi					
	Kutambua rangi za bendera	✓				
	Kusoma na kutambua maneno yanayohusiana na uzalendo	✓				
	Kusoma na kusikiliza hadithi kuhusu uzalendo	✓				
2.5	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu kulingana na mada					
2.6	**Sarufi**					
	Kutunga sentensi akitumia(-ake na —ao)	✓				
3.0	**MIEZI YA MWAKA**					
3.1	**Kusoma**					
	Kutambua na kutamka sauti mbili zinazotamkwa pamoja.	✓				
	Kusoma silabi za sauti lengwa	✓				
	Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa	✓				
	Kuandika maneno kutumia silabi	✓				
3.2	**Msamiati**					
	Kutambua miezi ya mwaka	✓				
	Kuandika majina ya miezi ya mwaka kwa mfuatano	✓				
	Kutunga sentensi kwa kutumia majina ya miezi	✓				
3.3	**Kusikiliza na kuzungumza**					
	Kusikiliza masimulizi kuhusu miezi ya mwaka	✓				
	Kusimulia kuhusu matukio katika miezi tofauti	✓				
3.4	**Kusoma hadithi**	✓				
	Kusikiliza hadithi ikisomwa na kujibu maswali ipasavyo					
	Kusoma hadithi kuhusu miezi	✓				
	Kufahamu hadithi iliyosomwa	✓				
	Kuchangamkia kusoma hadithi	✓				
3.5	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu	✓				
	Kujaza mapengo kwenye hadithi kwa maneno mwafaka	✓				
3.6	**Msamiati (tarakimu)**					
	Kutambua na kusoma nambari 1-100 kwa maneno	✓				
3.7	**Sarufi**					
	Kuakifisha sentensi ipasavyo kwa kutumia kikomo.	✓				
4.0	**KAZI MBALIMBALI**					
	Kutambua na kutamka sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi	✓				
4.1	**Kusoma silabi za sauti lengwa**					
	Kuandika silabi na maneno yanayohusisha sauti lengwa	✓				
4.2	**Msamiati**					
	Kutambua msamiati wa kazi mbalimbali	✓				
	Kutunga sentensi akitumia msamiati wa kazi.	✓				
4.3	**Kusikiliza na kuzungumza**	✓				
	Kusikiliza kwa makini masimulizi kuhusu kazi mbalimbali	✓				
	Kueleza kuhusu kazi totauti	✓				
	Kuthamini kazi tofauti	✓				

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4.4	**Kusoma hadithi**				
	Kutambua picha za watu kazi mbalimbali	✓			
	Kusoma hadithi kwa usahihi				
4.5	**Kuandika**	✓			
	Kuandika kisa kifupi kwa hati nadhifu	✓			
4.6	**Sarufi**				
	Kukanusha nyakati kwa usahihi (li, na- ta)	✓			
5.0	**USALAMA**				
5.1	**Msamiati**	✓			
	Kutambua msamiati ambao hutumiwa katika usalama.	✓			
5.2	Kutumia msamiati unaohusiana na usalama katika kutunga sentensi	✓			
5.3	**Kusikiliza na kuzungumza (masimulizi)**				
	Kusimulia kuhusu njia za kudumisha usalama	✓			
5.4	**Kusoma hadithi**				
	Kutambua picha zinazoonyesha usalama	✓			
	Kusoma hadithi kuhusu usalama kwa ustadi.	✓			
	Kusikiliza hadithi anayosomewa kwa umakini	✓			
5.5	**Kuandika**	✓			
	Kuandika kisa kifupi kwa hati nadhifu	✓			
5.6	**Sarufi**				
	Kutaja na kuandika kinyume cha vitendo kwa usahihi	✓			
6.0	**USAFI WA MAZINGIRA**				
6.1	**Msamiati**				
	Kutanibua na kutaja msamiati wa usafi wamazingira	✓			
	Kutumia msamiati wa mazingira katika sentensi	✓			
6.2	**Kusikiliza na kuzungumza**	✓			
	Kutofautisha mazingira safi na yasiyo safi	✓			
	Kutambua umuhimu wa mazingira safi.	✓			
	Kueleza kuhusu usafi wa mazingira na jinsi ya kuyatunza	✓			
6.3	**Kusoma Hadithi**				
	Kutambua msamiati uliotumiwa katika hadithi	✓			
	Kusikiliza mwalimu kwa makini	✓			
	Kusoma hadithi kwa ufasaha.	✓			
6.4	**Kuandika**	✓			
	Kuandika kisa kifupi kuhusu mazingira kwa hati nadhifu	✓			
6.5	**Sarufi**				
	Kutumia "haraka" na "polepole" katika kutunga sentensi.	✓			

7.0	**DUKA**
7.1	**Msam**
	Kutam
	Kutum
7.2	**Kusik**
	Kuelez
	Kusiki
7.3	**Kuson**
	Kusom
...	Kudha
	kutege
7.4	**Kuang**
	Kuand
7.5	**Sarufi**
	Kutum
8.0	**NDEG**
8.1	**Msam**
	Kutaja
	Kutam
8.2	**Kusik**
	Kutaja
	Kutam
	Kusiki
8.3	**Kuson**
	Kuson
	Kufah
8.4	**Kuan**
	Kuand
8.5	**Sarufi**
	Kutum
	senter
9.0	**SOKO**
9.1	**Msam**
	Kutam
	za sok
	Kutun
9.2	**Kusik**
	Kutaja
	Kutaja
	Kuelez
	Kuelez
9.3	**Kuson**
	Kuson
	Kufah
	kupata
9.4	**Kuan**
	Kuand
9.5	**Sarufi**
	Kutum
	kuima

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		KUZ	KUF	KUK	MB	MAPENDEKEZO
7.0	**DUKANI**					
7.1	**Msamiati**					
	Kutambua na kueleza msamiati wa dukani		✓			
	Kutumia msamiati wa dukani katika sentensi		✓			
7.2	**Kusikiliza na kuzungumza**		✓			
	Kueleza shughuli za dukani		✓			
	Kusikiliza masimulizi kuhusu uuzaji kwa makini		✓			
7.3	**Kusoma hadithi**		✓			
	Kusoma hadithi kuhusu dukani ka ufasaha		✓			
	Kudhamini biashara maishani kama njia moja ya.					
	kutegemea maishani		✓			
7.4	**Kuangika**					
	Kuandika kisa kifupi kwa hati nadhifu.		✓			
7.5	**Sarufi**					
	Kutumia alama ya kuuliza ipasavyo katika sentensi					
8.0	**NDEGE NIMPENDAYE**		✓			
8.1	**Msamiati**					
	Kutaja majina ya ndege mbalimbali		✓			
	Kutambua msamiati kuhusu njia za kutunza ndege.					
8.2	**Kusikiliza na kuzungumza**		✓			
	Kutaja aina za ndege wa nyumbani		✓			
	Kutambua ndege ampendaye na kusimulia kumhusu		✓			
	Kusikiliza kwa makini masimulizi ya wengine		✓			
8.3	**Kusoma hadithi**		✓			
	Kusoma na kusikiliza hadithi zinazohusu ndege		✓			
	Kufahamu hadithi aliyoisoma na aliyosomewa		✓			
8.4	**Kuandika**					
	Kuandika kisa kifupi kwa hati nadhifu		✓			
8.5	**Sarufi**		✓			
	Kutumia: "juu ya" na "chini ya" kwa ufasaha katika sentensi na mawasiliano					
9.0	**SOKONI**					
9.1	**Msamiati**					
	Kutambua msamiati unaohusiana na shughuli za sokoni	✓				
	Kutunga sentensi sahihi akitumia msamiati wa sokoni	✓				
9.2	**Kusikiliza na kuzungumza**					
	Kutaja vitu vinavyopatikana sokoni		✓			
	Kutaja watu wanaopatikana sokoni		✓			
	Kueleza shughuli zinazoendeshwa sokoni.		✓			
	Kueleza umuhimu wa soko					
9.3	**Kusoma Hadithi**		✓			
	Kusoma hadithi kuhusu sokoni kwa ufasaha		✓			
	Kufahamu hadithi aliyoisoma na aliyosomewa ili kupata ujumbe					
9.4	**Kuandika**					
	Kuandika kisa kifupi akitumia hati nadhafu		✓			
9.5	**Sarufi**		✓			
	Kutumia "ndani ya" na "nje ya" katika sentensi ili kuimarisha mawasiliano.					

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TERMLY REPORTS

TERM 1

Opening Date:_____ Closing Date: _____

Total number of strands covered ___4___

From (1st Strand) _____ Sub Strand _12_

To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner ___N/A___

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Total Points		3		
Percentage				

1-100

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values:_____

_____ All _____ Signature _A_

TERM 2

Opening Date:_____ Closing Date: _____

Total number of strands covered ___6___

From (1st Strand) _____ Sub Strand _____

To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Total Points				
Percentage				

1-100

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____ All _____ Signature _A_

TERM 3

Opening Date: _____ Closing Date: _____

Total number of strands covered ___6___

From (1st Strand) _____ Sub Strand _All_

To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner _____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Total Points				
Percentage				

1-100

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____ All _____

_____ Signature _____

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12 | Grade

18/4/2023

KEY: (partial, right margin)

KEY: Perfo...
APP.

		Tick each
1.0	HEA...	
1.1	Ment...	
	State	
	well b...	
	Practi...	
1.2	Oral...	
	Name	
	Menti...	
	relate...	
1.3	Clean	
	Give...	
	Identi...	
	Identi...	
	Appre...	
1.4	Use o...	
	Identi...	
	Identi...	
	utensil...	
	Clean	
	Appre...	
1.5	Prope...	
	Identif...	
	Interpr...	
	medici...	
1.6	Maki...	
	Menti...	
	the e...	
	Differ...	
	for dri...	
	State i...	
	good l...	
	Makin...	
	Store...	
	Appre...	
1.7	Kitch...	
	Identi...	
	Name	
	State t...	
	home...	
	Appre...	
	garden	

HYGIENE & NUTRITION ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations,
APP-Approach Expectations, BE-Below Expectations

Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
1.0 **HEALTH PRACTICES**					
1.1 **Mention healthy habits that promote our well being**		✓			
State the importance of practicing health habits for our well being		✓			
Practice health habits that promote our well being		✓			
1.2 **Oral hygiene**		✓			
Name common problems related to health		✓			
Mention ways of dealing with common problems related to teeth		✓			
1.3 **Cleaning the classroom**		✓			
Give reason for cleaning the classroom		✓			
Identify materials used to clean the classroom		✓			
Identify materials used to clean the classroom		✓			
Appreciate the importance of having a clean classroom .		✓			
1.4 **Use of improvised mater for cleaning utensils**					
Identify type of dirt found on utensils		✓			
Identify materials that can be improvised for cleaning utensils		✓			
Clean utensils using improvised materials		✓			
Appreciate the use of improvised cleaning materials					
1.5 **Proper use and storage of medicine at home**		✓			
Identify medicine for internal and extend use at home			✓		
Interpret simple instructions on dosage for medicine for various ailment			✓		
1.6 **Making water safe for drinking** Mention ways in which water is contaminated in the environment			✓		
Differentiate between clean water and safe water for drinking			✓		
State importance of drinking safe water for good health			✓		
Making water safe for drinking by boiling			✓		
Store boiled water properly			✓		
Appreciate the need for safe water for drinking			✓		
1.7 **Kitchen garden**					
Identify forms of kitchen garden				✓	
Name different crops grown in a kitchen garden				✓	
State the importance of kitchen garden at home and school				✓	
Appreciate the importance of having kitchen garden at home and school					
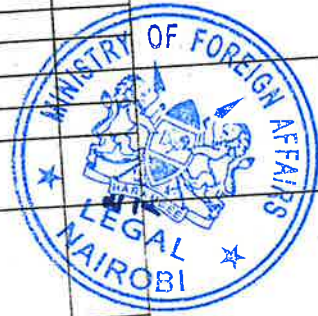
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1.8	**Care of toilets/latrines and urinals**							
	Mention reasons for cleaning a toilet/latrine or urinals							
	Identify materials used in cleaning toilets/latrines/urinals	✓						
	Explain the procedure of cleaning toilets/latrines and urinals	✓						
	Appreciate the need for a clean toilet/latrine & urinals	✓						
2.0	**PERSONAL HYGIENE**	✓						
2.1	**Bed making**							
	Identify materials used as beddings at home	✓						
	State the uses of different bedding materials at home	✓						
	Make a bed using available beddings at home	✓						
	State the importance of making a bed	✓						
	Appreciate the need of a well-made bed	✓						
2.2	**Prevention of parasites in and out of the body**							
	Name common external parasites found on the body	✓						
	Identify common external parasites found on the body	✓						
	Name common internal parasites found on the body	✓						
	Identify common internal parasites found on the body	✓						
	Mention the causes of external and internal parasites in the body							
	Mention the effects of parasite infestation to the body	✓						
	State the importance of personal cleanliness in preventing internal and external parasites	✓						
2.3	**Personal hygiene during bed wetting**							
	Mention causes of bed wetting	✓						
	State the effects of bed wetting	✓						
	State hygienic practices to observe during bed wetting	✓						
	Appreciate the importance of personal hygiene during bed wetting.	✓						
3.0	**FOODS AND NUTRITION**							
3.1	**Eating habits and values**							
	Name foods available in our community	✓						
	Give reasons for not eating certain foods available in the community	✓						
	Appreciate reasons for not eating certain types of foods	✓						
3.2	**Food etiquette**	✓						
	Identify food table manners to observe when taking meals							
	Practice good table manners when taking meals	✓						
3.3	**Food groups**	✓						
	Mention reasons for eating food							
	Group food into energy giving, body building and protective foods	✓						
	Appreciate the importance of eating food for all the three food groups in a meal	✓						
3.4	**Food and fitness**							
	Mention the risk of eating too much or too little food	✓						

(partial right column table, cut off:)

		Give ... fitness
		Appre... of foo... exercis...
3.5	**Safety**	
	Identif...	
	State w...	
	Mentio... raw foc...	
	Give re...	
	Appreci... at home	
4.0	**SAFET**	
4.1	**Comm**	
	Identify	
	Name th...	
	Name w... school	
	Explain... and nos...	
	Demons...	
5.0	**CONSU**	
5.1	**Packag**	
	Name v... locality	
	Identify container...	
	Appreci... found o...	

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	Give reasons why exercising is important in physical fitness	✓				
	Appreciate the importance of eating the right amounts of food at the right time and doing adequate physical exercise.	✓				
3.5	**Safety in food storage**	✓				
	Identify storage facility for food at house	✓				
	State where to store cooked and raw foods at home	✓				
	Mention factors to observe when storing cooked and raw food at home	✓				
	Give reasons for proper storage of food at home	✓				
	Appreciate the importance of proper storage of food at home					
4.0	**SAFETY EDUCATION**					
4.1	**Common accidents and Basic first aid**	✓				
	Identify common accidents in the school compound	✓				
	Name the causes of common accidents in school	✓				
	Name ways of preventing common accidents in the school	✓				
	Explain the procedure of giving first aid for fainting and nose bleeding	✓				
	Demonstrate first aid for fainting and nose bleeding					
5.0	**CONSUMER EDUCATION**					
5.1	**Packaged food**	✓				
	Name various types of packaged food sold in the locality	✓				
	1dentify the basic information on packets or containers used for packaging food	✓				
	Appreciate the importance of the basic information found on food packets and containers					

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TERMLY REPORTS

TERM 1

Opening Date: _____

Total number of strands covered __1__

From (1st Strand) _____ Closing Date: _____

To (Last Strand) _____ Sub Strand __8__

Strands/Sub-strand not covered by the individual learner ___N/A___ Sub Strand _____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Total Points		3		
Percentage		84%		

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: ___All___

_____ Signature _____

TERM 2

Opening Date: _____

Total number of strands covered __5__

From (1st Strand) _____ Closing Date: _____

To (Last Strand) _____ Sub Strand __All__

Strands/Sub-strand not covered by the individual learner ___N/A___ Sub Strand _____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Total Points		3		
Percentage		84%		

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: ___All___

_____ Signature _____

TERM 3

Opening Date: _____

Total number of strands covered __5__

From (1st Strand) _____ Closing Date: _____

To (Last Strand) _____ Sub Strand __All__

Strands/Sub-strand not covered by the individual learner _____ Sub Strand _____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Total Points				
Percentage				

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: ___All___

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ENVIRONMENTAL ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations,
APP-Approach Expectations, BE-Below Expectations

		Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
	1.0	ENVIRONMENT AND ITS RESOURCES					
	1.1	Weather		✓			
		Exploring unfavourable weather conditions		✓			
		Describe unfavourable weather conditions		✓			
		Observe the effects of unfavourable weather conditions for safety					
	1..1.1	Develop curiosity in identifying effects a weather conditions					
		Identify ways of keeping safe from unfavourable weather conditions		✓			
		Keep safe from unfavourable weather conditions					
		Demonstrate knowledge of keeping safe from unfavourable weather condition.		✓			
	1.2	Water					
	1.2.1	Making water safe					
		Identify ways of making water safe and clean for use in the home		✓			
		Make water clean and safe		✓			
		Construct a simple water filter for cleaning water at home		✓			
		Appreciate using clean and safe water to reduce health risks		✓			
	1.3	Soil					
	1.3.1	Exploring soil characteristics					
		Differentiate soils by texture from provided soil samples		✓			
		Differentiat soil by size of soil particles		✓			
		Name three type of soil based on their characteristics		✓			
		Develop interest in characteristics of soil as an environmental resource		✓			
	1.4	Plants					
	1.4.1	Identify different type of plants					
		Categorize plants in the immediate environment according to specified features		✓			
		Appreciate the rich diversity in plants		✓			
	1.4.2	Safety when handling plants					
		Describe safe ways of handling different plants		✓			
		Observe safety when handling different plants in the immediate environment		✓			
		Appreciate the need to handle plants responsibly to reduce health risks		✓			
	1.5	Animals					
	1.5.1	Importance of animals					
		State different uses of animals to people		✓			
		Identify different uses of animals to people		✓			
		Identify different animals that provide food products		✓			
		Appreciate the importance of animals to the people		✓			

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Code	Competency		✓						Code	Right column (partial)
1.6	**Energy: heat**								3.0	**CARING F**
1.6.1	**Source of heat**								3.1	**Caring for**
	Identify source of heat in the environment		✓						3.1.1	**Communic** the commu
	Match different sources of heat to their fuels in the environment		✓							Give ways
	Identify use of heat energy in the environment		✓							Create and plants prote
	Use heat energy responsibly									Appreciate
1.6.2	**Dangers of heat energy**								3.2	**Caring for**
	Identify materials that can start fire in the house		✓						3.2.1	**Caring for**
	Identify dangers of heat energy at home		✓							Recognize
	Demonstrate an understanding of safe ways of moving from the house in case of fire outbreak		✓							Care for ani
2.0	**SOCIAL ENVIRONMENT**									Appreciate
2.1	**Harmonious living in the community**								3.3.0	**Managing**
2.1.1	**Sanitation in the community**									State ways
	Describe ways of keeping the market place clean		✓							Participate
	Participate in keeping the market place clean to promote social cohesion		✓							Dispose wa other-and c
	Appreciate a clean market place for good health.		✓						3.3.1	**Communic**
2.2	**Keeping safe in the community**									Recognize waste
	Identify appropriate ways of responding to strangers in the community		✓							Use hand, messages o
	Respond appropriately to strangers in the community		✓							Communica the commun
	Take personal responsibility in keeping safe to limit risks.		✓						3.3.2	**Engaging p**
2.2.1	**Safe and dangerous place in the community**									Identify wa waste man
	Identify safe place in the community		✓							Involve par
	Identify dangerous places in the community		✓							Appreciate in waste ma
	Keep personal safety in the community		✓						3.4	**Caring for**
	Respond appropriately to security threats in the community		✓						3.4.1	**Planting tr**
2.3.0	**Safe travel**									State the in
2.3.1	**Basic road safety signs**									Plants trees
	Recognize basic road safety signs		✓							Demonstrat
	Use basic road safety signs appropriately to enable safe travel		✓						3.4.2	**Improving**
	Appreciate the use of basic road safety sign in enabling safe travel.		✓							Identify mat
2.4.0	**Environmental and cultural events in the community**									Apply manu
	State how cultural evens promote environmental and social well being in the community		✓							Apply mulcl
	Participate in cultural events that promote environment and social well being in the community		✓							Develop inte
	Develop interest in environment and cultural events to promote social well being in the community		✓						3.5	**Caring for**
2.5	**Enterprise projects**								3.5.1	**Exploring**
2.5.1	**Waste management for income generation project at school**									Identify way the commun
	Identify ways of using waste responsibly to generate income									Collect rainy
	Determine suitable waste management activity to generate income at school		✓							Appreciate t domestic us
	Participate in waste management activity in school to generate income.		✓							
	Develop interest in undertaking income generating activities in waste management		✓							

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			EX	MT	APP	BE	COMMENTS
3.0	CARING FOR THE ENVIRONMENT						
3.1	Caring for plants						
3.1.1	Communicating plants protection messages in the community			✓			
	Give ways of protecting plants in the community			✓			
	Create and communicate persuasive messages on plants protection			✓			
	Appreciate plant protection in the community						
3.2	Caring for animals						
3.2.1	Caring for animals in distress			✓			
	Recognize signs of distress in animals			✓			
	Care for animals in distress			✓			
	Appreciate the need to relieve animals from distress.						
3.3.0	Managing waste			✓			
	State ways of disposing waste in the community						
	Participate in disposing waste in the community			✓			
	Dispose waste responsibly to limit risks to self, other- and community.						
3.3.1	Communicating messages on managing waste			✓			
	Recognize persuasive messages on how to manage waste			✓			
	Use hand, print and electronic media to create messages on how to manage waste			✓			
	Communicate messages on managing waste in the community						
3.3.2	Engaging parents or guardians in waste management			✓			
	Identify ways of involving parents or guardians in waste management.			✓			
	Involve parents or guardians in waste management			✓			
	Appreciate the participation of parents or guardians in waste management						
3.4	Caring for soil						
3.4.1	Planting trees to protect soil			✓			
	State the importance of planting trees						
	Plants trees for soil protection			✓			
	Demonstrate willingness to plant trees to protect soil						
3.4.2	Improving soil			✓			
	Identify materials used to improve soil			✓			
	Apply manure on a seed bed			✓			
	Apply mulch on a seed bed			✓			
	Develop interest in caring for soil						
3.5	Caring for water						
3.5.1	Exploring ways of collecting rain water			✓			
	Identify ways of collecting rainwater in school and the community			✓			
	Collect rainwater at school			✓			
	Appreciate the need of collecting rain water for domestic uses.						
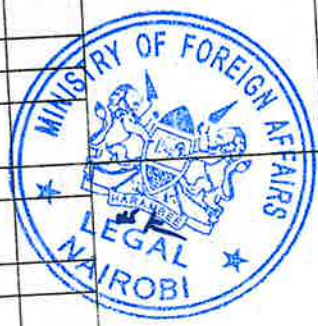
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3.5.2	Caring for water reservation in the community					
	Identify ways of protecting reservoirs in the community		✓			
	Participate in protecting water reservoirs in the community		✓			
	Appreciate the need to care for reservoirs		✓			
3.6.0	Caring for energy					
3.6.1	Energy conservation campaigns in the community					
	State ways of promoting energy conservation in the community		✓			
	Participate in energy conservation campaigns in the community		✓			
	Appreciate the need to promote energy conservation in the community		✓			

TERM 1
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values: ___

18/4/2023

DIRECTOR
QUALITY ASSURANCE AND STANDARD
MINISTRY OF EDUCATION
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TEL: 318581
NAIROBI

MINISTRY OF FOREIGN AFFAIRS
LEGAL
NAIROBI

TERMLY REPORTS

TERM 1

Opening Date:_____ Closing Date: _____

Total number of strands covered __2_____

    From (1st Strand)_____ Sub Strand __13_____

    To (Last Strand) _____ Sub Strand _____

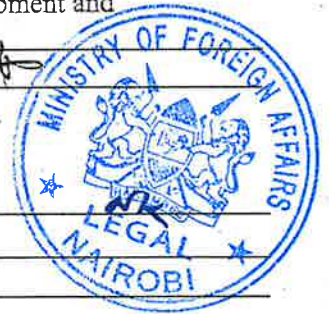Strands/Sub-strand not covered by the individual learner__N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		85%			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values:_____

_____ All _____ Signature _____

TERM 2

Opening Date:_____ Closing Date: _____

Total number of strands covered __3_____

    From (1st Strand)_____ Sub Strand __All_____

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner__N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points					
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____ All _____

_____ Signature ___A_____

TERM 3

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 individual learner _____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		83%			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____ All _____ Signature _____

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PHYSICAL ACTIVITIES ASSESSMENT:

	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENT
1.0	**BASIC MOTOR SKILLS**					
1.1	**Locomotor Skills**					
1.1.1	**Skipping**		✗			
	Name parts of the body that are in use during skipping					
	Appreciate the importance of observing health habits for our well being		✓			
	Perform skipping in different ways and levels		✓			
1.1.2	**Galloping**					
	Performing galloping in different ways such as directions, pathways, levels and different tempo such as slowly, moderate and fast		✓			
	State the importance of practicing health habits for our well being		✓			
	Establish relationship through galloping for critical thinking and problem solving		✓			
	Observe rules while galloping					
1.1.3	**Dodging**					
	Name body parts that are in use during dodging for body awareness		✓			
	Perform dodging in different ways: direction, pathways and levels		✓			
	Establish relationship while dodging		✓			
	Appreciate dodging for strength, co-ordinate, balance and self esteem		✓			
	Obey rules when playing games for own and other safety.		✓			
1.1.4	**Sliding**					
	Explore sliding in different ways for body awareness		✓			
	Perform sliding in different ways		✓			
	Establish relationship through sliding		✓			
	Appreciate sliding for strength, co-ordinate, balance and self-esteem		✓			
	Observe rules					
1.2	**Non-locomotor Skills**					
1.2.1	**Twisting**		✓			
	Perform twisting in different ways		✓			
	Establish relationship through twisting for critical thinking and problem solving		✓			
	Appreciate twisting for strength, co-ordination, balance and self-esteem		✓			
	Obey rules when playing games					

1.3	Manipulati
1.3.1	**Striking**
	Perform stri
	Establish rel
	thinking and
	Appreciate s
	Observe rul
1.3.2	**Punting**
	Identify part
	Perform pun
	Establish rel
	Appreciate a
1.3.3	**Dribbling**
	Name body
	Perform dril
	endurance a
	Establish rel
	Appreciate a
	while playin
2.0	**SWIMMIN**
2.1	**Water Safe**
2.1.1	**H.E.L.P (H**
	Name a floa
	self-esteem
	Explain the
	Perform H.E
	Appreciate
	Obey swimn
2.2	**Basic Swim**
2.2.1	**Arm Action**
	Demonstrate
	in water for
	Perform the
	Observe rule
	Establish rel
2.2.2	**Kicking (Leg**
	Perform kick
	Appreciate t
	Make relatio
	Observe rule
2.2.3	**Starfish Flo**
	Name some
	Perform star
	Appreciate f
	for survival
3.0	**GYMNAST**
3.1	**Static Balan**
3.1.1	**V-balances**
	Name body
3.2	**Dynamic Ba**
3.2.1	**Beam Balan**
	Perform bear
	co-ordinatio

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1.3	Manipulative Skills					
1.3.1	**Striking**					
	Perform striking in different ways			✓		
	Establish relationship through striking for critical thinking and problem solving			✓		
	Appreciate striking and develop positive attitude					
	Observe rules while playing game			✓		
1.3.2	**Punting**					
	Identify parts of the body that are used for punting			✓		
	Perform punting in different ways					
	Establish relationship			✓		
	Appreciate and develop attitude while playing					
1.3.3	**Dribbling**			✓		
	Name body parts that are in use during dribbling			✓		
	Perform dribbling in different ways for co-ordination, endurance and balance			✓		
	Establish relationship					
	Appreciate and develop attitude and willingness while playing			✓		
2.0	**SWIMMING**					
2.1	**Water Safety**					
2.1.1	**H.E.L.P (Heat Escape Lessening Position)**			'		
	Name a floating technique that they know for self-esteem			✓		
	Explain the meaning of H. E.L. P			✓		
	Perform H.E.L.P for survival			✓		
	Appreciate H.E.L.P for rescue			✓		
	Obey swimming rules for own and others safety					
2.2	**Basic Swimming Skills**					
2.2.1	**Arm Action In Water Front Crawl**					
	Demonstrate different actions that the arm can make in water for body awareness		✓			
	Perform the body action in front crawl in swimming		✓			
	Observe rules while swimming					
	Establish relationship in water					
2.2.2	**Kicking (Leg Action In Water) In Front Crawl**					
	Perform kicking leg action in front crawl in swimming		✓			
	Appreciate the game					
	Make relationship through playing the game		✓			
	Observe rules					
2.2.3	**Starfish Float**					
	Name some animals that live in water		✓			
	Perform starfish float in water for survival		✓			
	Appreciate floating in water using the starfish float for survival		✓			
3.0	**GYMNASTICS**					
3.1	**Static Balance**					
3.1.1	**V-balances**		✓			
	Name body part in use during V-balance					
3.2	**Dynamic Balance**					
3.2.1	**Beam Balance**					
	Perform beam balance for strength, balance and co-ordination		✓			
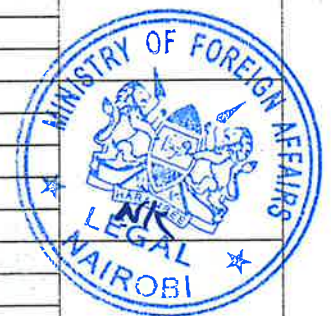
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	Appreciate the beam balance performance						
	Make relationships through performance of beam balance			✓			
	Obey rules while performing the beam balance			✓			
3.3	**Static Balance**						
3.3.1	**Crab Stand Balance**						
	Perform the crab stand balance for strength and co-ordination			✓			
	Appreciate performing the crab stand balance			✓			
	Make relationship through playing the game			✓			
	Observe rules while playing the game			✓			
3.4	**Dynamic Balance**			✓			
3.4.1	**Backward Roll**						
	Name body parts in use during crab walk			✓			
	Perform crabwalk			✓			
	Appreciate crab walk strength, coordination and excellence			✓			
	Obey rules during crab walk.			✓			

18/4/2022

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TERM 3
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Facilitator
values: __

TERMLY REPORTS

TERM 1
Opening Date:_____ Closing Date: _____

Total number of strands covered __1_____

    From (1st Strand)_____ Sub Strand _5_____

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner __N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		83			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values:_____

_____ All _____ Signature _____

TERM 2
Opening Date:_____ Closing Date: _____

Total number of strands covered ___3_____

    From (1st Strand)_____ Sub Strand _22_____

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner__All_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		84%D			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____ All _____

_____ Signature _____

TERM 3
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 individual learner _____N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		83%			1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____
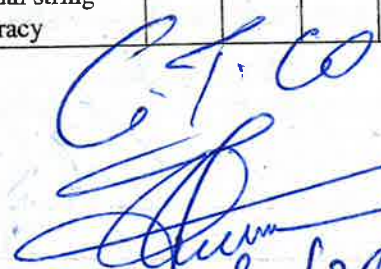
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18/4/2023

MUSIC ACTIVITIES ASSESSMENT:

KEY: Performance level: **EX**-Exceeding Expectations, **MT**-Meets Expectations, **APP**-Approach Expectations, **BE**-Below Expectations

Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
1.0 PERFORMING					
1.1 Songs					
Identify and name different types of songs performed for different purposes in the community for awareness			✓		
Sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm for enjoyment and self expression			✓		
Sing all verses of the Kenya National Anthem in English and /or Kiswahili with proper etiquette for patriotism cohesion and peaceful coexistence			✓		
Sing 3- part rounds keeping to the respective parts for enjoyment			✓		
Execute the elements of music to the singing for effective communication			✓		
Use vocal techniques in singing a variety of songs for effective communication		✓			
Express ideas, feelings and emotions through singing for self-expression		✓			
Express ideas, feelings and emotions through singing for self-expression		✓			
Appreciate the importance of singing songs from devices cultures and time		✓			
Record own and others performance using electronic devices for appreciation and digital literacy.		✓			
1.2 Singing games					
Perform various singing games drawn from local and other cultures for enjoyment		✓			
Performs singing games with coordinated body movements for aesthetic effect.		✓			
Perform singing games while observing own and others safety		✓			
Practice games etiquette for integrity		✓			
Share available resources during the performance of singing games for equity		✓			
Appreciate and enjoy performing singing games from diverse cultures		✓			
1.3 Musical Instruments					
Identify and name different string instruments used in music making		✓			
Identify string instruments visually and aurally in preparation for improvisation		✓			
Demonstrate the skills of playing string instruments to improve performance.		✓			
Use locally available materials to make improvised creativity					
Use improvised string instruments to accompany song for enjoyment		✓			
Use improvised percussion, wind and string instruments in an ensemble for enjoyment		✓			
Use digital devices to record and play virtual string instruments for enjoyment and digital literacy					

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1.4	Dance
	Use body ... in a variet...
	Use body ... response ...
	Apply lo... movemen...
	Observe ... performa...
	Practice ...
	Perform ... cultures f...
	Apprecia... dances f...
	Use digit... lances fo...
2.0	**CREATI...**
2.1	Rhythm
	Improvis... songs usi... for enjoy...
	Create o... percussic... creativity...
	Use digit... accompan...
2.2	Melody
	Identify ... tunes den...
	Create me... preparati...
	Apply va... familiar ...
	Use new ... communi...
	Create ov... pitched o...
	Use digit... created r... and prese...
3.0	**LISTEN...**
3.1	Element...
	Express i... performa...
	Distingui... aural disc...
	Relate se... experienc...
	Imitate s... pitch and...
	Use appr... discussin...
	Relate sp... in the ec...

			✓			
1.4	**Dance**					
	Use body movements that are part of daily experience in a variety of ways in dance for enjoyment		✓			
	Use body zones and body parts appropriately in response to music		✓			
	Apply locomotors and non-locomotors/axial movements imaginatively to create own dance		✓			
	Observe basic elements of dance in a dance performance for effective execution of dance		✓			
	Practice etiquette during dance performance for integrity		✓			
	Perform appropriate simple dances fob diverse cultures for appreciation and enjoyment		✓			
	Appreciate and enjoy performing different cultural dances for cultural preservation		✓			
	Use digital devices to learn and record various dances for digital literacy and enjoyment		✓			
2.0	**CREATING/COMPOSING MUSIC**					
2.1	**Rhythm**					
	Improvise rhythmic accompaniment to familiar songs using body percussion and other instruments for enjoyment		✓			
	Create own simple rhythmic patterns using body percussion and other improvised percussions for creativity and imagination		✓			
	Use digital devices for creating rhythmic accompaniment to familiar songs for enjoyment		✓			
2.2	Melody					
	Identify melodic variations in familiar simple tunes demonstrating an awareness of pitch and rhythm		✓			
	Create melodic variations to familiar tunes in preparation for composition		✓			
	Apply variations of tempo and dynamics of familiar songs for enjoyment		✓			
	Use new words to a familiar tune for effective communication		✓			
	Create own melodic patterns from differently pitched objects to enhance creativity		✓			
	Use digital devices in creating and eong own created melodic patterns for digital literacy and presentation to others for discussions.		✓			
3.0	**LISTENING AND RESTONEING**					
3.1	**Elements of Music**					
	Express initial personal reactions to musical performances for self-expression.		✓			
	Distinguish and categorize sounds heard for aural discrimination		✓			
	Relate selected music to personal experience/story/event for emotional expression		✓			
	Imitate short melodies with literacy in pitch and rhythm for aural development		✓			
	Use appropriate terminology in explaining/ discussing music listened to effective communication		✓			
	Relate specific music to appropriate events in the community		✓			

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18/4/2023

TERMLY REPORTS

TERM 1

Opening Date: _____ Closing Date: _____

Total number of strands covered ___1___

    From (1st Strand) _____ Sub Strand _2_

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner ___N/A___

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		85%			1-100

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____A/I_____ Signature _____

TERM 2

Opening Date: _____ Closing Date: _____

Total number of strands covered ___3___

    From (1st Strand) _____ Sub Strand _A/I_

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner ___N/A___

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage		85%			1-100

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____ Signature _____

TERM 3

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 individual learner _____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points					
Percentage					1-100

Reason _____ .

Facilitator's remarks based on: core competencies, achievements, PCIs development and OR
values: _____ Signature ____

18/4/2023

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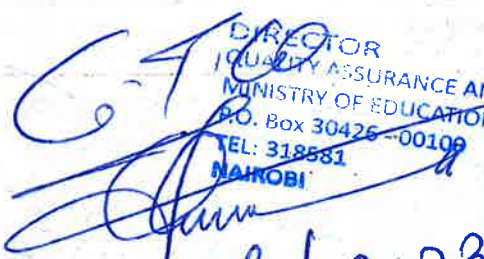|		Ticl eacl
1.0	CREA
1.1	Self A
*	Appre and lii
	Recos body
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1.2	My F
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1.3	Adam
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C.R.E ACTIVITIES ASSESSMENT:

KEY: Performance level: **EX**-Exceeding Expectations, **MT**-Meets Expectations,
APP-Approach Expectations, **BE**-Below Expectations

	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
1.0	**CREATION**					
1.1	**Self Awareness**					
	Appreciate himself/herself as created in the image and likeness of God for His glory		✓			
	Recognize God as the Creator of every part of his/her body to glorify Him		✓			
	Control thoughts and feelings in daily life					
	Make choices that are acceptable to God in their lives		✓			
1.2	**My Family**					
	Recognize the head of the family and respect them		✓			
	Name family members in the nuclear and extended family for identification		✓			
	Draw the family tree to understand relationships within the family		✓			
1.3	**Adam And Eve**					
	Acknowledge God as the Creator of Adam and Eve as our first parents on earth		✓			
	Describe how Adam and Eve disobeyed God and desire to obey God in their daily lives		✓			
	State the results of disobeying God's command to avoid sin		✓			
	Explain the importance of obeying parents to live a harmonious family life		✓			
	Explain the importance of obeying teachers to promote good relationships at school		✓			
2.0	**THE HOLY BIBLE**					
2.1	**The Bible as the word of God**					
	Differentiate the Bible from other books as a holy book used by Christians		✓			
	Explain how the writing of the Bible was different from other books and respect it		✓			
	Name the four Gospel books in the New Testament of Jesus Christ		✓			
	Appreciate the Bible as a guide in their daily lives		✓			
2.2	**The Bible Story**					
	Narrate what happened in the story of Moses and the burning bush and relate it with the holy places of .worship		✓			
	Discuss how Moses. expressed obedience and apply it in their daily lives		✓			
2.2.2	**The big fish swallows Jonah**					
	Narrate the story of Jonah and be obedient to God		✓			
2.2.3	**Naaman is Healed**					
	Describe the healing of Naaman and desire to have faith in God		✓			
	Appreciate God as the healer of all diseases		✓			

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

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	4.3	**Forgiveness**					
		Describe the story of the unforgiving servant and relate it to their interaction with others		✓			
		Desire to forgive others in their day to day lives		✓			
	4.4	**Trust**					
		Identify people they can trust for their own safety		✓			
		Mention the people to report to in case of danger for appropriate action to be taken		✓			
		Discuss the effects of talking about others for harmonious living		✓			
	4.5	**Responsibility**					
		Discuss the importance of personal hygiene for healthy living		✓			
		Develop responsibility by not expecting a reward when they do chores at home		✓			
	5.0	**THE CHURCH**					
	5.1	**Prayer**					
		Recite the Lord's prayer and apply in their daily lives		✓			
		Show respect to God during prayer by adopting different postures of prayer					
	5.2	**The Holy Spirit**					
		Discuss the coming of the Holy Spirit on the day of Pentecost and relate it to their lives		✓			
		Identify the work of the Holy Spirit in the life of a Christian		✓			
		Appreciate the fruit of the Holy Spirit by living harmoniously with others		✓			
		Desire to be led by the Holy Spirit as they make decisions in life		✓			

TERM 1

Opening Date: _____ Closing Date: _____

Total number of strands covered __3__

    From (1st Strand) _____ Sub Strand __16__

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner __N/A__

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____ All _____ Signature _____

TERM 2

Opening Date: _____ Closing Date: _____

Total number of strands covered __5__

    From (1st Strand) _____ Sub Strand __All__

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner __N/A__

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____ All _____ Signature _____

TERM 3

Opening Date: _____ Closing Date: _____

Total number of strands covered __5__

    From (1st Strand) _____ Sub Strand __All__

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner _____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____ All _____

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MINISTRY OF EDUCATION.
Signature
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18/4/2023

32 | Grade

KEY: Perfor
APP-

Tick a
each to

1.0	LISTEN
1.1	Imitatio
	Creativel people
	Listen ar Control
1.2	Story tei
	Use digi
	Acquire phrases
	Develop
	Demons
1.3	Effectiv
	Use com
	Listen ar and idea
	Commur
	Demons
	Apprecia feeling
1.4	Talk ab
	Identify engage i
	Use appr situation
	Develop
1.5	Present
	Ask crit environr
	Presents environr
	Subsequ words E
2.0	READI
2.1	Indeper
	Identify
	Silently
	Develop
	Effectiv
	Use lear
2.2	Readin
	Read wi
	Locate i
	Develop
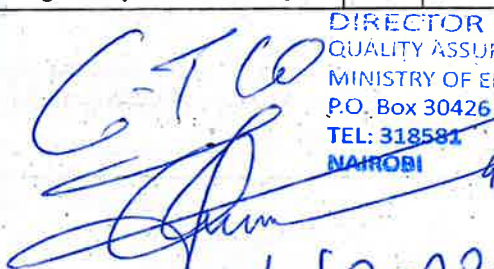
LITERACY ACTIVITIES ASSESSMENT:

		Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
1.0		**LISTENING & SPEAKING**					
1.1		**Imitation**					
		Creatively use appropriate language with different people		✓			
		Listen and responds appropriately		✓			
		Control thoughts and feelings in daily life		✓			
1.2		**Story telling**		✓			
		Use digital knowledge to create stories		✓			
		Acquire an accurately use appropriate words and phrases from stories					
		Develop an interest in telling stories for pleasure		✓			
		Demonstrate techniques of effective story telling					
1.3		**Effective communication (Sharing experience)**					
		Use compound and complex sentences to link thoughts		✓			
		Listen and use talk to organize and clarify thoughts and ideas		✓			
		Communicate needs and feelings in a variety of ways		✓			
		Demonstrate willingness to interact with others		✓			
		Appreciate the importance of sharing one another's feeling		✓			
1.4		**Talk about**					
		Identify messages conveyed in a thematic story and engage in oral discussions		✓			
		Use appropriate expressions to describe people, situations and events		✓			
		Develop an interest to read stories and texts.					
1.5		**Presentation skills**					
		Ask critical questions on the decision made in their environment		✓			
		Presents ideas to engage in decision making in their environment		✓			
		Subsequently position their views using appropriate words Example: firstly, secondly and lastly.		✓			
2.0		**READING**					
2.1		**Independent Reading**					
		Identify the main idea in a passage		✓			
		Silently read a given passage		✓			
		Develop an interest in reading for pleasure		✓			
		Effectively answer questions from independent reading		✓			
		Use learnt vocabulary from own reading		✓			
2.2		**Reading comprehension**		✓			
		Read with accuracy, fluency and understanding					
		Locate information in a text		✓			
		Develop an interest in reading widely on varied subject.		✓			

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3.0	WRITING							
3.1	Sentence formation							
	Write a variety of compound and complex sentence structures.		✓					
	Make and organize notes and paragraphs appropriately		✓					
	Use writing to generate and organize ideas		✓					
3.2	Spelling instruction							
	Correct misspelled words		✓					
	Spell words correctly in writing		✓					
3.3	Handwriting							
	Use capital letters correctly							
	Use appropriate spacing between words		✓					
	Use of legible and neat handwriting		✓					
3.4	Creative writing		✓					
	Creatively compose simple texts in written and Digital formats.		✓					
	Use connecting words appropriately and effectively in Writing		✓					
	Develop an interest in writing							

TERM 1
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Percentage	

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Facilitator's rei
values:

TERM 2
Opening Date
Total number (
From (
To (Las
Strands/Sub-st

	E
Total Points	
Percentage	

Reason
Facilitator's re
values:

TERM 3
Opening Date
Total number (
From (
To (La
Strands/Sub-st

	E
Total Points	
Percentage	

Reason
Facilitator's re
values:

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18/4/2023

TERMLY REPORTS

TERM 1

Opening Date:_____ Closing Date:_____

Total number of strands covered __2__

    From (1st Strand)_____ Sub Strand _7_____

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner_____N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points					
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values:_____

_____ All _____ Signature _✶_____

TERM 2

Opening Date:_____ Closing Date:_____

Total number of strands covered __3__

    From (1st Strand)_____ Sub Strand _All_____

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner_____N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points					
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____All_____
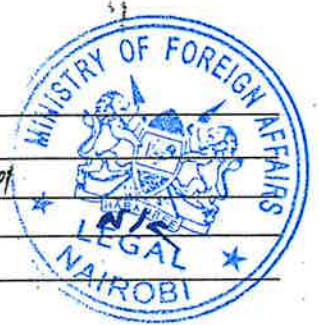
_____ Signature _✶_____

TERM 3

Opening Date: _____ Closing Date:_____

Total number of strands covered __3__

    From (1st Strand) _____ Sub Strand _All_____

    To (Last Strand) _____ Sub Strand _____

Strands/Sub-strand not covered by the individual learner ____N/A_____

OVERALL ACHIEVEMENT OF CORE COMPETENCIES

	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points					
Percentage					1-100%

Reason _____

Facilitator's remarks based on: core competencies, achievements, PCIs development and values: _____

_____ All _____ Signature _✶_____

DIRECTOR QUALITY ASSURANCE AND STANDARDS
MINISTRY OF EDUCATION
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NAIROBI

MINISTRY OF FOREIGN AFFAIRS
LEGAL
NAIROBI

18/4/2023

MINISTRY OF FOREIGN AFFAIRS AND INTERNATIONAL TRADE.   DATE........ 26|4|2023

AUTHENTICATION OF DOCUMENTS RECEIPT.

RECEIVED FROM (NAME)....... Grace   Manara .... CONTACT ....

NATURE OF DOCUMENT :(AFFIDAVIT, POWER OF ATTORNEY, ADOPTION ORDER AND CERTIFICATE,

NO IMPEDIMENT, TRADE, SCHOOL CERT., BIRTH CERT., DEATH CERT., POLICE CLEARANCE, MEDICAL, MARRIAGE, DIVORCE ETC)........

AMOUNT PAID 2000   Rcpt   DATE TO BE COLLECTED....... 28|4|2023

TIME OF COLLECTION........ 9:00AM - 12:30PM ....

CUSTOMER'S REMARKS ON THE SERVICE. ....

CUSTOMER'S SIGNATURE......

STAFF SIGNATURE.......