



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

KENYA SCHOOL READINESS ASSESSORS GUIDE

Pre-Primary 1 & 2 Assessors Guide

August, 2022



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**KENYA SCHOOL READINESS ASSESSMENT TOOL
(KSRAT)**

ASSESSOR'S GUIDE

AUGUST 2022

FOREWORD

Research has revealed that the first eight (8) years of life are critical to a child's growth and ultimate lifelong development. Early childhood experiences and environment set the foundational stage for future developments and success later in life. A smooth transition from pre-primary level to lower primary school forms the basis for consequent learning and progression. This ensures holistic development with minimal adjustment challenges for the learner.

All sectors that are involved in the care and welfare of children recognise the importance of early years and are committed to supporting pre-primary education. This is based on the realization that children who access quality pre-primary services have a better start in life and are better prepared for entry into formal education. In Kenya, the National Government and the County Governments work closely in strengthening pre-primary education. Both Governments aim at providing a solid foundation for the country to meet the targets stipulated in Sustainable Development Goals (SDGs). Goal No. 4.2 focuses on access to quality Early Childhood Development, Care and Pre-Primary Education targeting both boys and girls transiting to primary education.

A team of experts in Early Years Education have developed the Learners' Assessment tool and the Assessors' Guide as per the Reforms in Education in Kenya. The assessment tool is meant to gauge the level of competence of a learner in various learning activity areas over a period of time. The assessment aims at facilitating a Pre-primary learner to transit smoothly to Grade One. The assessment also guides teachers to ascertain the abilities, strengths or weakness of the learner. The focus is on improving learning environment by adapting appropriate learning resources, pedagogies and interventions. The assessment shall be administered to all learners in Pre-primary 1 and Pre-primary 2 before transiting to the next level. The assessment is based on the Pre-primary Curriculum Design developed by the Kenya Institute of Curriculum Development (KICD). The Pre-primary curriculum has five (5) Learning Areas namely; Language Activities, Mathematical Activities, Environmental Activities, Psychomotor and Creative Activities and Religious Education Activities. The tool provides a holistic and standardized assessment approach. This mode of assessment is appropriate to the Kenyan context: it has been aligned with Competence Based Curriculum (CBC) and Competence Based Assessment (CBA). The essence of the assessment tool therefore is to ensure quality education assessment right from the foundational level nationwide.



PROF. GEORGE A.O. MAGOHA, EGH

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PREFACE

The Kenya School Readiness Assessment Tool (KSRAT) aims at establishing the competence of the learner in various Learning Activity areas. Kenya School Readiness Assessment Tool (KSRAT) has been realigned to the Basic Education Curriculum Framework (BECF). This is a standard tool that shall be used to assess all learners in Pre-primary schools in Kenya aged 4-5 years old as they transit from one level to the next. In addition, the Assessor's Guide has been developed with the purpose of equipping the teachers with relevant skills for quality assessment.

Assessment at the pre-primary levels involves continuous observation of the individual learner performance in various learning experiences. The Assessment assists in identifying the learner's needs in order to fast-track the learning process. The findings of the assessment will be used to determine the next appropriate learning strategies.

It is therefore my sincere hope that the KSRAT and the Assessor's Guide will offer guidance to the teachers and other stakeholders to ensure effective implementation of the curriculum and guarantee smooth transition of pre-primary learners to the next level.



JULIUS O. JWAN, PhD, CBS

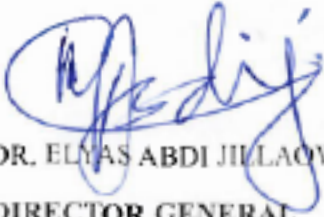
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ACKNOWLEDGMENTS

I wish to appreciate contributions made towards the review of the Kenya School Readiness Assessment Tool and the Assessor's Guide. I take this opportunity to thank the Kenya Institute of Curriculum Development, the Kenya National Examinations Council, the County Governments, Representative Practicing Pre-primary Teachers, Development partners in Education particularly UNICEF for their valuable technical support.

I recognize the invaluable effort made by the Directorate of Quality Assurance and Standards in the coordination of the realignment and production of assessment documents. In addition, I wish to also thank the Directorates of Early Childhood Development and Education and Policy partnership & East Africa Community Affairs for being instrumental in the realization of this Assessment tool and the Assessor's Guide.

Lastly, I extend my gratitude to the members of the Technical Working Group who tirelessly facilitated the completion of the entire review process.



DR. ELIAS ABDI JILLAOW, OGW
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EXECUTIVE SUMMARY

Assessment at Pre-primary level shall be done using Kenya School Readiness Assessment Tool (KSRAT). For effective assessment

the Assessor's Guide has been developed to provide detailed information on how to ascertain learner's competencies. Assessment in essence demands for provision of adequate learning resources. Every learner will optimize their potential if well facilitated. Failure to access the required learning resources will hinder the child from exhibiting the true potential rendering the assessment invalid and unreliable.

This assessment tool, KSRAT focuses on Quality education at the foundation level of formal learning. The Tool shall be used to gauge the learner's competencies progressing from Pre Primary I to Pre Primary 2 and consequently transiting to Grade One. The Assessment will highlight each child's strengths to be enhanced and pointing out the areas to be improved as early as possible.

There are five (5) Learning Areas from which the assessment tasks have been developed as per the Approved KICD Curriculum Designs for Early learning Education.

Given that this is not an examination no child shall be penalized or barred from progressing to the next level after the Assessment.

It is my sincere hope that all Pre-Primary institutions will embrace this transformational Learning and Assessment practice. It is envisaged this assessment shall impact on learning outcomes right from the foundational level within and beyond the 47 counties.



DR. MARY GATURU, HSC

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NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

2. **Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

a) **Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) **Economic Needs**

Education should prepare the learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) **Technological and Industrial Needs**

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. **Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. **Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. **Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through community service learning.

6. **Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. Every learner should value self and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. **Promote international consciousness and foster positive attitudes towards other Nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By end of Early Years Education, the learner should be able to:

1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts
2. Demonstrate basic literacy and numeracy skills for learning
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living for balanced living

Abbreviations & Acronyms:

BCG	Bacilli Chalmette Guerin
BECF	Basic Education Curriculum Framework
BMI	Body Mass Index
CRC	Convention on Rights of Children
CRE	Christian Religious Education
DPT	Diphtheria, Polio and Tetanus
DPTH	Diphtheria, Pertussis, Tetanus, Hepatitis B and homophiles
DQAS	Directorate of Quality Assurance and Standards
ECDE	Early Childhood Development and Education
HRE	Hindu Religious Education
ICT	Information Communication and Technology
IRE	Islamic Religious Education
KICD	Kenya Institute of Curriculum Development
KSRAT	Kenya School Readiness Assessment Tool
PP1	Pre-primary 1
PP2	Pre-primary 2
SDG	Sustainable Development Goals
S.A.W	Salla-llahu-alayhi-wa-sallam
S.W.T	Subhanahu wa ta'ala
UNICEF	United Nations Children's Fund

Operational Definition of Terms:

Assessment	Is a process of gauging the learner’s level of performance of desired competencies.
Assessor	A teacher or a professional/stakeholder assigned to assess the learner’s competency level.
Class	Any place where learning takes place, not necessarily a structure.
Competency	The ability to perform or execute a given task
Competency Based Curriculum	It refers to the process of acquiring and applying of knowledge, skills, values and attitudes to solve problems they encounter in everyday life.
Disability	Lack or restriction of ability to perform an activity in the manner within the range considered normal within the cultural context of the human being.
Smooth Transition	Automatic progression of learners from one level to another.
Inclusion	It is a practice which focuses on the process of adjusting home, school and society so that all the individuals regardless of their differences have the opportunity to interact, play, learn, work and experience a feeling of belonging and exploit their full potential.
Inclusive Education	It is an approach where learners and trainees with disabilities are provided with appropriate education interventions within regular institutions of learning with reasonable accommodation and support.

UNIT ONE: OVERVIEW OF THE ASSESSOR'S GUIDE

Introduction

The Ministry of Education in consultation with County Governments and other key stakeholders revised the Kenya School Readiness Assessment Tool (KSRAT). The purpose of the Tool is to assess the learners' competences as they transit to the next level. Assessment in this context refers to appraisal to establish the competence levels of the learner to ensure smooth transition to primary education. The Assessor's Guide was also realigned to the reforms in education such as Competency Based Curriculum (CBC) and the Basic Education Act 2013. The Guide is meant to elaborate on how to assess the learner. Consequently, the result of the assessment shall be used to determine viable learning resources, interventions and learning strategies.

The Assessor's Guide highlights the following:

- a) The Competencies in five (5) learning activity areas
- b) The need for learning Resources
- c) The varied learning experiences
- d) Stages of assessment process

1.1 Rationale

The Kenya School Readiness Assessment Tool was realigned to the existing legal frame works including The Constitution of Kenya 2010, Basic Education Act 2013, National Pre-primary Education Policy 2017, the Basic Education Curriculum Frame Work (BECF) 2017, Vision 2030 and Sustainable Development Goal No. 4.2, Sessional Paper No. 1 of 2019 and Task Force on Reforms Report on Implementation Dec 2020. The tool further takes cognizance of the five (5) learning activity areas as stipulated in the Pre-Primary Curriculum Designs.

The Assessment Tool shall be used to establish the competency level of the learner at Pre-Primary Education (PP1 and PP2). The tool targets learners aged 4 and 5 years.

In addition, the Assessment brings out information on the child's wellbeing which includes the status of immunization, disability, nutrition and health. These are some of the issues that may negatively impact on the child's ability to learn.

1.2 Objectives

The objectives of the Assessor's Guide are to:

- 1) Provide comprehensive explanation of competencies in relation to the Pre-Primary Activity Learning Areas.
- 2) Outline the procedure of carrying out Competency Based Assessments.
- 3) Offer guidance on identification of learners with special needs for early intervention, placement and referral.
- 4) Enable the teacher to administer the assessment effectively.

1.3 INSTRUCTIONS TO THE ASSESSOR

The learner Assessment Tool booklet consists of two parts: Assessment items for Pre-Primary 1 and Assessment items for Pre-Primary 2. The tool targets learners aged 4 and 5 years in the Pre-Primary school across the country. The tool shall be used by the assessors who shall take note of the following:

- 1) This guide shall be read by the assessors before carrying out the assessment.
- 2) The assessor shall use the language of the catchment area during the Assessment.
- 3) The Learner shall be continuously assessed during learning in a natural setting.
- 4) The information to be recorded in the learner assessment tool shall be derived from the learners' progress records at the end of either PP1 or PP2.
- 5) Indicate using a tick (√), the performance level of the child for each of the competences as provided in the rubric.
- 6) In the Reflection column of the learner Assessment Tool, comment on the performance level of the learner with a view of strengthening or identifying areas of improvement and providing necessary intervention.
- 7) On entry to the next level, the learner's parent/guardian shall present the fully completed Assessment Tool to the teacher (PP2 and Grade One respectively).

NB: *The purpose of the assessment is to establish competency level of a learner in the various learning activity areas and shall not be used for ranking learners or exclusion from transiting to the next level.*

Scoring guide

The Assessment Rubric below shall be used to assess the learner’s level of performance;

The Rubric has four distinct levels namely; Exceeding expectation, Meeting expectation, Approaching expectation and Below expectation. The Assessor is expected to use the learner’s progress records developed in the course of the year to complete the Learner’s Assessment Tool.

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
The learner’s performance goes beyond the set target when undertaking a task in a specific learning activity area	The learner’s performance meets the set target when demonstrating the achievements in a specific learning area	The learner’s performance meets some of the expectations of the set target when demonstrating the achievements in a specific learning area	The learner’s performance exhibits least of the expectations when demonstrating the achievements in a specific learning area

PART ONE
PRE-PRIMARY I

LANGUAGE ACTIVITIES

ESSENCE STATEMENT

Language is a medium of communication. At the Pre-Primary school level, learners will be involved in activities that enhance the ability to become active listeners and speakers in diverse situations as well as express their feelings, ideas and opinions clearly and with confidence. In addition, learners will be involved in reading readiness and writing readiness activities in order to lay a firm foundation for formal reading and writing instruction in Grade One.

GENERAL LEARNING OUTCOMES FOR LANGUAGE ACTIVITIES

By the end of pre-primary Education, the learner should be able to:

- a) Develop appropriate listening skills from varied experiences to enrich their ability to communicate.
- b) Express own opinions, ideas, and feelings creatively, freely and confidently in varied situations as they appreciate others.
- c) Participate in conversation using appropriate verbal and non-verbal language in their everyday experiences.
- d) Articulate letter sounds correctly in preparation for reading.
- e) Develop appropriate reading readiness skills in varied learning experiences.
- f) Apply appropriate writing readiness skills in varied learning experiences.

1.0 LANGUAGE ACTIVITIES ASSESMENT RUBRIC

S/no	Strand	Sub-Strand	Criteria	Performance Level	
1.1	Listening	Common greetings and farewell	Responds to common greetings and bids farewell appropriately	Consistently and appropriately responds to common greetings and bidding farewell with a variety of responses	Exceeding expectation
				Appropriately responds to common greetings and bidding farewell with a variety of responses	Meeting expectation
				Sometimes responds to common greetings and bidding farewell	Approaching expectation
				Attempts to respond to common greetings and bidding farewell with support	Below expectation
		Listening for enjoyment	Responds appropriately to a variety of listening experiences	Consistently and appropriately responds to a variety of listening experiences	Exceeding expectation
				Appropriately responds to a variety of listening experiences	Meeting expectation
				Sometimes responds to a variety of listening experiences	Approaching expectation
				Attempts to respond to a variety of listening experiences with assistance	Below expectation
		Active listening	Responds to simple instructions	Consistently and appropriately responds to simple instructions and takes turns in a variety of conversations	Exceeding expectation
				Appropriately responds to simple instructions and takes turns in a variety of conversations	Meeting expectation
				Sometimes responds to simple instructions and takes turns in conversations	Approaching expectation
				Attempts to respond to simple instructions and conversations with assistance	Below expectation
			Takes turns during conversations	Consistently and appropriately takes turns during conversations	Exceeding expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level	
				Appropriately takes turns during conversations	Meeting expectation
				Sometimes takes turns during conversations	Approaching expectation
				Attempts to take turns during conversations with assistance	Below expectation
		Auditory discrimination	Recognizes a variety of sounds in the environment	Consistently and correctly recognizes a variety of sounds in the environment	Exceeding expectation
				Correctly recognizes sounds in the environment	Meeting expectation
				Recognizes some common sound in the environment	Approaching expectation
				Attempts to recognize some sounds in the environment	Below expectation
		Auditory memory	Recalls a variety of sounds in the environment	Consistently and correctly recalls a variety of sounds in the environment and sounds letters (a, b, e, i, c, o, u, m, s and t)	Exceeding expectation
				Correctly recalls a variety of sounds in the environment and sounds letters (a, b, e, i, c, o, u, m, s and t)	Meeting expectation
				Correctly recalls some of the sounds in the environment and sounds letters (a, b, e, i, c, o, u, m, s and t)	Approaching expectation
				Attempts to recall some of the sounds in the environment and sounds letters (a, b, e, i, c, o, u, m, s and t) with assistance	Below expectation
			Takes pleasure in listening to sounds in the environment	Consistently demonstrates pleasure in listening to sounds in the environment	Exceeding expectation
				Demonstrates pleasure in listening to sounds in the environment	Meeting expectation
				Sometimes demonstrates pleasure in listening to sounds in the environment	Approaching expectation
				Rarely demonstrates pleasure in listening to sounds in the environment with assistance	Below expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level	
1.2	Speaking	Common greetings and bidding farewell related to time and relationship	Uses a range of words for general greetings and bidding farewell	Consistently and correctly greets and bids farewell using a variety of general and time related greetings and farewell.	Exceeding expectation
				Correctly greets and bids farewell using general and time related greetings and farewell	Meeting expectation
				Sometimes greets and bids farewell appropriately using general and time related greetings and farewell	Approaching expectation
				Attempts to greet and bid farewell using common greetings and farewell with assistance	Below expectation
		Self-expression	Passes on messages effectively	Consistently and appropriately passes a variety of information	Exceeding expectation
				Appropriately passes a variety of information	Meeting expectation
				Sometimes appropriately passes information	Approaching expectation
				Attempts to pass information with guidance	Below expectation
			Uses appropriate vocabulary to express self	Consistently uses appropriate vocabulary to express own needs, feelings and emotions	Exceeding expectation
				Uses appropriate vocabulary to express own needs and feelings	Meeting expectation
				Sometimes uses common vocabulary to express own needs and feelings	Approaching expectation
				Attempts to use common vocabulary to express own needs with assistance	Below expectation
			Expresses all needs emotions and feelings appropriately	Consistently and appropriately expresses all needs emotions and feelings	Exceeding expectation
				Appropriately expresses all needs emotions and feelings	Meeting expectation
				Sometimes appropriately expresses needs emotions and feelings	Approaching expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level		
				Attempts to express needs emotions and feelings with guidance	Below expectation	
			Uses appropriate vocabulary to express all needs, feelings and emotions	Consistently and correctly uses a variety of vocabulary to express all needs, feelings and emotions	Exceeding expectation	
				Correctly uses a variety of vocabulary to express all needs, feelings and emotions	Meeting expectation	
				Correctly uses some of vocabulary to express some needs, feelings and emotions	Approaching expectation	
				Attempts to use vocabulary to express needs, feelings and emotions	Below expectation	
		Polite language	Uses polite language when making requests and appreciating others	Consistently and correctly uses polite language when making requests and appreciating others	Exceeding expectation	
					Correctly uses polite language when making requests and appreciating others	Meeting expectation
					Sometimes correctly uses polite language when making requests and appreciating others	Approaching expectation
					Attempts to use polite language when making requests and appreciating others with assistance	Below expectation
		Speaks clearly and audibly		Consistently and clearly projects and varies own voice appropriately in different situations	Exceeding expectation	
					Clearly projects and varies own voice appropriately in different situations	Meeting expectation
					Sometimes clearly projects and varies own voice appropriately in some situations	Approaching expectation
					Attempts to project and vary own voice with assistance.	Below expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level	
		Audience awareness	Demonstrates awareness of own voice in and out of class	Consistently and correctly demonstrates awareness of own voice in and out of class	Exceeding expectation
				Correctly demonstrates awareness of own voice in and out of class	Meeting expectation
				Sometimes correctly demonstrates awareness of own voice in and out of class	Approaching expectation
				Attempts to demonstrate awareness of own voice in and out of class with assistance	Below expectation
		Passing information	Conveys verbal and non-verbal messages effectively to the teacher and learners	Consistently and correctly conveys verbal and non-verbal messages	Exceeding expectation
				Correctly conveys verbal and non-verbal messages	Meeting expectation
				Sometimes correctly conveys verbal and non-verbal messages	Approaching expectation
				Attempts to convey verbal and non-verbal messages with assistance	Below expectation
		Naming	Names objects, people, animals and colours in the immediate environment	Consistently and correctly uses a variety of vocabulary to name objects, people and colours	Exceeding expectation
				Correctly names objects, people and colours using a variety of vocabulary	Meeting expectation
				Names objects, people and colours using some vocabulary.	Approaching expectation
				Attempts to name objects, people and colours with assistance	Below expectation
		Articulation of letter sounds	Articulates vowels and consonants	Consistently and correctly corresponds the alphabet letters to sounds	Exceeding expectation
				Correctly corresponds the alphabet letters to sounds	Meeting expectation
				Correctly corresponds the alphabet letters to some sounds	Approaching expectation
				Attempts to correspond the alphabet letters to sounds with assistance	Below expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level	
1.3	Reading	Book handling	Holds a book properly	Consistently and appropriately holds a book top side up and turn pages in the right orientation.	Exceeding expectation
				Appropriately holds a book top side up and turn pages in the right orientation	Meeting expectation
				Sometimes appropriately holds a book top side up and turn pages in the right orientation	Approaching expectation
				Attempts to hold a book top side up and turn pages in the right orientation with guidance	Below expectation
		Reading readiness skills	Demonstrates left-right eye top down eye orientation when reading	Consistently and correctly demonstrates left-right eye up-down eye orientation when reading	Exceeding expectation
				Correctly demonstrates left-right eye up-down eye orientation when reading	Meeting expectation
				Sometimes correctly demonstrates left-right eye up-down eye orientation when reading	Approaching expectation
				Attempts to demonstrate left-right eye up-down eye orientation when reading with guidance	Below expectation
		Print awareness	Talks about pictures in and out of school	Consistently and correctly talks about pictures in and out of school	Exceeding expectation
				Correctly talks about pictures in and out of school	Meeting expectation
				Sometimes correctly talks about pictures in and out of school	Approaching expectation
				Attempts to talk about pictures in and out of school with assistance	Below expectation
			Demonstrates awareness of print in and out of school	Consistently and correctly demonstrates awareness of print in and out of school	Exceeding expectation
				Correctly demonstrates awareness of print in and out of school	Meeting expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level	
				Sometimes correctly demonstrates awareness of print in and out of school	Approaching expectation
				Attempts to demonstrate awareness of print in and out of school	Below expectation
		Visual discrimination	Identifies similarities and differences in objects and pictures	Consistently and correctly identifies similarities and differences in objects and pictures	Exceeding expectation
				Correctly identifies similarities and differences in objects and pictures	Meeting expectation
				Sometimes identifies similarities and differences in objects and pictures	Approaching expectation
				Attempts to identifies similarities and differences in objects and pictures with assistance	Below expectation
		Visual memory	Recognizes and recalls letters of the alphabets both upper case and lower case	Consistently and correctly recognizes and recalls letters of the alphabets both uppercase and lowercase	Exceeding expectation
				Correctly recognizes and recalls letters of the alphabets both uppercase and lowercase	Meeting expectation
				Sometimes correctly recognizes and recalls letters of the alphabets both uppercase and lowercase	Approaching expectation
				Attempts recognizes and recalls letters of the alphabets both uppercase and lowercase with assistance	Below expectation
		Reading posture	Identifies correct and incorrect reading postures	Consistently and correctly demonstrates appropriate reading postures	Exceeding expectation
				Correctly demonstrates appropriate reading postures	Meeting expectation
				Sometimes correctly demonstrates appropriate reading postures	Approaching expectation
				Attempts to demonstrate appropriate reading postures with guidance	Below expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level				
		Letter recognition	Recognizes letters of the alphabet in uppercase and lower case in and out of class	Consistently and correctly recognizes letters of the alphabet in uppercase and lowercase in and out of class	Exceeding expectation			
				Correctly recognizes letters of the alphabet in uppercase and lowercase in and out of class	Meeting expectation			
				Sometimes correctly recognizes letters of the alphabet in uppercase and lowercase in and out of class	Approaching expectation			
				Attempts to recognize letters of the alphabet in uppercase and lowercase in and out of class with assistance	Below expectation			
			Matches uppercase letters with corresponding lowercase letters in class	Consistently and correctly matches uppercase letters with corresponding lowercase letters in class	Exceeding expectation			
				Correctly matches uppercase letters with corresponding lowercase letters in class	Meeting expectation			
				Sometimes correctly matches uppercase letters with corresponding lowercase letters in class	Approaching expectation			
				Attempts to match uppercase letters with corresponding lowercase letters in class with assistance	Below expectation			
			1.4	Writing	Book handling skills	Holds writing material properly	Consistently and appropriately holds and uses writing material to scribble accurately within margin	Exceeding expectation
							Appropriately holds and uses writing material to scribble within margin	Meeting expectation
Sometimes appropriately holds and uses writing material to scribble within margin	Approaching expectation							
Attempts to hold and use writing material to scribble with assistance	Below expectation							

S/no	Strand	Sub-Strand	Criteria	Performance Level	
		Writing posture	Sits appropriately when scribbling, drawing or writing in class	Consistently sits appropriately when scribbling, drawing or writing in and out of class	Exceeding expectation
				Sits appropriately when scribbling, drawing or writing in and out of class	Meeting expectation
				Sometimes sits appropriately when scribbling, drawing or writing in and out of class	Approaching expectation
				Attempts to sit appropriately when scribbling, drawing or writing in and out of class with guidance	Below expectation
		Eye-hand coordination skills	Demonstrates eye-hand coordination when writing	Consistently and correctly demonstrates eye-hand coordination when writing	Exceeding expectation
				Demonstrates correctly eye-hand coordination when writing	Meeting expectation
				Sometimes correctly demonstrates eye-hand coordination when writing	Approaching expectation
				Attempts to demonstrate eye-hand coordination when writing with assistance	Below expectation
		Pattern making	Pattern Formation	Consistently and creatively forms a variety of print and simple line patterns	Exceeding expectation
				Creatively forms a variety of print and simple line patterns	Meeting expectation
				Sometimes forms a variety of print and simple line patterns	Approaching expectation
				Attempts to form simple line patterns with assistance	Below expectation
		Letter formation	Form Letters Correctly	Consistently and correctly forms all letters of the alphabet legibly	Exceeding expectation
				Correctly forms all letters of the alphabet legibly	Meeting expectation
				Sometimes forms all letters of the alphabet legibly	Approaching expectation
				Attempts to form letters of the alphabet with assistance	Below expectation
		Writing practice	Writes letters of the alphabet correctly	Consistently writes all letters of the alphabet legibly	Exceeding expectation

S/no	Strand	Sub-Strand	Criteria	Performance Level	
				Writes all letters of the alphabet legibly	Meeting expectation
				Writes some letters of the alphabet	Approaching expectation
				Attempts to writes some letters of the alphabet with assistance	Below expectation
			Writes correctly three to four-letter words	Consistently and correctly writes three to four-letter words legibly	Exceeding expectation
				Correctly writes three to four-letter words legibly	Meeting expectation
				Sometimes writes three to four-letter words	Approaching expectation
				Attempts to write three to four-letter words with assistance	Below expectation

2.0 MATHEMATICAL ACTIVITIES

Essence statement

Mathematical Activities at the pre-primary level empowers learners to engage in basic analysis of problems and to develop appropriate solutions in day-to-day life. These activities help to develop mental processes that enhance logical and critical thinking, accuracy and problem solving; all of which are important building blocks for primary school readiness. They also enhance the learner's development and acquisition of basic number, classification and measurement skills during early years.

General Learning Outcomes for Mathematical Activities

By the end of the pre-primary education, the learner should be able to:

- a) Use acquired classroom skills to solve problems in daily life
- b) Demonstrate basic number concepts as a basis for future learning.
- c) Demonstrate interest in measurement and dispositions in physical and social world.

2.0 MATHEMATICAL ACTIVITIES ASSESMENT RUBRIC

S/No	Strand	Sub-Strand	Criteria	Performance level	
2.1	Classification	Sorting and grouping	Sorts and groups objects according to different attributes	Consistently and correctly sorts and groups objects according to size, colour, shape and texture	Exceeding expectation
				Correctly sorts and groups objects according to size, colour, shape and texture	Meeting expectation
				Sometimes correctly sorts and groups objects according to size, colour, shape and texture	Approaching expectation
				Attempts to sort and group objects according to size, colour, shape and texture with assistance	Below expectation
		Matching and pairing	Matches similar objects	Consistently and correctly matches objects according to sameness, likeness and use	Exceeding expectation
				Correctly matches objects according to sameness, likeness and use	Meeting expectation
				Sometimes correctly matches objects according to sameness, likeness and use	Approaching expectation
				Attempts to match objects according to sameness, likeness and use with guidance	Below expectation
		Pairs objects according to specific criteria	Pairs objects according to specific criteria	Consistently and correctly pairs objects according to specific criteria	Exceeding expectation
				Correctly pairs objects according to specific criteria	Meeting expectation
				Sometimes correctly pairs objects according to specific criteria	Approaching expectation

S/No	Strand	Sub-Strand	Criteria	Performance level	
				Attempts to pair objects according to specific criteria with assistance	Below expectation
		Ordering	Arranges objects according to size in ascending and descending order	Consistently and correctly arranges objects according to size in ascending and descending order	Exceeding expectation
				Correctly arranges objects according to size in ascending and descending order	Meeting expectation
				Sometimes correctly arranges objects according to size in ascending and descending order	Approaching expectation
				Attempts to arrange objects according to size in ascending and descending order with assistance	Below expectation
			Uses appropriate vocabulary related to ordering	Consistently and correctly identifies taller, shorter, bigger or smaller objects and tell the use and care	Exceeding expectation
				Correctly identifies taller, shorter, bigger or smaller objects and tell the use and care	Meeting expectation
				Sometimes correctly identifies taller, shorter, bigger or smaller objects and tell the use and care	Approaching expectation
				Attempts to identify taller, shorter, bigger or smaller objects and tell the use and care with assistance	Below expectation
		Patterns	Arranges similar objects to make a pattern	Consistently and correctly arranges similar objects to make different patterns	Exceeding expectation
				Correctly arranges similar objects to make different patterns	Meeting expectation

S/No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes correctly arranges similar objects to make different patterns	Approaching expectation
				Attempts to arrange similar objects to make a pattern with assistance	Below expectation

S/No	Strand	Sub-Strand	Criteria	Performance level	
2.2	Numbers	Rote counting	Rote counts from 1 up to 10	Consistently and correctly rote counts from 1 up to 10	Exceeding expectation
				Correctly rote counts from 1 up to 10	Meeting expectation
				Sometimes correctly rote counts from 1 up to 10	Approaching expectation
				Attempts to rote count from 1 up to 10 with assistance	Below expectation
		Number Recognition	Identifies numerals 1-9	Consistently and correctly identifies numerals 1- 9	Exceeding expectation
				Correctly identifies numerals 1-9	Meeting expectation
				Sometimes correctly identifies numerals 1-9	Approaching expectation
				Attempts to identify numerals 1-9 with assistance	Below expectation
		Counting concrete objects	Counts concrete objects 1-9	Consistently and correctly counts 1-9 concrete objects	Exceeding expectation
				Correctly counts 1- 9 concrete objects	Meeting expectation
				Sometimes correctly counts 1-9 concrete objects	Approaching expectation
				Attempts to count 1-9 concrete objects with assistance	Below expectation
		Number sequencing	Arranges number cards in sequence for completing puzzles	Consistently and correctly arranges number cards in sequence for completing puzzles	Exceeding expectation
				Correctly arranges number cards in sequence for completing puzzles	Meeting expectation

S/No	Strand	Sub-Strand	Criteria	Performance level		
				Sometimes correctly arranges number cards in sequence for completing puzzles	Approaching expectation	
				Attempts to arrange number cards in sequence for completing puzzles with assistance	Below expectation	
			Identifies number symbols 1-9 as indicated on number cards or charts for development of numeracy skills	Consistently and correctly arranges number cards in sequence for completing puzzles	Exceeding expectation	
				Correctly arranges number cards in sequence for completing puzzles	Meeting expectation	
				Sometimes correctly arranges number cards in sequence for completing puzzles	Approaching expectation	
				Attempts to arrange number cards in sequence for completing puzzles with assistance	Below expectation	
				Symbolic representation of numbers(number writing)	Join dots to form number symbols 1-9 on a surface	Exceeding expectation
					Accurately joins dots to form number symbols on a surface	Meeting expectation
			Sometimes accurately joins dots to form number symbols on a surface		Approaching expectation	
			Attempts to join dots to form number symbols on a surface with assistance		Below expectation	
		Writes number symbols 1-9	Consistently and correctly writes number symbols 1- 9	Exceeding expectation		
			Correctly writes number symbols 1- 9	Meeting expectation		
			Sometimes correctly writes number symbols 1- 9	Approaching expectation		

S/No	Strand	Sub-Strand	Criteria	Performance level	
				Attempts to write number symbols 1- 9 with assistance	Below expectation
		Number puzzles	Uses ICT devices to complete number puzzles	Consistently and correctly uses ICT devices to complete number puzzles efficiently and with enthusiasm	Exceeding expectation
				Correctly uses ICT devices to complete number puzzles efficiently and with enthusiasm	Meeting expectation
				Sometimes uses ICT devices to complete number puzzles	Approaching expectation
				Attempts to use ICT devices to complete number puzzles with assistance	Below expectation
2.3	Measurement	Sides of objects	Measures different sides of objects	Consistently and correctly measures sides of objects using different arbitrary units	Exceeding expectation
				Correctly measures sides of objects using different arbitrary units	Meeting expectation
				Sometimes correctly measures sides of objects using different arbitrary units	Approaching expectation
				Attempts to measure sides of objects using different arbitrary units with assistance	Below expectation
		Mass (heavy and light)	Differentiate heavy and light objects	Consistently and correctly lifts and differentiates heavy and light objects in the environment	Exceeding expectation
				Correctly lifts and differentiates heavy and light objects in the environment	Meeting expectation

S/No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes correctly lifts and differentiates heavy and light objects in the environment	Approaching expectation
				Attempts to lift and differentiate heavy and light objects in the environment with assistance	Below expectation
		Capacity	Fills and empties different containers	Consistently and correctly fills and empties different sizes of containers while counting	Exceeding expectation
				Correctly fills and empties different sizes of containers while counting	Meeting expectation
				Sometimes correctly fills and empties different sizes of containers while counting	Approaching expectation
				Attempts to fill and empty different sizes of containers while counting with assistance	Below expectation
		Area	Measures surfaces of objects	Consistently and correctly measures surfaces of objects	Exceeding expectation
				Correctly measures surfaces of objects	Meeting expectation
				Sometimes correctly measures surfaces of objects	Approaching expectation
				Attempts to measure surfaces of objects with assistance	Below expectation
		Time	Tells daily routine	Consistently and correctly identifies and talks about different daily routine activities in appropriate order	Exceeding expectation
				Correctly identifies and talks about different daily routine activities in appropriate order	Meeting expectation

S/No	Strand	Sub-Strand	Criteria	Performance level			
				Sometimes correctly identifies and talks about different daily routine activities in appropriate order	Approaching expectation		
				Attempts to identify and talk about different daily routine activities with assistance	Below expectation		
			Identifies vocabulary related to time	Consistently and correctly uses vocabulary related to time	Exceeding expectation		
				Correctly uses vocabulary related to time	Meeting expectation		
				Sometimes uses vocabulary related to time	Approaching expectation		
				Attempts to use vocabulary related to time with assistance	Below expectation		
			Money	Money (Kenyan currency-coins and notes)	Identifies Kenyan currency	Consistently and correctly identifies and talks about all Kenyan coins and notes	Exceeding expectation
						Correctly identifies and talks about all Kenyan coins and notes	Meeting expectation
						Sometimes correctly identifies and talks about all Kenyan coins and notes	Approaching expectation
						Attempts to identify and talk about all Kenyan coins and notes with assistance	Below expectation
					Makes a simple budget	Consistently and correctly allocates money for buying different items and determines the balance to be saved	Exceeding expectation
						Correctly allocates money for buying different items and determines the balance to be saved	Meeting expectation

S/No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes correctly allocates money for buying different items and determines the balance to be saved	Approaching expectation
				Attempts to allocate money for buying different items and determines the balance to be saved with assistance	Below expectation

3.0 PSYCHOMOTOR AND CREATIVE ACTIVITIES

Essence statement

Enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. These learning areas comprises of creative arts, music, and outdoor activities. These activities will enhance exploration and development of personal talents as well as appreciation of cultural heritage.

General Learning Outcomes for Psychomotor and Creative Activities

By the end of the Pre-Primary the learner should be able to:

1. Coordinate various body parts for movement, creativity and relaxation.
2. Engage in creative, music and psychomotor activities independently and in groups for holistic development.
3. Share art, music and play materials and equipment for harmonious co-existence.
4. Improvise costumes, play materials using locally available and recycled materials for creativity and self-reliance.
5. Appreciate own and other peoples' cultures for preservation and transmission of our rich cultural heritage.
6. Use ICT in play, music and creative activities for learning and enjoyment.
7. Observe safety and hygiene in play and learning environment for the learner's wellbeing.

3.0 PSYCHOMOTOR AND CREATIVE ACTIVITIES ASSESSMENT RUBRIC

No	Strand	Sub-Strand	Criteria	Performance level	
3.1	Picture Making Techniques	Drawing/ scribbling/ doodling	Draws simple pictures using scribbling technique	Consistently and correctly draws simple pictures using scribbling/doodling technique	Exceeding expectation
				Correctly draws simple pictures using scribbling/ doodling technique	Meeting expectation
				Sometimes correctly draws simple pictures using scribbling/doodling technique	Approaching expectation
				Attempts to draw simple pictures using scribbling/ doodling technique with assistance	Below expectation
		Drawing and joining dots and colouring	Develops simple pictures through dot joining for enjoyment	Consistently and correctly develops simple pictures through dot joining for enjoyment	Exceeding expectation
				Correctly develops simple pictures through dot joining for enjoyment	Meeting expectation
				Sometimes correctly develops simple pictures through dot joining for enjoyment	Approaching expectation
				Attempts to develop simple pictures through dot joining for enjoyment with assistance	Below expectation
		Colours within the margin of drawn pictures		Consistently and correctly draws and colors items within the margin of drawn pictures accurately	Exceeding expectation
				Correctly draws and colors items within the margin of drawn pictures accurately	Meeting expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes correctly draws and colors items within the margin of drawn pictures accurately	Approaching expectation
				Attempts to draw and colors items within the margin of drawn pictures with assistance	Below expectation
		Painting	Creates images using finger painting techniques	Consistently and confidently creates images using finger painting techniques	Exceeding expectation
				Confidently creates images using finger painting techniques	Meeting expectation
				Sometimes creates images using finger painting techniques	Approaching expectation
				Attempts to create images using finger painting techniques with assistance	Below expectation
			Applies paint on drawn shapes	Consistently and correctly applies paint on drawn shapes accurately within margins	Exceeding expectation
				Correctly applies paint on drawn shapes accurately within margin	Meeting expectation
				Sometimes correctly applies paint on drawn shapes accurately within margins	Approaching expectation
				Attempts to apply paint on drawn shapes within margins with guidance	Below expectation
		Printing pattern making	Creatively makes patterns using objects	Consistently and creatively makes different patterns using objects	Exceeding expectation
				Creatively makes different patterns using objects	Meeting expectation
				Sometimes creatively makes patterns using objects	Approaching expectation

No	Strand	Sub-Strand	Criteria	Performance level		
				Attempts to make some patterns using objects with guidance	Below expectation	
		Collage and Mosaic	Creates simple mosaic & collage	Consistently and correctly creates simple mosaic & collage	Exceeding expectation	
				Correctly creates simple mosaic & collage	Meeting expectation	
				Sometimes correctly creates simple mosaic & collage	Approaching expectation	
				Attempts to create simple mosaic & collage with assistance	Below expectation	
	Modelling	Modelling using ball technique	Models simple objects using ball technique	Consistently and creatively models simple objects using ball technique	Exceeding expectation	
					Creatively models simple objects using ball technique	Meeting expectation
					Sometimes creatively models simple objects using ball technique	Approaching expectation
					Attempts to model simple objects using ball technique with assistance	Below expectation
			Modelling using slab technique	Models simple objects using slab technique	Consistently and creatively models different objects using slab technique	Exceeding expectation
					Creatively models different objects using slab technique	Meeting expectation
					Sometimes creatively models different objects using slab technique	Approaching expectation
					Attempts to model different objects using slab technique with assistance	Below expectation
	Paper Craft	Paper folding	Folds paper to form different objects	Consistently and creatively folds paper to form different objects	Exceeding expectation	

No	Strand	Sub-Strand	Criteria	Performance level	
				Creatively folds paper to form different objects	Meeting expectations
				Sometimes creatively folds paper to form different objects	Approaching expectation
				Attempts to fold paper to form different objects with assistance	Below expectation
		Weaving	Weaves using paper stripes	Consistently and creatively uses different paper stripes to weave	Exceeding expectation
				Creatively uses different paper stripes to weave	Meeting expectation
				Sometimes creatively uses different paper stripes to weave	Approaching expectation
				Attempts to use different paper stripes to weave with assistance	Below expectation
	Creating forms and shapes using ICT	Paper folding	Makes items using folding techniques	Consistently and creatively makes different items using folding techniques	Exceeding expectation
				Creatively makes different items using folding techniques	Meeting expectation
				Sometimes creatively makes different items using folding techniques	Approaching expectation
				Attempts to make different items using folding techniques with assistance	Below expectation
		Creating shapes and forms	Creating forms and shapes using ICT	Consistently and correctly creates different forms and shapes using electronic devices	Exceeding expectation
				Correctly creates different forms and shapes using electronic devices	Meeting expectation
				Sometimes correctly creates different forms and shapes using electronic devices	Approaching expectation
Attempts to create different forms and shapes using electronic devices with assistance				Below expectation	

No	Strand	Sub-Strand	Criteria	Performance level	
	Construction	3 Dimension forms	Constructs simple 3 Dimensions objects	Consistently and creatively constructs different 3 Dimensions objects	Exceeding expectation
				Creatively constructs different 3 Dimensions objects	Meeting expectation
				Sometimes creatively constructs different 3 Dimensions objects	Approaching expectation
				Attempts to construct different 3 Dimensions objects with guidance	Below expectation
	Ornaments	Beading	Identifies different materials for beading	Consistently and creatively uses different materials for beading	Exceeding expectation
				Creatively uses different materials for beading	Meeting expectation
				Sometimes creatively uses different materials for beading	Approaching expectation
				Attempts to use different materials for beading with assistance	Below expectation
		Bracelets making	Makes bracelets using locally available materials	Consistently and creatively makes different bracelets using locally available materials	Exceeding expectation
				Creatively makes different bracelets using locally available materials	Meeting expectation
				Sometimes creatively makes different bracelets using locally available materials	Approaching expectation
				Attempts to make different bracelets using locally available materials with assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance level	
	Performance	Musical rhymes	Recites simple rhymes	Consistently and confidently recites simple rhymes	Exceeding expectation
				Confidently recites simple rhymes	Meeting expectation
				Sometimes recites simple rhymes	Approaching expectation
				Attempts to recite simple rhymes with assistance	Below expectation
		Singing games	Performs simple singing games	Consistently and confidently performs a variety of simple singing games	Exceeding expectation
				Confidently performs a variety of simple singing games	Meeting expectation
				Sometimes performs a variety of simple singing games	Approaching expectation
				Attempts to perform a variety of simple singing games with guidance	Below expectation
			Perform simple singing games using props	Consistently and creatively performs a variety of singing games using props	Exceeding expectation
				Creatively performs a variety of singing games using props	Meeting expectation
				Sometimes creatively performs a variety of singing games using props	Approaching expectation
				Attempts to perform a variety of singing games using props with assistance	Below expectation
		Play simple musical instruments	Play simple percussion instruments	Consistently and creatively plays simple percussion instruments	Exceeding expectation
				Creatively plays simple percussion instruments	Meeting expectation
				Sometimes plays simple percussion instruments	Approaching expectation

No	Strand	Sub-Strand	Criteria	Performance level		
				Attempts to play simple percussion instruments with assistance	Below expectation	
		Listening and performing music	Displays fun as they stretch and bend	Consistently and appropriately displays fun as they stretch and bend	Exceeding expectation	
				Appropriately displays fun as they stretch and bend	Meeting expectation	
				Sometimes displays fun as they stretch and bend	Approaching expectation	
				Attempts to display fun as they stretch and bend with guidance	Below expectation	
	Listening and responding	Musical sounds	Sings songs related to musical sounds made by animals in the environment	Consistently and creatively sings songs related to musical sounds made by animals in the environment	Exceeding expectation	
					Creatively sings songs related to musical sounds made by animals in the environment	Meeting expectation
					Sometimes sings songs related to musical sounds made by animals in the environment	Approaching expectation
					Attempts to sing songs related to musical sounds made by animals in the environment with guidance	Below expectation
			Creating and composing rhythmic patterns	Produces rhythmic patterns using body parts for strength, coordination and talent development	Consistently and creatively produces rhythmic patterns using body parts for strength, coordination and talent development	Exceeding expectation
					Creatively produces rhythmic patterns using body parts for strength, coordination and talent development	Meeting expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes produces rhythmic patterns using body parts for strength, coordination and talent development	Approaching expectation
				Attempts to produce rhythmic patterns using body parts for strength, coordination and talent development with assistance	Below expectation
	Basic Motor skills	Locomotive and non-locomotive	Performs various manipulative activities (Catching, throwing, skipping, jumping, kicking and bending) for muscle development	Consistently and creatively performs various manipulative activities with ease	Exceeding expectation
				Creatively performs various manipulative activities with ease	Meeting expectation
				Sometimes performs various manipulative activities with ease	Approaching expectation
				Attempts to perform various manipulative activities with assistance	Below expectation
		Manipulative task skills	Performs various manipulative activities for talent development	Consistently and creatively performs various manipulative activities for talent development	Exceeding expectation
				Creatively performs various manipulative activities for talent development	Meeting expectation
				Sometimes performs various manipulative activities for talent development	Approaching expectation
				Attempts to perform various manipulative activities for talent development with assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance level		
	Fun games	Traditional and modern games	Performs various games (traditional and modern games)	Consistently and creatively performs various traditional and modern fun games with ease	Exceeding expectation	
				Creatively performs various traditional and modern fun games with ease	Meeting expectation	
				Sometimes performs various traditional and modern fun games with ease	Approaching expectation	
				Attempts to perform various traditional and modern fun games with assistance	Below expectation	
	Swimming	Pool safety and hygiene		Uses safety materials while swimming	Consistently and appropriately uses different safety materials while swimming	Exceeding expectation
					Appropriately uses different safety materials while swimming	Meeting expectation
					Sometimes uses safety materials while swimming	Approaching expectation
					Attempts to use safety materials while swimming with assistance	Below expectation
		Water orientation		Demonstrates basic swimming skills	Consistently and correctly demonstrates different basic swimming skills	Exceeding expectation
					Correctly demonstrates different basic swimming skills	Meeting expectation
					Sometimes demonstrates basic swimming skills	Approaching expectation
					Attempts to demonstrate basic swimming skills with assistance	Below expectation

4.0 ENVIRONMENTAL LEARNING ACTIVITIES

Essence statement

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore, experiment and interact with the immediate environment. It enables the learner to acquire skills to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

General learning outcomes for Environmental Activities

By the end of pre-primary education the learner should be able to:

- a) Observe proper hygiene, sanitation, and nutrition to promote good health.
- b) Explore the immediate environment for learning, conservation and enjoyment.
- c) Apply technological skills for learning and enjoyment within their local environment.
- d) Demonstrate acquisition of social skills for interpersonal relationship.
- e) Appreciate the rich and diverse cultural heritage in the local environment.
- f) Make appropriate choices for safe interaction with the immediate environment.

4.0 ENVIRONMENTAL ACTIVITIES ASSESSMENT RUBRIC

No	Strand	Sub-Strand	Criteria	Performance level	
4.1	Social Environment	Myself	Tells own name correctly	Consistently and correctly tells own full name	Exceeding expectation
				Correctly tells own full name	Meeting expectation
				Sometimes tells own full name	Approaching expectation
				Attempts to tell own full name with assistance	Below expectation
			Names own sex	Consistently and correctly identifies own sex	Exceeding expectation
				Correctly identifies own sex	Meeting expectation
				Sometimes identify own sex	Approaching expectation
				Attempts to identify own sex with assistance	Below expectation
			Identifies external body parts	Consistently and correctly identifies external body parts	Exceeding expectation
				Correctly identifies external body parts	Meeting expectation
				Sometimes identifies external body parts	Approaching expectation
				Attempts to identify external body parts with guidance	Below expectation
		Our school	Talks about people working in the school	Consistently and correctly talks about people working in the school	Exceeding expectation
				Correctly talks about people working in the school	Meeting expectation
				Sometimes talks about people working in the school	Approaching expectation
				Attempts to talk about people working in the school with assistance	Below expectation

		Identifies structures found in the environment	Consistently and correctly identifies structures found in the environment	Exceeding expectation
			Correctly identifies structures found in the environment	Meeting expectation
			Sometimes identifies structures found in the environment	Approaching expectation
			Attempts to identify structures found in the environment with assistance	Below expectation
	Our home	Names people found at home	Consistently and correctly names and talks about people found at home	Exceeding expectation
			Correctly names and talks about people found at home	Meeting expectation
			Sometimes names and talks about some people found at home	Approaching expectation
			Attempts to name and talk about people found at home with guidance	Below expectation
		Tells the relationship between people found at home	Consistently and correctly tells the relationship between people found at home	Exceeding expectation
			Correctly tells the relationship between people found at home	Meeting expectation
			Sometimes tells the relationship between people found at home	Approaching expectation
			Attempts to tell the relationship between people found at home with guidance	Below expectation
	Talks about work done by people found at home	Consistently and correctly talks about different types of work done by people found at home	Exceeding expectation	

			Correctly talks about different types of work done by people found at home	Meeting expectation
			Sometimes correctly talks about different types of work done by people found at home	Approaching expectation
			Attempts to talk about different types of work done by people found at home with assistance	Below expectation
	Our school	Identifies the colours of the Kenya National Flag	Consistently and correctly identifies colours of the Kenya National Flag and talks about them	Exceeding expectation
			Correctly identifies colours of the Kenya National Flag and talks about them	Meeting expectation
			Sometimes identifies colours of the Kenya National Flag and talks about them	Approaching expectation
			Attempts to identify colours of the Kenya National Flag and talks about them with assistance	Below expectation
	Interpersonal relationships	Uses courteous words appropriately	Consistently and correctly uses various courteous words	Exceeding expectation
			Correctly uses various courteous words	Meeting expectation
			Sometimes uses various courteous words	Approaching expectation
			Attempts to use various courteous words with assistance	Below expectation
		Shows etiquette when relating with others	Consistently and appropriately shows etiquette when relating with others	Exceeding expectation
			Appropriately shows etiquette when relating with others	Meeting expectation

				Sometimes appropriately shows etiquette when relating with others	Approaching expectation	
				Attempts to show etiquette when relating with others with guidance	Below expectation	
	Dressing	Identifies clothes worn on different occasions		Consistently and correctly identifies types of clothes worn on different occasions	Exceeding expectation	
				Correctly identifies types of clothes worn on different occasions	Meeting expectation	
				Sometimes identifies types of clothes worn on different occasions	Approaching expectation	
				Attempts to identify types of clothes worn on different occasions with assistance	Below expectation	
			Tells the importance of dressing appropriately	Consistently and correctly tells the importance of dressing appropriately	Exceeding expectation	
				Correctly tells the importance of dressing appropriately	Meeting expectation	
				Sometimes tells the importance of dressing appropriately	Approaching expectation	
				Attempts to tell the importance of dressing appropriately with assistance	Below expectation	
Health practices		Hand washing	Washes hands appropriately and at critical times		Consistently and appropriately washes hands using soap/ash before eating, after toilet use and holding dirty things in field	Exceeding expectation
					Appropriately washes hands using soap/ash before eating, after toilet use and holding dirty things in field	Meeting expectation

				Sometimes appropriately washes hands using soap/ash before eating, after toilet use and holding dirty things in field	Approaching expectation	
				Attempts to wash hands using soap/ash before eating, after toilet use and holding dirty things in field with guidance	Below expectation	
		Tells the importance of washing hands		Consistently and correctly tells reasons for washing hands	Exceeding expectation	
				Correctly tells reasons for washing hand	Meeting expectation	
				Sometimes correctly tells reasons for washing hands	Approaching expectation	
				Attempts to tell reasons for washing hands with assistance	Below expectation	
	Cleaning the nose	Tells the importance of cleaning the nose		Consistently and correctly tells the importance of cleaning the nose	Exceeding expectation	
					Correctly tells the importance of cleaning the nose	Meeting expectation
					Sometimes correctly tells the importance of cleaning the nose	Approaching expectation
					Attempts to tell the importance of cleaning the nose with guidance	Below expectation
			Wipes the nose appropriately		Consistently and appropriately wipes the nose	Exceeding expectation
					Appropriately wipes the nose	Meeting expectation
					Sometimes appropriately wipes the nose	Approaching expectation
					Attempts to appropriately wipe the nose with assistance	Below expectation

		Maintains a clean handkerchief	Consistently and appropriately maintains a clean handkerchief	Exceeding expectation
			Appropriately maintains a clean handkerchief	Meeting expectation
			Sometimes appropriately maintains a clean handkerchief	Approaching expectation
			Attempts to maintain a clean handkerchief with assistance	Below expectation
	Care for the teeth	Names items used to clean teeth	Consistently and correctly names different items used to clean teeth	Exceeding expectation
			Correctly names different items used to clean teeth	Meeting expectation
			Sometimes names different items used to clean teeth	Approaching expectation
			Attempts to name different items used to clean teeth with assistance	Below expectation
		Cleans teeth correctly	Consistently and appropriately cleans the teeth	Exceeding expectation
			Appropriately cleans the teeth	Meeting expectation
			Sometimes appropriately cleans the teeth	Approaching expectation
			Attempts to appropriately clean the teeth with assistance	Below expectation
	Sanitation/ toileting	Uses toilet facilities properly	Consistently and appropriately uses toilet facilities	Exceeding expectation
			Appropriately uses toilet facilities	Meeting expectation
			Sometimes appropriately uses toilet facilities	Approaching expectation

			Attempts to use toilet facilities with assistance	Below expectation
	Food /feeding	Talks about different foods eaten at home	Consistently and correctly talks about different types of food eaten at home	Exceeding expectation
			Correctly talks about different types of food eaten at home	Meeting expectation
			Sometimes talks about different types of food eaten at home	Approaching expectation
			Attempts to talk about different types of food eaten at home with assistance	Below expectation
		Talks about the importance of eating clean food	Consistently and correctly talks about reasons for eating clean food	Exceeding expectation
			Correctly talks about reasons for eating clean food	Meeting expectation
			Sometimes talks about reasons for eating clean food	Approaching expectation
			Attempts to talk about reasons for eating clean food with assistance	Below expectation
		Tells the importance of eating balanced diet	Consistently and correctly explains reasons for eating balanced diet	Exceeding expectation
			Correctly explains reasons for eating balanced diet	Meeting expectation
			Sometimes correctly explains reasons for eating balanced diet	Approaching expectation
			Attempts to explain reasons for eating balanced diet with assistance	Below expectation

	Talks about the dangers of sharing food from someone else's mouth	Consistently and correctly tells dangers of sharing food from someone else's mouth	Exceeding expectation
		Correctly tells dangers of sharing food from someone else's mouth	Meeting expectation
		Sometimes correctly tells dangers of sharing food from someone else	Approaching expectation
		Attempts to tell dangers of sharing food from someone else's mouth with assistance	Below expectation
	Feeds self properly	Consistently and appropriately feeds self	Exceeding expectation
		Appropriately feeds self	Meeting expectation
		Sometimes appropriately feeds self	Approaching expectation
		Attempts to feed self appropriately with assistance	Below expectation
	Observes proper feeding mannerisms	Consistently and correctly observes proper feeding mannerisms	Exceeding expectation
		Correctly observes proper feeding mannerisms	Meeting expectation
		Sometimes observes proper feeding mannerisms	Approaching expectation
		Attempts to observe proper feeding mannerisms with assistance	Below expectation

			Maintains clean feeding area	Consistently and appropriately maintains clean feeding area	Exceeding expectation
			Appropriately maintains clean feeding area	Meeting expectation	
			Sometimes appropriately maintains clean feeding area	Approaching expectation	
			Attempts to maintain clean feeding area with assistance	Below expectation	
	Natural environment	Plants	Names types of plants found in the environment	Consistently and correctly names different types of plants found in the environment	Exceeding expectation
				Correctly names different types of plants found in the environment	Meeting expectation
				Names some types of plants found in the environment	Approaching expectation
				Attempts to name some types of plants found in the environment with assistance	Below expectation
			Talks about safe and harmful plants found in the environment	Consistently and correctly talks about different types of safe and harmful plants found in the environment	Exceeding expectation
				Correctly talks about different types of safe and harmful plants found in the environment	Meeting expectation
				Sometimes talks about different types of safe and harmful plants found in the environment	Approaching expectation

			Attempts to talk about some types of safe and harmful plants found in the environment with assistance	Below expectation
	Animals	Names animals found in the immediate environment	Consistently and correctly names animals found in the immediate environment	Exceeding expectation
			Correctly names animals found in the immediate environment	Meeting expectation
			Names some animals found in the immediate environment	Approaching expectation
			Attempts to name some animals found in the immediate environment with assistance	Below expectation
	Identify safe and dangerous animals found in the environment	Consistently and correctly identifies safe and dangerous animals found in the environment	Exceeding expectation	
		Correctly identifies safe and dangerous animals found in the environment	Meeting expectation	
		Sometimes identifies safe and dangerous animals found in the environment	Approaching expectation	
		Attempts to identify some safe and dangerous animals found in the environment with assistance	Below expectation	
	Weather	Tells weather conditions in the environment	Consistently and correctly tells different weather conditions in the environment	Exceeding expectation
			Correctly tells different weather conditions in the environment	Meeting expectation

				Sometimes tells different weather conditions in the environment	Approaching expectation
				Attempts to tell some weather condition in the environment with assistance	Below expectation
		Identifies different weather conditions in the environment		Consistently and correctly identifies different weather conditions in the environment	Exceeding expectation
				Correctly identifies different weather conditions in the environment	Meeting expectation
				Sometimes identifies different weather conditions in the environment	Approaching expectation
				Attempts to identify some weather condition in the environment with assistance	Below expectation
			Responds to weather conditions appropriately		Consistently and appropriately responds to different weather conditions
				Appropriately responds to different weather conditions	Meeting expectation
				Sometimes appropriately responds to different weather conditions	Approaching expectation
				Attempts to respond to some weather conditions with guidance	Below expectation
	Water	Names sources of water in the environment		Consistently and correctly names sources of water in the environment	Exceeding expectation
				Correctly names sources of water in the environment	Meeting expectation

			Sometimes names sources of water in the environment	Approaching expectation
			Attempts to name sources of water in the environment with assistance	Below expectation
		Mentions the uses of water	Consistently and correctly mentions different uses of water	Exceeding expectation
			Correctly mentions different uses of water	Meeting expectation
			Sometimes correctly mentions some uses of water	Approaching expectation
			Attempts to mention some uses of water with assistance	Below expectation
	Soil	Plays with soil safely	Consistently and safely plays with soil	Exceeding expectation
			Safely plays with soil	Meeting expectation
			Sometimes safely plays with soil	Approaching expectation
			Attempts to safely play with soil with guidance	Below expectation
	Smell	Identifies the sources of smell in the environment	Consistently and correctly identifies different sources of smell in the environment	Exceeding expectation
			Correctly identifies different sources of smell in the environment	Meeting expectation
			Sometimes correctly identifies different sources of smell in the environment	Approaching expectation
			Attempts to identify sources of smell in the environment with assistance	Below expectation
		Differentiates between good and bad smell	Consistently and correctly differentiates between good and bad smell	Exceeding expectation

			Correctly differentiates between good and bad smell	Meeting expectation
			Sometimes correctly differentiates between good and bad smell in the environment	Approaching expectation
			Attempts to differentiate between good and bad smell in the environment with assistance	Below expectation
	Sound	Imitates different sounds in the environment	Consistently and correctly imitates different sounds in the environment	Exceeding expectation
			Correctly imitates different sounds in the environment	Meeting expectation
			Sometimes correctly imitates different sounds in the environment	Approaching expectation
			Attempts to imitate different sounds in the in the environment with assistance	Below expectation
	Light	Names the sources of light in the environment	Consistently and correctly names different sources of light in the environment	Exceeding expectation
			Correctly names different sources of light in the environment	Meeting expectation
			Sometimes correctly names different sources of light in the environment	Approaching expectation
			Attempts to name sources of light in the environment with assistance	Below expectation

	Environmental care and safety	Care	Names materials and items used in cleaning home , classrooms and the environment	Consistently and correctly names different materials and items used in cleaning home, classrooms and the environment	Exceeding expectation
				Correctly names different materials and items used in cleaning home, classrooms and the environment	Meeting expectation
				Sometimes correctly names different materials and items used in cleaning home, classrooms and the environment	Approaching expectation
				Attempts to name different materials and items used in cleaning home, classrooms and the environment with assistance	Below expectation
		Cleans immediate environment	Consistently and appropriately cleans the immediate environment	Exceeding expectation	
			Appropriately cleans the immediate environment	Meeting expectation	
			Sometimes appropriately cleans the immediate environment	Approaching expectation	
			Attempts to appropriately clean the immediate environment with guidance	Below expectation	
4.4		Safety	Identifies safe and unsafe places, objects and activities in the immediate environment	Consistently and correctly identifies different safe and unsafe places, objects and activities in the immediate environment	Exceeding expectation

				Correctly identifies different safe and unsafe places, objects and activities in the immediate environment	Meeting expectation
				Sometimes correctly identifies different safe and unsafe places, objects and activities in the immediate environment	Approaching expectation
				Attempts to identify safe and unsafe places, objects and activities in the immediate environment with guidance	Below expectation
		Explains who a stranger is and tells what to do when dealing with one		Consistently and correctly explains who a stranger is and tells what to do when dealing with one	Exceeding expectation
				Correctly explains who a stranger is and tells what to do when dealing with one	Meeting expectation
				Sometimes correctly explains who a stranger is and tells what to do when dealing with one	Approaching expectation
				Attempts to explain who a stranger is and tells what to do when dealing with one with assistance	Below expectation
		Manipulates different materials in the immediate environment appropriately		Consistently and appropriately manipulates different materials in the immediate environment	Exceeding expectation

				Appropriately manipulates different materials in the immediate environment	Meeting expectation
				Sometimes appropriately manipulates different materials in the immediate environment	Approaching expectation
				Attempts to manipulate materials in the immediate environment with assistance	Below expectation

5.0 RELIGIOUS EDUCATION ACTIVITIES

Essence statement

Christian Religious Education (CRE) activities at the pre-primary level focus on the holistic development of the learner through use of life approach. They help the learner to differentiate between good and evil, learn about God, His beautiful creation (living and non-living things) and prayers. These activities are geared towards the continuous moral and spiritual development of the learner. Teachers should help the learner to appreciate people of different religious backgrounds through emphasis on love and respect for one another.

The aim of Christian Religious Education activities at the pre-primary level is to develop awareness and appreciation of the generosity, love and care of God's creation. This will enable the learner to acquire the qualities of sharing, respect, kindness, getting along with others and the ability to differentiate good from evil.

Christian Religious education is a unique subject in the curriculum because it touches on core aspects of the society. Christian Religious education is concerned with both the spiritual and moral development of the individual learner. The teaching of CRE therefore, cannot be separated from the daily life situations which affect the physical, moral, emotional and spiritual growth of the learner. In the present society, the learner is faced with various challenges in life.

General Learning Outcomes for Christian Religious Education Activities

By the end of Pre-primary Education, the learner should be able to:

- a. Demonstrate God's love through all creation in their lives.
- b. Demonstrate the word of God through prayer, saying simple memory verses and singing Christian songs for their spiritual growth.
- c. Demonstrate understanding of the person of Jesus Christ and emulate him in their daily lives.
- d. Apply Christian values in their interaction with others from diverse cultural background for harmonious co-existence.
- e. Appreciate the church as a house of God for their spiritual nourishment.

5.1 CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES ASSESSMENT RUBRIC

No	Strand	Sub-Strand	Criteria	Performance level	
5.1.1	God's Creation	Who is God?	Names things created by God	Consistently and correctly names different things created by God	Exceeding expectation
				Correctly names different things created by God	Meeting expectation
				Sometimes names different things created by God	Approaching expectation
				Attempts to name different things created by God with assistance	Below expectation
		Myself	Sings simple songs about God as the Sole Creator	Consistently and correctly sings different simple songs about God as the Sole Creator	Exceeding expectation
				Correctly sings different simple songs about God as the Sole Creator	Meeting expectation
				Sometimes correctly sings different simple songs about God as the Sole Creator	Approaching expectation
				Attempts to sing simple songs about God as the Sole Creator with assistance	Below expectation
		My family	Identifies the name of God in his/her own community	Consistently and correctly identifies the name of God in his/her own community	Exceeding expectation
				Correctly identifies the name of God in his/her own community	Meeting expectation
				Sometimes correctly identifies the name of God in his/her own community	Approaching expectation
				Attempts to identify the name of God in his/her own community with assistance	Below expectation
		Communicating to God through prayers	Says simple prayers during different events	Consistently and correctly says simple prayers during meal times, sleeping time and when going home	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance level				
				Correctly says simple prayers during meal times, sleeping time and when going home	Meeting expectation			
				Sometimes correctly says simple prayers during meal times, sleeping time and when going home	Approaching expectation			
				Attempts to say simple prayers during meal times, sleeping time and when going home with assistance	Below expectation			
			Names postures for prayers (bowing, closing eyes, kneeling, lifting hands up, putting hands together and standing)	Consistently and correctly names different postures for prayers	Exceeding expectation			
				Correctly names different postures for prayers	Meeting expectation			
				Sometimes correctly names different postures for prayers	Approaching expectation			
				Attempts to name different postures for prayers with guidance	Below expectation			
			5.1.2	The Holy Bible	The Bible	Draws and Colours a picture of the Bible	Consistently and correctly draws and colours a picture of the Bible then talks about the drawing	Exceeding expectation
							Correctly draws and colours a picture of the Bible then talks about the drawing	Meeting expectation
							Sometimes correctly draws and colours a picture of the Bible then talks about the drawing	Approaching expectation
Attempts to draw and colour a picture of the Bible then talk about the drawing with guidance	Below expectation							
Sings simple songs about the Bible	Consistently and correctly sings different simple songs about the Bible	Exceeding expectation						
	Correctly sings different simple songs about the Bible	Meeting expectation						

No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes correctly sings different simple songs about the Bible	Approaching expectation
				Attempts to sing simple songs about the Bible with assistance	Below expectation
5.1.3	Christian Religious Festivals & Rituals	Birth of Jesus Christ	Tells the story on the birth of Jesus Christ	Consistently and correctly talks about different events of the birth of Jesus Christ	Exceeding expectation
				Correctly talks about different events of the birth of Jesus Christ	Meeting expectation
				Sometimes correctly talks about different events of the birth of Jesus Christ	Approaching expectation
				Attempts to talk about events of the birth of Jesus Christ with assistance	Below expectation
		Christmas festivals	Sings simple Christmas carols	Consistently and correctly Sings different simple Christmas carols	Exceeding expectation
				Correctly Sings different simple Christmas carols	Meeting expectation
				Sometimes correctly Sings different simple Christmas carols	Approaching expectation
				Attempts to sing simple Christmas carols with assistance	Below expectation
		Christian Rituals	Names Christian rituals (Baptism, Prayers, Offerings...)	Consistently and correctly names different Christian rituals	Exceeding expectation
				Correctly names different Christian rituals	Meeting expectation
				Sometimes correctly names different Christian rituals	Approaching expectation
				Attempts to name Christian rituals with assistance	Below expectation
5.1.4	Christian Values	Love of God and neighbour	Recites memory verses on God's love	Consistently and correctly recites different memory verses on God's love	Exceeding expectation
				Correctly recites different memory verses on God's love	Meeting expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes correctly recites different memory verses on God's love	Approaching expectation
				Attempts to recite memory verses on God's love with assistance	Below expectation
			Tells ways of showing love for neighbours	Consistently and appropriately demonstrates different ways of showing love for neighbours	Exceeding expectation
				Appropriately demonstrates different ways of showing love for neighbours	Meeting expectation
				Sometimes appropriately demonstrates different ways of showing love for neighbours	Approaching expectation
				Attempts to demonstrate different ways of showing love for neighbours with assistance	Below expectation
5.1.5	Places of Worship	Church as a place of worship	Mentions names of different churches (e.g. Methodist, Catholic, ACK, PCEA, SDA, Deliverance...)	Consistently and correctly mentions names of different churches	Exceeding expectation
				Correctly mentions names of different churches	Meeting expectation
				Sometimes correctly mentions names of different churches	Approaching expectation
				Attempts to mention names of different churches with assistance	Below expectation
			Tells activities that take place during church service (Prayer, Singing, Reading the Bible, Offering...)	Consistently and correctly tells different activities that takes place during church service	Exceeding expectation
				Correctly tells different activities that takes place during church service	Meeting expectation
				Sometimes correctly tells different activities that take place during church service	Approaching expectation
				Attempts to tell activities that take place during church service with assistance	Below expectation

5.2. ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

Essence Statement

Religious activities at the pre-primary level comprise learning about the Supernatural Being (Allah S.W.T.). The aim of Islamic Religious Education activities at the pre-primary level is to develop awareness and appreciation of the generosity, love and care of Allah (S.W.T.) to all His creation. This will enable learners acquire the values of sharing, care, respect, love, empathy, obedience, kindness, being social, helping those in need and the ability to tell right from wrong. These activities are geared towards the continuous moral and spiritual development of young children. Learners need to participate in activities that integrate religious and moral values. Teachers should help them appreciate people of different religious backgrounds and inculcate these values at an early age so that they can grow up as upright members of the society.

GENERAL LEARNING OUTCOMES FOR ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

By the end of Pre- Primary Education, the learner should be able to:

- a) Exhibit basic literacy skills in Arabic alphabet.
- b) Recite selected *Surah* with confidence.
- c) Demonstrate love, appreciation and awareness of Allah (S.W.T.) and His creation.
- d) Demonstrate love and appreciation for Prophet Muhammad (S.A.W.) by emulating his actions.
- e) Practice Islamic etiquette and values for interpersonal relations.
- f) Celebrate Islamic festivals to appreciate the Islamic culture.

5.2. ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

No	Strand	Sub-Strand	Criteria	Performance level	
5.2.1	Qur'an	Arabic Alphabet	Recognises the alphabet with the given vowels in Arabic text	Consistently and correctly recognises all Arabic alphabet with the given vowels in Arabic text	Exceeding expectation
				Correctly recognises all Arabic alphabet with the given vowels in Arabic text	Meeting expectation
				Sometimes recognises all Arabic alphabet with the given vowels in Arabic text	Approaching expectation
				Attempts to recognise some Arabic alphabet with the given vowels in Arabic text with assistance	Below expectation
			Articulates the sounds of Arabic alphabet correctly	Consistently and correctly articulates the sounds of Arabic alphabet	Exceeding expectation
				Correctly articulates the sounds of Arabic alphabet	Meeting expectation
				Sometimes articulates the sounds of Arabic alphabet	Approaching expectation
				Attempts to articulate the sounds of the Arabic alphabet with assistance	Below expectation
			Reads the Arabic alphabet from right to left	Consistently and correctly reads all letters of the Arabic alphabet from right to left	Exceeding expectation
				Correctly reads all letters of the Arabic alphabet from right to left	Meeting expectation
				Sometimes reads all letters of the Arabic alphabet from right to left	Approaching expectation
				Attempts to read all the letters of the Arabic alphabet from right to left with assistance	Below expectation
	Surah Fatiha	Surah Fatiha	Recites <i>Surah Fatiha</i> correctly	Consistently and correctly recites <i>Surah Fatiha</i> fluently and confidently	Exceeding expectation
				Correctly recites <i>Surah Fatiha</i> fluently and confidently	Meeting expectation
				Sometimes recites <i>Surah Fatiha</i> fluently and confidently	Approaching expectation
				Attempts to recite <i>Surah Fatiha</i> with assistance	Below expectation

			Handles the Qurán with respect	Consistently and appropriately handles the Qurán respectfully and carefully	Exceeding expectation
				Appropriately handles the Qurán respectfully and carefully	Meeting expectation
				Sometimes appropriately handles the Qurán respectfully and carefully	Approaching expectation
				Attempts to handles the Qurán respectively with assistance	Below expectation
5.1.2	Pillars of Iman	Belief in Allah (S.W.T)	Identifies oneself and others as Allah's creation	Consistently and confidently expresses self clearly by identifying oneself as Allah's creation	Exceeding expectation
				Confidently expresses self clearly by identifying oneself as Allah's creation	Meeting expectation
				Sometimes confidently expresses self clearly by identifying oneself as Allah's creation	Approaching expectation
				Attempts to identify oneself as Allah's creation with assistance	Below expectation
		Cares for oneself and Allah's other creation as a form of <i>ibadaat</i> (worship)	Consistently and correctly cares for oneself and Allah's other creation as a form of <i>ibadaat</i> (worship)	Exceeding expectation	
			Correctly cares for oneself and Allah's other creation as a form of <i>ibadaat</i> (worship)	Meeting expectation	
			Sometimes correctly cares for oneself and Allah's other creation as a form of <i>ibadaat</i> (worship)	Approaching expectation	
			Attempts to care for oneself and Allah's other creation as a form of <i>ibadaat</i> (worship) with assistance	Below expectation	
		Names the parents of prophet Muhammad (S.A.W.)	Consistently and appropriately Names the parents of prophet Muhammad (S.A.W.)	Exceeding expectation	
			Correctly mentions the names of the parents of prophet Muhammad (S.A.W.)	Meeting expectation	
			Sometimes mentions the names of the parents of prophet Muhammad (S.A.W.) correctly	Approaching expectation	

				Attempts to mentions the names of the parents of prophet Muhammad (S.A.W.) with assistance	Below expectation
			Narrates simple short stories on early years of prophet Muhammad's (S.A.W.)	Consistently and correctly narrates simple short stories on early years of prophet Muhammad's (S.A.W.)	Exceeding expectation
				Correctly narrates simple short stories on early years of prophet Muhammad's (S.A.W.)	Meeting expectation
				Sometimes narrates simple short stories on early years of prophet Muhammad's (S.A.W.) correctly	Approaching expectation
				Attempts to narrates simple short stories on early years of prophet Muhammad's (S.A.W.) with assistance	Below expectation
5.2.3	Devotional Acts	Pillars of Islam <i>Shahadah</i>	Recites the <i>Shahadah</i> correctly	Consistently and confidently correctly recites the <i>Shahadah</i> with meaning	Exceeding expectation
				Confidently correctly recites the <i>Shahadah</i> with meaning	Meeting expectation
				Sometimes recites the <i>Shahadah</i> correctly with meaning	Approaching expectation
				Attempts to recite the <i>Shahadah</i> with assistance	Below expectation
			Demonstrates Love for Allah (S.W.T)	Consistently and appropriately demonstrates Love for Allah (S.W.T) by proclaiming the phrase <i>Subhanahu Wa Taalah</i> and giving the meaning of phrase.	Exceeding expectation
				Appropriately demonstrates Love for Allah (S.W.T) by proclaiming the phrase <i>Subhanahu Wa Taalah</i> and giving the meaning of phrase	Meeting expectation
				Sometimes demonstrates Love for Allah (S.W.T) by proclaiming the phrase <i>Subhanahu Wa Taalah</i> and giving the meaning of phrase	Approaching expectation
				Attempts to proclaim the phrase <i>Subhanahu Wa Taalah</i> when Allah is mentioned with guidance	Below expectation

5.2.4	Moral teachings		Demonstrates love for Prophet Muhammad <i>Salla-llahu-alayhi-wa-sallam</i> (S.A.W.)	Consistently and correctly says <i>Salla-llahu-alayhi-wa-sallam</i> (S.A.W) when the name of the Prophet Muhammad is mentioned	Exceeding expectation	
				Correctly says <i>Salla-llahu-alayhi-wa-sallam</i> (S.A.W) when the name of Prophet Muhammad is mentioned	Meeting expectation	
				Sometimes times says <i>Salla-llahu-alayhi-wa-sallam</i> (S.A.W) when the name of Prophet Muhammad is mentioned	Approaching expectation	
				Attempts to say <i>Salla-llahu-alayhi-wa-sallam</i> (S.A.W) when the name of Prophet Muhammad is mentioned with guidance	Below expectation	
			Islamic etiquette	Demonstrates appropriate ablution manners according to Islamic teaching	Consistently and correctly demonstrates appropriate ablution manners according to Islamic teaching	Exceeding expectation
				Correctly demonstrates appropriate ablution manners according to Islamic teaching	Meeting expectation	
				Sometimes correctly demonstrates appropriate ablution manners according to Islamic teaching	Approaching expectation	
				Attempts to demonstrate appropriate ablution manners according to Islamic teaching with assistance	Below expectation	
	Manners of eating	Practices Islamic manners of eating according to the <i>Sunnah</i> (traditions) of the prophet (S.A.W.)	Consistently and correctly practices Islamic manners of eating according to the <i>Sunnah</i> (traditions) of the prophet (S.A.W.)	Exceeding expectation		
		Correctly practices Islamic manners of eating according to the <i>Sunnah</i> (traditions) of the prophet (S.A.W.)	Meeting expectation			
		Sometimes practices Islamic manners of eating according to the <i>Sunnah</i> (traditions) of the prophet (S.A.W.)	Approaching expectation			
		Attempts to practices Islamic manners of eating according to the <i>Sunnah</i> (traditions) of the prophet (S.A.W.) with assistance	Below expectation			

		Islamic phrases (<i>Bismillah</i> and <i>Alhamdulillah</i>)	Uses Islamic phrases before and after eating appropriately	Consistently and appropriately uses Islamic phrases before and after eating	Exceeding expectation
				Appropriately uses Islamic phrases before and after eating	Meeting expectation
				Sometimes appropriately uses Islamic phrases before and after eating	Approaching expectation
				Attempts to use Islamic phrases before and after eating with assistance	Below expectation
		Pronounces correctly the Islamic phrase (<i>Shukran</i>)		Consistently and correctly pronounces the Islamic phrase (<i>Shukran</i>)	Exceeding expectation
				Correctly pronounces the Islamic phrase (<i>Shukran</i>)	Meeting expectation
				Sometimes correctly pronounces the Islamic phrase (<i>Shukran</i>)	Approaching expectation
				Attempts to correctly pronounce the Islamic phrase (<i>Shukran</i>) with assistance	Below expectation
		Uses appropriately the given Islamic phrase in their day to day life		Consistently and appropriately uses the given Islamic phrase in their day-to-day life	Exceeding expectation
				Appropriately uses the given Islamic phrase in their day-to-day life	Meeting expectation
				Sometimes uses the given Islamic phrase in their day-to-day life appropriately	Approaching expectation
				Attempts to use the given Islamic phrase in their day-to-day life with assistance	Below expectation
		Relationship and respect for places of worship (<i>Masjid</i>)	Names different places of worship	Consistently and correctly names different places of worship	Exceeding expectation
				Correctly names different places of worship	Meeting expectation
				Sometimes names different places of worship correctly	Approaching expectation
				Attempts to name places of worship with assistance	Below expectation
Uses <i>Masjid</i> as a place of worship			Consistently and appropriately uses <i>Masjid</i> as a place of worship	Exceeding expectation	
			Appropriately uses <i>Masjid</i> as a place of worship	Meeting expectation	

				Sometimes uses <i>Masjid</i> as a place of worship	Approaching expectation
				Attempts to use <i>Masjid</i> as a place of worship with assistance	Below expectation
5.2.5	Islamic festivals	<i>Eid</i> celebrations	Describes activities related to <i>Eid</i>	Consistently and correctly describes activities related to <i>Eid</i>	Exceeding expectation
				Correctly describes activities related to <i>Eid</i>	Meeting expectation
				Sometimes describes activities related to <i>Eid</i>	Approaching expectation
				Attempts to describe <i>Eid</i> activities with assistance	Below expectation
			Shares happiness and joy during <i>Eid</i>	Consistently and appropriately shares happiness and joy during <i>Eid</i>	Exceeding expectation
				Appropriately shares happiness and joy during <i>Eid</i>	Meeting expectation
				Sometimes shares happiness and joy during <i>Eid</i>	Approaching expectation
				Attempts to share happiness and joy during <i>Eid</i>	Below expectation

5.3 HINDU RELIGIOUS EDUCATION ACTIVITIES

Essence Statement

Hindu Religious Education (HRE) activities offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in **PP2** level aims at nurturing faith in *Paramatma* and recognizing self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic development. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

General Learning Outcome for Hindu Religious Education Activities

By the end of Pre- primary Education the learner should be able to:

- a) Appreciate and thank *Paramatma* for His Creation in relation to our existence.
- b) Develop faith in *Paramatma's* Love and provision to enhance self-efficacy.
- c) Demonstrate the Omnipresence of *Paramatma* through prayer, saying and singing *bhajans/stavans/shabad/mantras* for their spiritual growth.
- d) Demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect.
- e) Demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence.
- f) Perform simple rhythmic Yoga exercises to become healthy Citizens.
- g) Acquire a sound foundation to develop into an ideal, ethical and moral human being.

5.3 HINDU RELIGIOUS EDUCATION ACTIVITIES

No	Strand	Sub-strand	Criteria	Performance level	
5.3.1	Creation	Myself	Identifies members of the extended family	Consistently and correctly identifies members of the extended family	Exceeding expectation
				Correctly identifies members of the extended family	Meeting expectation
				Sometimes identifies members of the extended family	Approaching expectation
				Attempts to identify members of the extended family with assistance	Below expectation
			Identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Consistently and correctly identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Exceeding expectation
				Correctly identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Meeting expectation
				Sometimes identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Approaching expectation
				Attempts to identify the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i> with assistance	Below expectation
5.3.2	Worship	Places of worship	Recites the Basic Mantra of each faith for worship	Consistently and correctly recites the Basic Mantra of each faith for worship	Exceeding expectation
				Correctly recites the Basic Mantra of each faith for worship	Meeting expectation
				Sometimes recites the Basic Mantra of each faith for worship correctly.	Approaching expectation
				Attempts to recite the Basic Mantra of each faith for worship with assistance	Below expectation

	Demonstrates the appropriate discipline for the recitation of Mantras to show respect to <i>Paramatma</i>	Consistently and appropriately demonstrates discipline for the recitation of Mantras to show respect to <i>Paramatma</i>	Exceeding expectation
		Appropriately demonstrates discipline for the recitation of Mantras to show respect to <i>Paramatma</i>	Meeting expectation
		Sometimes demonstrates appropriately the discipline for the recitation of Mantras to show respect to <i>Paramatma</i>	Approaching expectation
		Attempts to demonstrate discipline for the recitation of Mantras to show respect to <i>Paramatma</i> with assistance	Below expectation
	Names musical instruments used in worship	Consistently and correctly names musical instruments used in worship	Exceeding expectation
		Correctly names musical instruments used in worship	Meeting expectation
		Sometimes names musical instruments used in worship	Approaching expectation
		Attempts to name musical instruments used in worship with assistance	Below expectation
	Identifies different instruments used in worship in the four faiths	Consistently and correctly identifies different instruments used in worship in the four faiths	Exceeding expectation
		Correctly identifies different instruments used in worship in the four faiths	Meeting expectation
		Sometimes identifies different instruments used in worship in the four faiths	Approaching expectation
		Attempts to identify instruments used in worship in the four faiths with assistance	Below expectation

		Basic posture for worship	Demonstrates appropriate posture during worship	Consistently and correctly demonstrates appropriate posture during worship	Exceeding expectation
				Correctly demonstrates appropriate posture during worship	Meeting expectation
				Sometimes demonstrates appropriate posture during worship	Approaching expectation
				Attempts to demonstrate appropriate posture during worship with assistance	Below expectation
5.3.3	Manifestations	The Enlightened Beings	Names the Enlightened Beings according to the four faiths	Consistently and correctly names the Enlightened Beings according to the four faiths	Exceeding expectation
				Correctly names the Enlightened Beings according to the four faiths	Meeting expectation
				Sometimes names the Enlightened Beings according to the four faiths	Approaching expectation
				Attempts to name the Enlightened Beings according to the four faiths with assistance	Below expectation
			Identifies the names of Enlightened Beings	Consistently and correctly identifies the names of Enlightened Beings	Exceeding expectation
				Correctly identifies the names of Enlightened Beings	Meeting expectation
				Sometimes identifies the names of Enlightened Beings	Approaching expectation
				Attempts to identify the names of Enlightened Beings with assistance	Below expectation
		Mentions the names of <i>Devis</i> and <i>Devatas</i> to familiarize the learner with belief in <i>Paramatma</i>	Consistently and correctly mentions the names of <i>Devis</i> and <i>Devatas</i> to familiarize with belief in <i>Paramatma</i>	Exceeding expectation	
			Correctly mentions the names of <i>Devis</i> and <i>Devatas</i> to familiarize with belief in <i>Paramatma</i>	Meeting expectation	

				Sometimes mentions the names of <i>Devis</i> and <i>Devatas</i> to familiarize with belief in <i>Paramatma</i>	Approaching expectation
				Attempts to mention the names of <i>Devis</i> and <i>Devatas</i> to familiarize with belief in <i>Paramatma</i> with assistance	Below expectation
			Identifies the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner’s faith	Consistently and correctly identifies the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner’s faith	Exceeding expectation
				Correctly identifies the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner’s faith	Meeting expectation
				Sometimes identifies the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner’s faith	Approaching expectation
				Attempts to identify the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner’s faith with assistance	Below expectation
5.3.4	Scriptures	Names of scriptures	Names Scriptures to promote religious identity and unity	Consistently and correctly names Scriptures to promote religious identity and unity	Exceeding expectation
				Correctly names Scriptures to promote religious identity and unity	Meeting expectation
				Sometimes names Scriptures to promote religious identity and unity	Approaching expectation
				Attempts to name Scriptures to promote religious identity and unity with assistance	Below expectation
		Identifies Scriptures from other faiths to promote peace and unity	Consistently and correctly identifies Scriptures from other faiths to promote peace and unity	Exceeding expectation	
			Correctly identifies Scriptures from other faiths to promote peace and unity	Meeting expectation	

				Sometimes identifies Scriptures from other faiths to promote peace and unity	Approaching expectation
				Attempts to identify Scriptures from other faiths to promote peace and unity with assistance	Below expectation
			Recognises that all Scriptures are holy	Consistently and correctly Recognises that all Scriptures are holy	Exceeding expectation
				Correctly Recognises that all Scriptures are holy	Meeting expectation
				Sometimes Recognises correctly that all Scriptures are holy	Approaching expectation
				Attempts to recognize that all Scriptures are holy with assistance	Below expectation
5.3.5	Yoga	Simple postures	Demonstrates simple yoga postures	Consistently and correctly demonstrates simple yoga postures	Exceeding expectation
				Correctly demonstrates simple yoga postures	Meeting expectation
				Sometimes demonstrates simple yoga postures	Approaching expectation
				Attempts to demonstrate simple yoga postures with assistance	Below expectation
5.3.6	<i>Sadachar</i>	General etiquette	Mentions words that express gratitude	Consistently and correctly uses words that express gratitude	Exceeding expectation
				Correctly uses words that express gratitude	Meeting expectation
				Sometimes uses words that express gratitude correctly	Approaching expectation
				Attempts to uses words that express gratitude with assistance	Below expectation
		Performs acts of obedience	Consistently and correctly performs acts of obedience	Exceeding expectation	
			correctly performs acts of obedience	Meeting expectation	
			Sometimes performs acts of obedience	Approaching expectation	
			Attempts to perform acts of obedience with assistance	Below expectation	

PRE-PRIMARY TWO

SECTION TWO: ASSESSOR'S GUIDE

1.0 LANGUAGE ACTIVITIES ASSESMENT RUBRIC

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
1	Listening	Common Greetings and Farewell Related to Relationships	Responds appropriately to a variety of greetings and bidding farewell including: good morning, good evening, good afternoon how are you, good bye, good night, see you...	Consistently and appropriately responds to a variety of greetings and bidding farewell using language of the catchment area and any other	Exceeding expectation
				Appropriately responds to a variety of greetings and bidding farewell using language of the catchment area and any other	Meeting expectation
				Sometimes responds to a variety of greetings and bidding farewell using language of the catchment area and any other	Approaching expectation
				Attempts to respond to greetings and bidding farewell using language of the catchment area and any other with assistance	Below expectation
		Listening for comprehension	Responds appropriately to a variety of listening experiences	Consistently and correctly responds to a variety of questions after listening to a simple story	Exceeding expectation
				Correctly responds to a variety of questions after listening to a simple story	Meeting expectation
				Sometimes responds to a variety of questions after listening to a simple story	Approaching expectation
				Attempts to respond to questions after listening to a simple story with assistance	Below expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
		Active listening	Responds to simple instructions	Consistently and appropriately responds to simple instructions given, contributes during a group task and asks questions for clarification	Exceeding expectation
				Responds appropriately to simple instructions given and contributes during a group task and asks questions for clarification	Meeting expectation
				Sometimes responds appropriately to simple instructions given and contributes during a group task and asks questions for clarification	Approaching expectation
				Attempts to respond to simple instructions given and contributes during a group task and asks questions for clarification with assistance	Below expectation
		Passing Information	Conveys verbal messages effectively	Consistently and attentively listens, engages in dialogue and conveys intended messages	Exceeding expectation
				Attentively listens, engages in dialogue and effectively conveys intended messages	Meeting expectation
				Sometimes listens attentively, engages in dialogue and conveys intended messages	Approaching expectation
				Attempts to listen attentively, engages in dialogue and conveys intended messages with assistance	Below expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
			Listens to information attentively	Consistently and correctly differentiates closely related sounds (/p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/and /q/)	Exceeding expectation
		Correctly differentiates closely related sounds (/p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/and /q/)		Meeting expectation	
		Sometimes differentiates closely related sounds (/p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/and /q/)		Approaching expectation	
		Rarely differentiates closely related sounds (/p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/ and /q/)		Below expectation	
		Auditory discrimination	Recognises and appropriately responds to sounds in the environment	Consistently and correctly recognises and responds to a variety of sounds in the immediate environment	Exceeding expectation
				Correctly recognises and responds to a variety of sounds in the immediate environment	Meeting expectation
				Sometimes recognises and responds to a variety of sounds in the immediate environment	Approaching expectation
				Attempts to recognise and responds to sounds in the immediate environment with assistance	Below expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
		Auditory memory	Recalls letter sounds in class.	Consistently and correctly demonstrates letter-sound correspondence of all alphabets during a letter memory game	Exceeding expectation
				Correctly demonstrates letter-sound correspondence of most of alphabets during a letter memory game	Meeting expectation
				Sometimes demonstrates letter-sound correspondence of few alphabets during a letter memory game	Approaching expectation
				Attempts to demonstrate letter-sound correspondence of alphabets during a letter memory game with assistance	Below expectation
2	Speaking	Common Greetings and Farewell Related to Relationships	Uses a range of words for general greetings and bidding farewell	Consistently and correctly greets and bids farewell using a variety of words in conversational relationship	Exceeding expectation
				Correctly greets and bids farewell using a variety of words in conversational relationship	Meeting expectation
				Sometimes greets and bids farewell using limited words in a conversational relationship	Approaching expectation
				Attempts to greet and bid farewell in a conversational relationship with assistance	Below expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
		Self-expression	Expresses own needs, feelings and emotions using appropriate vocabulary	Consistently and appropriately expresses own needs, feelings and emotions using a variety of vocabulary	Exceeding expectation
				Appropriately expresses own needs, feelings, and emotions using a variety of vocabulary	Meeting expectation
				Sometimes expresses own needs, feelings and emotions using limited vocabulary	Approaching expectation
				Attempts to express own needs, feelings and emotions using vocabulary with assistance	Below expectation
		Self-awareness	Demonstrates awareness of own voice while speaking to others.	Consistently and correctly projects and varies own voice and speaks with confidence when retelling a story, poem, singing or in a conversation	Exceeding expectation
				Speaks with appropriate projection and variation most of the time when retelling a story, poem, singing or in a conversation	Meeting expectation
				Sometimes speaks with appropriate projection and variation when retelling a story, poem, singing or in a conversation.	Approaching expectation
				Attempts with guidance, to control own voice but demonstrates difficulty in projection and variation when retelling story, poem, and singing or in a conversation	Below expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
		Passing information	Conveys verbal messages effectively to the teacher and to other learners.	Consistently and correctly reports all events on what they saw during a field trip or a group task	Exceeding expectation
				Accurately reports on all events they saw during a field trip or a group task	Meeting expectation
				Sometimes accurately reports on what they saw during a field trip or a group task	Approaching expectation
				Attempts to report on what they saw during a field trip or a group task with assistance	Below expectation
		Naming	Names objects, people, animals and primary colours in the immediate environment.	Consistently and correctly uses a variety of vocabulary when naming objects, animals, people and colours	Exceeding expectation
				Correctly uses a variety of vocabulary when naming objects, animals, people and colours	Meeting expectation
				Sometimes uses a variety of vocabulary when naming objects, animals, people and colours	Approaching expectation
				Attempts to use some vocabulary when naming objects, animals, people and colours with assistance	Below expectation
		Articulation of letter sounds	Articulates vowels and consonants and demonstrates letter sound correspondence	Consistently and correctly articulates all vowels and consonants and appropriately corresponds letters to sounds	Exceeding expectation
				Correctly articulates all vowels and consonants and corresponds letters to sounds	Meeting expectation
				Articulates some vowels and consonants correctly and corresponds letters to sounds	Approaching expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
				Attempts to articulate a few vowels and consonants and corresponds letters to sounds with assistance	Below expectation
3	Reading	Book handling skills	Holding a book correctly, reading orientation, turning pages correctly	Consistently and correctly handles books, demonstrates effective top-side-up orientation, turns pages from right to left, and sustains left to right eye orientation	Exceeding expectation
				Correctly handles books properly, demonstrates effective top-side-up orientation, turns pages from right to left, and sustains left to right eye orientation	Meeting expectation
				Sometimes handles books properly, demonstrates top-side-up orientation, turns pages from right to left, and sustains left to right eye orientation	Approaching expectation
				Attempts to handle books properly, demonstrates top-side-up orientation, turns pages from right to left, and sustains left to right eye orientation with assistance	Below expectation
		Reading readiness skills	Enjoys participating in pre-reading activities in and out of school	Consistently enjoys participating in pre-reading activities in and out of school	Exceeding expectation
				Enjoys participating in pre-reading activities in and out of school	Meeting expectation
				Sometimes enjoys participating in pre-reading activities in and out of school	Approaching expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
				Attempts to enjoy participating in pre-reading activities in and out of school with assistance	Below expectation
		Print awareness	Talks about pictures	Consistently and correctly observes and talks about pictures with interest and details	Exceeding expectation
				Correctly observes and talks about pictures with interest and details	Meeting expectation
				Sometimes observes and talks about pictures with interest and details	Approaching expectation
				With guidance, observes and talks about pictures but with little interest and attention	Below expectation
			Demonstrates awareness of print	Consistently and correctly observes and recognises print symbols like letters, sounds and words in the immediate environment	Exceeding expectation
				Correctly observes and recognises print symbols like letters, sounds and words in the immediate environment	Meeting expectation
				Sometimes observes and recognises print symbols like letters, sounds and words in the immediate environment	Approaching expectation
				Attempts to observe and recognise print symbols like letters, sounds and words in the immediate environment with assistance	Below expectation
		Visual discrimination	Identifies similarities and differences in objects and pictures	Consistently and accurately recognises similarities and differences in objects and pictures	Exceeding expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level		
				Accurately recognises similarities and differences in objects and pictures	Meeting expectation	
				Sometimes identifies differences and similarities in objects and pictures	Approaching expectation	
				With guidance, identifies differences and similarities in objects and pictures	Below expectation	
		Visual memory	Recalls objects, colours and pictures.	Consistently and correctly recalls and talks about colours, pictures and all letters of the alphabet in the immediate environment	Exceeding expectation	
				Correctly recalls and talks about colours, pictures and all letters of the alphabet in the immediate environment	Meeting expectation	
				Sometimes recalls and talks about colours, pictures and most letters of the alphabet in the immediate environment	Approaching expectation	
				Recalls and talks about colours, pictures and some letters of the alphabet in the immediate environment with some assistance	Below expectation	
				Recalls letters of the alphabet in books and charts.	Consistently and correctly recognises letters in upper and lower case and matches all letters	Exceeding expectation
					Correctly recognises letters in upper and lower case and can match all letters	Meeting expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level		
				Sometimes recognises letters in lower and upper case and can match appropriately	Approaching expectation	
				Recognises letters in lower case and upper case with assistance	Below expectation	
			Reading words.	Consistently and correctly reads a variety of three-four letter words	Exceeding expectation	
				Correctly reads a variety of three- four letter words	Meeting expectation	
				Sometimes reads three-four letter words	Approaching expectation	
				Attempts to read a few three-four letter words with some assistance	Below expectation	
			Reading posture	Sits appropriate while reading	Consistently sits in an appropriate posture	Exceeding expectation
					Sits in an appropriate posture	Meeting expectation
					Sometimes sits and sustains an appropriate posture	Approaching expectation
					Attempts to sit in an appropriate posture for some time with guidance	Below expectation
		Letter recognition	Recognises letters of the alphabet in lower and upper case Matches lower and upper cases of the alphabet	Consistently and correctly recognises letters in upper and lower case and correctly matches all letters	Exceeding expectation	
				Correctly recognises letters in upper and lower case and can match all letters	Meeting expectation	
				Sometimes recognises letters in lower and upper case and can match appropriately	Approaching expectation	
				Attempts to recognise letters in lower case and upper case and matches them with assistance	Below expectation	

S. No.	Strand	Sub- Strand	Criteria	Performance Level		
		Reading syllables	Reading syllables	Consistently and correctly reads a variety of words using syllables	Exceeding expectation	
				Correctly reads all words using syllables	Meeting expectation	
				Reads some words using syllables	Approaching expectation	
				Attempts to read some words using syllables with assistance	Below expectation	
	Writing	Writing readiness skills		Holds writing tools properly in and out of class	Consistently and properly holds writing tools in and out of class	Exceeding expectation
					Properly holds writing tools in and out of class	Meeting expectation
					Sometimes holds writing tools properly in and out of class	Approaching expectation
					Attempts to hold writing tools properly in and out of class with assistance	Below expectation
				Appropriately turns pages from right to left during writing activity in and out of class	Consistently and appropriately turns pages from right to left during writing activity in and out of class	Exceeding expectation
					Correctly turns pages from right to left during writing activity in and out of class	Meeting expectation
					Sometimes turns pages from right to left during writing activity in and out of class	Approaching expectation
					Attempts to turn pages from right to left during writing activity in and out of class with assistance	Below expectation
		Writing posture		Sits appropriately when writing in and out of class	Consistently sits appropriately when writing in and out of class	Exceeding expectation
					Sits appropriately when writing in and out of class	Meeting expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level			
				Sometimes sits appropriately when writing in and out of class	Approaching expectation		
				Attempts to sit appropriately when writing in and out of class with support	Below expectation		
				Consistently and correctly coordinates eye to hand when writing	Exceeding expectation		
				Correctly coordinates eye and hand when writing	Meeting expectation		
		Eye-hand coordination skills	Observes eye-hand coordination when writing.	Sometimes coordinates eye and hand when writing	Approaching expectation		
				Attempts to coordinate eye and hand when writing but requires support	Below expectation		
				Pattern writing	Writes simple line patterns	Consistently and correctly arranges objects in a line, forms a variety of print and simple line patterns	Exceeding expectation
						Correctly arranges objects in line, forms print patterns and draws simple line patterns	Meeting expectation
		Sometimes arranges objects in line, forms print patterns and draws simple line patterns	Approaching expectation				
		Attempts with guidance to hold writing tools appropriately but demonstrates difficulty in arranging objects in a line and drawing simple line patterns	Below expectation				
			Uses ICT devices to make simple line patterns	Consistently and correctly uses audio visual materials to make a variety of simple cursive patterns	Exceeding expectation		

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
				Correctly uses audio visual materials to make a variety of simple cursive patterns	Meeting expectation
				Sometimes uses audio visual materials to make a variety of simple cursive patterns	Approaching expectation
				Attempts to use audio visual materials to make a variety of simple cursive patterns but needs assistance	Below expectation
		Letter formation	Demonstrates ability to form letters correctly	Consistently and correctly demonstrates proper writing-tool grip and forms all letters legibly	Exceeding expectation
				Correctly demonstrates proper writing-tool grip and forms all letters legibly	Meeting expectation
				Sometimes demonstrates proper writing-tool grip and forms letters legibly	Approaching expectation
				Attempts to demonstrate writing-tool grip and forms letter with assistance	Below expectation
		Writing letters of the alphabet	Writes letters of the alphabet correctly	Consistently writes all letters of the alphabet appropriately	Exceeding expectation
				Writes most letters of the alphabet properly	Meeting expectation
				Writes some letters of the alphabet correctly	Approaching expectation
				With guidance writes a few letters of the alphabet correctly	Below expectation
		Writing 3-4 letter words	Demonstrates ability to write own name	Consistently and correctly demonstrates ability to write own name	Exceeding expectation
				Correctly demonstrates ability to write own name	Meeting expectation
				Sometimes demonstrates ability to write own name	Approaching expectation

S. No.	Strand	Sub- Strand	Criteria	Performance Level	
				Attempts to demonstrates ability to write own name with assistance	Below expectation

2.0 MATHEMATICAL ACTIVITIES ASSESMENT RUBRIC

No	Strand	Sub-Strand	Criteria	Performance Level	
2.1	Classification	Sorting and grouping	Groups objects according to all attributes	Consistently and correctly sorts and groups objects according to all attributes; size, colour, shape, texture and use	Exceeding expectation
				Correctly sorts and groups objects according to all attributes; size, colour, shape, texture and use	Meeting expectation
				Sometimes sorts and groups objects according to all attributes; size, colour, shape, texture and use	Approaching expectation
				Attempts to sort and group objects according to all attributes; size, colour, shape texture and use with assistance	Below expectation
		Matching and Pairing	Matches similar objects	Consistently and correctly matches and pairs objects according to sameness, likeness and use	Exceeding expectation
				Correctly matches and pairs objects according to sameness, likeness and use	Meeting expectation
				Sometimes matches and pairs objects according to sameness, likeness and use	Approaching expectation
				Attempts to match and pair objects according to sameness, likeness and use with assistance	Below expectation
			Pairs objects according to specific criteria	Consistently and correctly pairs objects according to specific criteria	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
				Correctly pairs objects according to specific criteria	Meeting expectation
				Sometimes pairs objects according to specific criteria	Approaching expectation
				Attempts to pair objects according to specific criteria but requires assistance	Below expectation
		Ordering	Arranges objects according to ascending and descending order	Consistently and correctly arranges more than 3 objects according to size in ascending and descending order	Exceeding expectation
				Correctly arranges more than 3 objects according to size in ascending and descending order	Meeting expectation
				Sometimes arranges more than 3 objects according to size in ascending and descending order	Approaching expectation
				Attempts to arrange more than 3 objects according to size in ascending and descending order with assistance	Below expectation
				Uses appropriate vocabulary related to ordering	Consistently and correctly identifies taller, shorter, bigger or smaller objects and tells the use and care
			Correctly identifies taller, shorter, bigger or smaller objects and tells the use and care		Meeting expectation
			Sometimes identifies taller, shorter, bigger or smaller objects and tells the use and care		Approaching expectation
			Attempts to identify taller, shorter, bigger or smaller objects with assistance		Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
		Patterns	Arranges similar objects to make a pattern	Consistently and correctly uses more than 5 objects to arrange and make different patterns	Exceeding expectation
				Correctly uses 5 objects to arrange and make patterns	Meeting expectation
				Sometimes uses 5 objects to arrange and make patterns with a assistance	Approaching expectation
				Attempts to arranges objects to make a pattern with a lot of assistance	Below expectation
2.2	Numbers	Rote counting	Rote counts 1 to 50	Consistently and correctly rote counts 1 to 50	Exceeding expectation
				Correctly rote counts 1 to 50	Meeting expectation
				Sometimes counts 1 to 30	Approaching expectation
				Attempts to count 1 to 20 with assistance	Below expectation
		Number recognition	Identifies numerals 1-20	Consistently and correctly identifies numerals 1 to 20	Exceeding expectation
				Correctly identifies numerals 1 to 20	Meeting expectation
				Sometimes identifies numerals 1 to 10	Approaching expectation
				Identifies numerals 1 to 10 with assistance	Below expectation
		Counting concrete objects	Counts concrete objects 1 to 20	Consistently and correctly counts concrete objects from 1 to 20	Exceeding expectation
				Correctly counts concrete objects from 1 to 20	Meeting expectation
				Sometimes counts concrete objects from 1 to 20	Approaching expectation
				Attempts to count concrete objects from 1 to 20 with assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
		Number sequencing	Identifies number symbols 1 to 20	Consistently and correctly identifies number symbols 1- 20	Exceeding expectation
				Correctly identifies number symbols 1-20	Meeting expectation
				Sometimes identifies some number symbols 1-20 with assistance	Approaching expectation
				Attempts to identify number symbols 1-20 with a lot of assistance	Below expectation
		Number value	Counts groups of objects in the environment and selects the corresponding number symbols	Consistently and correctly counts groups of objects in the environment and selects the corresponding number symbols	Exceeding expectation
				Correctly counts groups of objects in the environment and selects the corresponding number symbols	Meeting expectation
				Sometimes counts groups of objects in the environment and selects the corresponding number symbols with assistance	Approaching expectation
				Attempts to count groups of objects in the environment and selects the corresponding number symbols but requires a lot of assistance	Below expectation
		Symbolic representation of numbers (Number writing)	Identify number symbols up to 20 for association of spoken number and its symbolic representation	Correctly and consistently identifies number symbols up to 20	Exceeding expectation
				Correctly identifies number symbols up to 20	Meeting expectation
				Sometimes identifies number symbols up to 20 with assistance	Approaching expectation
				Attempts to identify number symbols up to 20 but requires a lot of assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
		Number puzzles	Rearranges number cards from 1 to 20 in the correct order	Consistently and accurately rearranges number cards from 1 to 20 in the correct order	Exceeding expectation
				Accurately rearranges number cards from 1 to 20 in the correct order	Meeting expectation
				Sometimes rearranges number cards from 1 to 20 in the correct order with assistance	Approaching expectation
				Attempts to rearrange number cards from 1 to 20 in the correct order but requires a lot of assistance	Below expectation
			Uses ICT to complete number puzzles	Consistently and correctly uses ICT to complete number puzzles with enthusiasm	Exceeding expectation
				Correctly uses ICT to complete number puzzles with enthusiasm	Meeting expectation
				Sometimes uses ICT to complete number puzzles correctly	Approaching expectation
				Attempts to use ICT to complete number puzzles with assistance	Below expectation
		Putting together	Identifies sets of different groups of similar objects for counting	Consistently and correctly identifies sets of different groups of similar objects for counting	Exceeding expectation
				Correctly identifies sets of different groups of similar objects for counting	Meeting expectation
				Sometimes correctly identifies sets of groups of similar objects for counting with assistance	Approaching expectation
				Identifies sets of groups of similar objects for counting with a lot of assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
		Taking away	Takes away fewer objects from the set not more than 9	Consistently and correctly takes away fewer objects from the set not more than 9	Exceeding expectation
				Correctly takes away fewer objects from the set not more than 9	Meeting expectation
				Sometimes correctly takes away fewer objects not more than 9	Approaching expectation
				Attempts to take away fewer objects not more than 9 but requires assistance	Below expectation
2.3	Measurement	Sides of objects	Measures different sides of objects	Consistently and appropriately measures sides of objects using more than 3 different arbitrary units	Exceeding expectation
				Appropriately measures sides of objects using 3 different arbitrary units	Meeting expectation
				Sometimes measures sides of objects using 3 different arbitrary units	Approaching expectation
				Attempts to measure sides of objects but requires a lot of support	Below expectation
		Mass (heavy and light)	Compares heavy and light objects	Consistently and correctly lifts and compares heavy and light objects in the environment	Exceeding expectation
				Correctly lifts and compares heavy and light objects in the environment	Meeting expectation
				Sometimes correctly lifts and compares heavy and light objects in the environment	Approaching expectation
				Attempts to lift and compare heavy and light objects in the environment with assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
		Capacity (how much a container can hold)	Fills and empties different containers	Consistently and accurately fills and empties different sizes of containers while counting	Exceeding expectation
				Accurately fills and empties different sizes of containers while counting	Meeting expectation
				Sometimes accurately fills and empties different sizes of containers while counting	Approaching expectation
				Attempts to fill and empty containers but requires a lot of support	Below expectation
		Time (daily routine)	Tells daily routine	Consistently and correctly identifies and talks about more than 3 daily routine activities in appropriate order	Exceeding expectation
				Correctly identifies and talks about more than 3 daily routine activities in appropriate order	Meeting expectation
				Sometimes correctly identifies and talks about more than 3 daily routine activities in appropriate order	Approaching expectation
				Attempts to mention one or two daily routine activities with support	Below expectation
			Identifies vocabulary related to time	Consistently and correctly uses a variety of vocabulary in relation to time (present, past and future)	Exceeding expectation
				Correctly uses a variety of vocabulary related to time (present, past and future)	Meeting expectation
				Sometimes uses a variety of vocabulary related to time (present, past and future)	Approaching expectation
				Attempts to use some vocabulary related to time (present, past And future) with support	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
		Money (Kenyan currency coins and notes)	Identifies Kenyan currency	Consistently and correctly identifies and talks about all Kenyan currency (coins and notes)	Exceeding expectation
				Correctly identifies and talks about all Kenyan currency (coins and notes)	Meeting expectation
				Identifies some Kenyan currency (coins and notes)	Approaching expectation
				Attempts to identify Kenyan currency (coins and notes) but require assistance	Below expectation
			Makes a simple budget	Consistently and correctly allocates money for buying different items and determines the balance to be saved	Exceeding expectation
				Correctly allocates money for buying different items and is able to save	Meeting expectation
				Sometimes allocates money to buy and is able to save	Approaching expectation
				Attempts to allocate money for buying items and to save but requires support	Below expectation
		Area (Surfaces of objects)	Measures surfaces of objects	Consistently and correctly uses more than 4 smaller objects to cover a surface	Exceeding expectation
				Correctly uses more than 4 smaller objects to cover a surface	Meeting expectation
				Sometimes uses more than 4 smaller objects to cover a surface	Approaching expectation
				Attempts to use more than 4 smaller objects to cover a surface but requires assistance	Below expectation

3.0 PSYCHOMOTOR AND CREATIVE ACTIVITIES ASSESMENT RUBRIC

No	Strand	Sub-Strand	Criteria	Performance level	
3.1	Picture making techniques	Drawing from observation	Draws simple pictures	Consistently and correctly draws simple pictures	Exceeding expectation
				Correctly draws simple pictures	Meeting expectation
				Sometimes correctly draws simple pictures	Approaching expectation
				Attempts to draw simple pictures with assistance	Below expectation
		Drawing from memory	Draws simple representations from memory	Consistently and correctly draws simple representations from memory	Exceeding expectation
				Correctly draws simple representations from memory	Meeting expectation
				Sometimes draws simple representations from memory	Approaching expectation
				Attempts to draw simple representations from memory but requires assistance	Below expectation
		Printing	Creates patterns using different printing materials	Consistently and correctly creates a variety of patterns using different printing materials	Exceeding expectation
				Correctly creates a variety of patterns using different printing materials	Meeting expectation
				Sometimes creates patterns using different printing materials	Approaching expectation
				Attempts to create patterns using different printing materials but requires assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance level	
		Colouring	Colours objects using conventional colours (using more than three colours)	Consistently and correctly colours objects within the margins using conventional colours (using more than three colours)	Exceeding expectation
				Correctly colours objects within the margins using conventional colours (using more than three colours)	Meeting expectation
				Sometimes colours objects within the margins using conventional colours (using more than three colours)	Approaching expectation
				Attempts to colour objects using conventional colours (using more than three colours) but requires assistance	Below expectation
		Painting	Creates images using finger painting techniques	Consistently and correctly creates a variety of images using finger painting techniques	Exceeding expectation
				Correctly creates a variety of images using finger painting techniques	Meeting expectation
				Sometimes creates images using finger painting techniques	Approaching expectation
				Attempts to create images using finger painting techniques but with assistance	Below expectation
		Mosaic and Collage	Creates simple mosaic & collage	Consistently, correctly and innovatively creates more than 1 picture using mosaic and collage techniques	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Correctly and innovatively creates simple picture using mosaic and collage techniques	Meeting expectation
				Sometimes creates simple mosaic and collage item	Approaching expectation
				Attempts to create simple mosaic and collage but requires assistance	Below expectation
	Modelling	Ball and coil techniques	Models simple objects using ball and coil techniques	Consistently, correctly and innovatively models 2 or more objects using ball and coil techniques	Exceeding expectation
Correctly and innovatively models 2 or more objects using ball and coil techniques				Meeting expectation	
Sometimes models 2 or more objects using ball and coil techniques				Approaching expectation	
Attempts to model simple objects using ball and coil techniques but requires assistance				Below expectation	
		Slab technique	Models simple objects using slab technique	Consistently, correctly and innovatively models different objects using slab technique	Exceeding expectation
Correctly and innovatively models simple objects using slab technique				Meeting expectation	
Sometimes models simple objects using slab technique with assistance				Approaching expectation	

No	Strand	Sub-Strand	Criteria	Performance level	
				Attempts to model simple objects using slab technique but requires a lot of assistance	Below expectation
	Paper craft	Paper folding	Folds paper to form different objects	Consistently, correctly and creatively folds paper to form different objects	Exceeding expectation
Correctly and creatively folds paper to form different objects				Meeting expectation	
Sometimes folds paper to form different objects				Approaching expectation	
Attempts to fold paper to form an object but requires assistance				Below expectation	
		Weaving	Weaves using paper stripes	Consistently, correctly and creatively uses paper stripes to weave a variety of items	Exceeding expectation
Correctly and creatively uses paper stripes to weave a variety of items				Meeting expectation	
Sometimes uses paper stripes to weave items				Approaching expectation	
Attempts to use paper stripes to weave items but requires assistance				Below expectation	
	Creating forms and shapes using ICT	Creating shapes and forms	Creating forms and shapes using ICT	Consistently, correctly and innovatively creates different forms and shapes using electronic devices	Exceeding expectation
				Correctly and innovatively creates different forms and shapes using electronic devices	Meeting expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Sometimes creates different forms and shapes using electronic devices innovatively	Approaching expectation
				Attempts to create different forms and shapes using electronic devices with assistance	Below expectation
	Construction	3 Dimensional forms	Constructs simple 3 Dimensions objects	Consistently, correctly and innovatively creates different 3-Dimension objects with creativity	Exceeding expectation
				Correctly and creatively constructs different 3-Dimension objects	Meeting expectation
				Sometimes creates simple 3-Dimension objects	Approaching expectation
				Attempts to create simple 3 Dimension objects but requires assistance	Below expectation
	Ornaments	Beading	Makes an item using coloured beads for creativity	Consistently and creatively makes a variety of items using coloured beads	Exceeding expectation
				Creatively makes a variety of items using coloured beads	Meeting expectation
				Sometimes creatively makes a variety of items using coloured beads	Approaching expectation
				Attempts to creatively make a variety of items using coloured beads with assistance	Below expectation
		Bracelets	Makes bracelets using locally available materials	Consistently and creatively makes different bracelets using locally available materials	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance level					
				Creatively makes different bracelets using locally available materials	Meeting expectation				
				Sometimes creatively makes different bracelets using locally available materials	Approaching expectation				
				Attempts to creatively make different bracelets using locally available materials with assistance	Below expectation				
	Performance	Dance		Dances in pairs and groups for cooperation	Consistently and appropriately responds to tempo and rhythm through body movement whenever engaged in traditional and modern dance	Exceeding expectation			
					Appropriately responds to tempo and rhythm through body movement whenever engaged in traditional and modern dance	Meeting expectation			
					Sometimes responds to tempo and rhythm through body movement whenever engaged in traditional and modern dance	Approaching expectation			
					Attempts to respond to the tempo and rhythm through body movement whenever engaged in traditional and modern dance with guidance	Below expectation			
					Musical rhymes		Recites and performs a range of musical rhymes to enhance creativity	Consistently, confidently and correctly recites and performs a range of musical rhymes to enhance creativity	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Correctly recites and performs a range of musical rhymes to enhance creativity	Meeting expectation
				Sometimes recites and performs a range of musical rhymes to enhance creativity with some assistance	Approaching expectation
				Attempts to recite and perform a range of musical rhymes to enhance creativity but requires a lot of assistance	Below expectation
		Rhythmic patterns	Produces rhythmic patterns using body parts	Consistently and creatively produces different rhythmic patterns using body parts	Exceeding expectation
				Creatively produces different rhythmic patterns using body parts	Meeting expectation
				Sometimes creatively produces different rhythmic patterns using body parts	Approaching expectation
				Attempts to creatively produce different rhythmic patterns using body parts with assistance	Below expectation
		Singing games	Performs simple cultural singing games using props	Consistently and creatively performs a variety of simple singing games using props	Exceeding expectation
				Creatively performs a variety of simple singing games using props	Meeting expectation
				Sometimes creatively performs simple singing games using props	Approaching expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Attempts to perform some simple singing games using props but requires guidance	Below expectation
		Play musical instruments	Play simple musical instruments	Consistently and creatively plays different simple musical instruments	Exceeding expectation
				Creatively plays different simple musical instruments	Meeting expectation
				Sometimes creatively plays different simple musical instruments	Approaching expectation
				Attempts to creatively play different simple musical instruments with assistance	Below expectation
				Musical sounds	Imitates sounds made from the environment for vocal development
		Correctly imitates sounds made from the environment for vocal development	Meeting expectation		
		Sometimes correctly imitates sounds made from the environment for vocal development	Approaching expectation		
		Attempts to imitate sounds made from the environment for vocal development with assistance	Below expectation		
	Basic motor skills	Locomotive/ Manipulative skills	Performs various manipulative activities such as catching and throwing, skipping, jumping, kicking, bending...	Consistently and creatively performs various manipulative activities with ease	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Creatively performs various manipulative activities	Meeting expectation
				Sometimes performs manipulative activities	Approaching expectation
				Attempts to perform some manipulative activities but requires assistance	Below expectation
		Non-locomotive Skills	Safely turns and twists for fun and flexibility	Consistently, correctly and safely turns and twists for fun and flexibility	Exceeding expectation
				Correctly and safely turns and twists for fun and flexibility	Meeting expectation
				Sometimes turns and twists for fun and flexibility safely	Approaching expectation
				Attempts to safely turn and twist but requires guidance	Below expectation
	Fun games	Traditional and modern fun games	Performs various games (Traditional and modern games for fun)	Consistently and creatively performs various games (Traditional and Modern) with fun	Exceeding expectation
				Creatively performs various games (Traditional and Modern) with fun	Meeting expectation
				Sometimes joyously performs games (Traditional and Modern)	Approaching expectation
				Attempts to perform some games (Traditional and Modern) with fun but requires assistance	Below expectation
	Swimming	Water orientation	Displays ability to confidently move around the pool in readiness for swimming	Consistently displays ability to confidently move around the pool in readiness for swimming	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance level	
				Displays ability to confidently move around the pool in readiness for swimming	Meeting expectation
				Sometimes displays ability to confidently move around the pool in readiness for swimming	Approaching expectation
				Attempts to move around the pool in readiness for swimming but requires encouragement	Below expectation
		Pool safety	Uses safety materials while swimming	Consistently and correctly uses different safety materials while swimming	Exceeding expectation
				Correctly uses safety materials while swimming	Meeting expectation
				Sometimes uses various safety materials while swimming	Approaching expectation
				Attempts to use some safety materials while swimming but requires guidance	Below expectation

4.0 ENVIRONMENTAL ACTIVITIES ASSESSMENT RUBRIC

No	Strand	Sub-Strand	Criteria	Performance Level	
4.1	Social Environment	Myself	Tells own name and sex correctly for identity	Consistently and confidently tells own full name and sex correctly for identity	Exceeding expectation
				Confidently tells own full name and sex correctly for identity	Meeting expectation
				Sometimes tells own full name and sex correctly for identity	Approaching expectation
				Attempts to tell own full name and sex with assistance	Below expectation
			Identifies body parts and their uses	Consistently, confidently and correctly identifies body parts and their uses	Exceeding expectation
				Correctly and confidently identifies body parts and their uses	Meeting expectation
				Sometimes correctly identifies body parts and their uses	Approaching expectation
				Attempts to identify some of the body parts and their uses with assistance	Below expectation
		Our School	Talks about work done by different people in the school	Consistently, confidently and correctly talks about work done by different people in the school	Exceeding expectation
				Confidently and correctly talks about work done by different people in the school	Meeting expectation
				Sometimes talks about work done by some people in the school	Approaching expectation
				Attempts to talk about work done by some people in the school with assistance	Below expectation
			Participate in developing classroom rules for interpersonal relationships	Consistently, actively and confidently participates in developing classroom rules for interpersonal relationships	Exceeding expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
				Confidently and actively participates in developing classroom rules for interpersonal relationships	Meeting expectation
				Sometimes participates in developing classroom rules for interpersonal relationships	Approaching expectation
				Attempts to participate in developing classroom rules but requires guidance	Below expectation
			Identifies structures found in the environment	Consistently and correctly identifies different structures and buildings found in the environment	Exceeding expectation
				Correctly identifies different structures and buildings found in the environment	Meeting expectation
				Sometimes correctly identifies different structures and buildings found in the environment	Approaching expectation
				Attempts to identify different structures and buildings found in the environment with assistance	Below expectation
				Identifies the colours of the Kenya National Flag	Consistently and correctly identifies the colours of the Kenya National Flag and talks about them
			Correctly identifies the colours of the Kenya National Flag and talks about them		Meeting expectation
			Sometimes identifies the colours of the Kenya National Flag and talks about them		Approaching expectation
			Attempts to identify the colours of the Kenya National Flag and talks about them with assistance		Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level		
		Our Home (People found at home)	Names people found at home and their relationships	Consistently, confidently and correctly names all people found at home and their relationships	Exceeding expectation	
				Confidently and correctly names all people found at home and their relationships	Meeting expectation	
				Sometimes names all people found at home and their relationships	Approaching expectation	
				Attempts to name people found at home and their relationships with assistance	Below expectation	
		Name different buildings and structures found at home			Consistently, confidently and correctly names all buildings and structures found at home	Exceeding expectation
					Confidently and correctly names all buildings and structures found at home	Meeting expectation
					Sometimes names buildings and structures found at home	Approaching expectation
					Attempts to name buildings and structures found at home with assistance	Below expectation
		Talks about work done by different people at home			Consistently, correctly and confidently talks about work done by different people at home	Exceeding expectation
					Confidently and correctly talks about work done by different people at home	Meeting expectation
					Sometimes talks about work done by people at home	Approaching expectation
					Attempts to talk about work done by people at home with assistance	Below expectation
		Interpersonal relationships			Consistently and appropriately uses a variety of courteous words	Exceeding expectation
					Appropriately uses a variety of courteous words	Meeting expectation

No	Strand	Sub-Strand	Criteria	Performance Level			
				Sometimes uses various courteous words	Approaching expectation		
				Attempts to use courteous words but requires assistance	Below expectation		
			Shows etiquette when relating with others	Consistently and confidently shows etiquette when relating with others	Exceeding expectation		
				Confidently shows etiquette when relating with others	Meeting expectation		
				Sometimes shows etiquette when relating with others	Approaching expectation		
				Attempts to show etiquette when relating with others but requires assistance	Below expectation		
				Neighbourhood	Identifies and names classmates as neighbours for interpersonal relationships and harmonious living	Consistently and correctly identifies and names classmates as neighbours	Exceeding expectation
						Correctly identifies and names classmates as neighbours	Meeting expectation
			Sometimes identifies and names classmates as neighbours			Approaching expectation	
			Attempts to identify and name classmates as neighbours but requires assistance			Below expectation	
		Dressing	Identifies clothes worn on different occasions and their importance	Consistently and correctly identifies clothes worn on different occasions and their importance	Exceeding expectation		
				Correctly identifies clothes worn on different occasions and their importance	Meeting expectation		
				Sometimes identifies clothes worn on different occasions and their importance	Approaching expectation		
				Attempts to identify clothes worn on different occasions and their importance but requires assistance	Below expectation		

No	Strand	Sub-Strand	Criteria	Performance Level	
			Tells the importance of dressing and undressing appropriately	Consistently and appropriately dresses and undresses	Exceeding expectation
				Appropriately dresses and undresses	Meeting expectation
				Sometimes dresses and undresses appropriately	Approaching expectation
				Attempts to dress and undress but requires assistance	Below expectation
	Health practices	Hand washing	Washes hands appropriately and at critical times for personal hygiene	Consistently and appropriately washes hands at critical times for personal hygiene	Exceeding expectation
				Appropriately washes hands at critical times for personal hygiene	Meeting expectation
				Sometimes washes hands appropriately for personal hygiene	Approaching expectation
				Attempts to wash hands for personal hygiene but requires assistance	Below expectation
		Care for the nose	Wipes the nose appropriately and maintains a clean personal handkerchief	Consistently and appropriately wipes the nose and maintains a clean personal handkerchief	Exceeding expectation
				Appropriately wipes the nose and maintains a clean personal handkerchief	Meeting expectation
				Sometimes appropriately wipes the nose and maintains a clean personal handkerchief	Approaching expectation
				Attempts to wipe the nose appropriately and maintains a clean personal handkerchief but requires assistance	Below expectation
		Care of the teeth	Cleans teeth appropriately and avoids using substances that destroy teeth	Consistently and appropriately cleans teeth and avoids using substances that destroy teeth	Exceeding expectation
				Appropriately cleans teeth and avoids using substances that destroy teeth	Meeting expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
				Sometimes appropriately cleans teeth and avoids using substances that destroy teeth	Approaching expectation
				Attempts to clean teeth and avoids using substances that destroy teeth but requires guidance	Below expectation
		Toileting	Uses toilet facilities properly	Consistently and appropriately uses toilet facilities	Exceeding expectation
				Appropriately uses toilet facilities	Meeting expectation
				Sometimes appropriately uses toilet facilities	Approaching expectation
				Attempts to use toilet facilities appropriately with assistance	Below expectation
		Food/Feeding	Talks about different foods eaten at home for healthy living	Consistently and correctly talks about different foods eaten at home for healthy living	Exceeding expectation
				Correctly talks about different foods eaten at home for healthy living	Meeting expectation
				Sometimes talks about different foods eaten at home for healthy living	Approaching expectation
				Attempts to talk about different foods eaten at home for healthy living with guidance	Below expectation
			Talks about the importance of eating clean food	Consistently and correctly talks about the importance of eating clean food for good health and nutrition	Exceeding expectation
				Correctly talks about the importance of eating clean food for good health and nutrition	Meeting expectation
				Sometimes talks about the importance of eating clean food for good health and nutrition	Approaching expectation

No	Strand	Sub-Strand	Criteria	Performance Level		
				Attempts to talk about the importance of eating clean food for good health and nutrition but requires guidance	Below expectation	
			Observes table manners, feeds self and talks about the dangers of sharing food from someone else's mouth	Consistently and appropriately observes table manners, feeds self and talks about the dangers of sharing food from someone else's mouth	Exceeding expectation	
				Appropriately observes table manners, feeds self and talks about the dangers of sharing food from someone else's mouth	Meeting expectation	
				Sometimes observes table manners, feeds self and talks about the dangers of sharing food from someone else's mouth	Approaching expectation	
				Attempts to observe table manners, feeds self and talk about the dangers of sharing food from someone else's mouth but requires guidance	Below expectation	
	Natural environment	Plants	Names types and uses of plants and their care in the immediate environment	Consistently and correctly names types and uses of plants and their care in the immediate environment	Exceeding expectation	
					Correctly names types and uses of plants and their care in the immediate environment	Meeting expectation
					Sometimes correctly names types and uses of plants and their care in the immediate environment	Approaching expectation
					Attempts to name types and uses of plants and their care in the immediate environment with assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
			Talks about safe and unsafe plants found in the environment	Consistently and correctly talks about safe and harmful plants found in the environment	Exceeding expectation
				correctly talks about safe and harmful plants found in the environment	Meeting expectation
				Sometimes talks about safe and harmful plants found in the environment	Approaching expectation
				Attempts to talk about safe and harmful plants found in the environment with assistance	Below expectation
		Animals	Names and cares for animals in the immediate environment	Consistently and correctly names and cares for animals in the immediate environment	Exceeding expectation
				Correctly names and cares for animals in the immediate environment	Meeting expectation
				Sometimes names and cares for animals in the immediate environment	Approaching expectation
				Attempts to name and care for animals in the immediate environments but requires guidance	Below expectation
		Weather	Observes, talks and responds to different weather conditions in the environment	Consistently and correctly observes, talks and responds to different weather conditions in the environment	Exceeding expectation
				Correctly observes, talks and responds to different weather conditions in the environment	Meeting expectation
				Sometimes observes, talks and responds to different weather conditions in the environment	Approaching expectation
				Attempts to observe, talk and respond to different weather conditions in the environment but requires guidance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
		Water	Names sources and uses of water	Consistently and correctly names sources and uses of water	Exceeding expectation
				Correctly names sources and uses of water	Meeting expectation
				Sometimes names sources and uses of water	Approaching expectation
				Attempts to name sources and uses of water but requires guidance	Below expectation
		Soil	Plays with soil safely for fun and exploration	Consistently and safely plays with soil for fun and exploration	Exceeding expectation
				Safely plays with soil for fun and exploration	Meeting expectation
				Sometimes safely plays with soil for fun and exploration	Approaching expectation
				Attempts to safely play with soil for fun and exploration but requires supervision	Below expectation
		Smell	Responds and appreciates pleasant and unpleasant smells	Consistently and appropriately responds and appreciates pleasant and unpleasant smells	Exceeding expectation
				Appropriately responds and appreciates pleasant and unpleasant smells	Meeting expectation
				Sometimes responds and appreciates pleasant and unpleasant smells	Approaching expectation
				Attempts to respond and appreciates pleasant and unpleasant smells but requires guidance	Below expectation
Light	Names sources of light and appreciates its uses in the environment	Consistently and correctly names sources of light and appreciates its uses in the environment	Exceeding expectation		
		Correctly names the sources of light and appreciates its uses in the environment	Meeting expectation		
		Sometimes names various sources of light and appreciates its uses in the environment	Approaching expectation		

No	Strand	Sub-Strand	Criteria	Performance Level	
	Environmental care and safety	Sound	Names sources of sounds and responds to different sounds in the environment	Attempts to name sources of light and appreciates its uses in the environment but requires guidance	Below expectation
				Consistently and correctly names sources of sounds and responds appropriately to different sounds in the environment	Exceeding expectation
				Correctly names sources of sounds and responds appropriately to different sounds in the environment	Meeting expectation
				Sometimes names sources of sounds and responds appropriately to different sounds in the environment	Approaching expectation
				Attempts to name sources of sounds and responds appropriately to different sounds in the environment with assistance	Below expectation
		Care for the immediate environment	Identifies and appropriately disposes waste materials	Consistently and appropriately safely identifies and disposes waste materials	Exceeding expectation
				Appropriately safely identifies and disposes waste materials	Meeting expectation
				Sometimes appropriately safely identifies and disposes waste materials	Approaching expectation
				Attempts to safely identify and dispose waste materials with assistance	Below expectation
			Cleans immediate environment	Consistently and appropriately cleans immediate environment	Exceeding expectation
				Appropriately cleans immediate environment	Meeting expectation
				Sometimes cleans immediate environment appropriately	Approaching expectation
				Attempts to clean immediate environment with assistance	Below expectation

No	Strand	Sub-Strand	Criteria	Performance Level	
4.4		Safety in the environment	Identifies safe and unsafe places, objects and activities in the immediate environment	Consistently and correctly identifies safe and unsafe places, objects and activities in the immediate environment	Exceeding expectation
				Correctly identifies safe and unsafe places, objects and activities in the immediate environment	Meeting expectation
				Sometimes identifies safe and unsafe places, objects and activities in the immediate environment	Approaching expectation
				Attempts to identify safe and unsafe places, objects and activities in the immediate environment but requires guidance	Below expectation
		Explains who a stranger is and tells what to do when dealing with one	Consistently and correctly explains who a stranger is and tells what to do when dealing with one	Exceeding expectation	
			Correctly explains who a stranger is and tells what to do when dealing with one	Meeting expectation	
			Sometimes explains who a stranger is and tells what to do when dealing with one	Approaching expectation	
			Attempts to explain who a stranger is and tells what to do when dealing with one but requires guidance	Below expectation	

5.0 RELIGIOUS EDUCATION ACTIVITIES

5.1 CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES ASSESSMENT RUBRIC

<i>S/No.</i>	Strand	Sub-Strand	Criteria	Performance Level		
5.1.1	Creation	God as the Provider and Healer	Identifies things provided by God	Consistently and correctly identifies things provided by God	Exceeding expectation	
				Correctly identifies things provided by God	Meeting expectation	
				Sometimes identifies things provided by God	Approaching expectation	
				Attempts to identify things provided by God but requires guidance	Below expectation	
			Sings simple songs about God as the provider and healer to enhance their knowledge of God	Consistently and correctly sings simple songs about God as the provider and healer	Exceeding expectation	
				Correctly sings simple songs about God as the provider and healer	Meeting expectation	
				Sometimes sings simple songs about God as the provider and healer	Approaching expectation	
		Parts of the body	Names parts of the body as God's Creation, created in His own image and likeness	Consistently and correctly names parts of the body as God's Creation, created in His own image and likeness	Exceeding expectation	
				Correctly names parts of the body as God's Creation, created in His own image and likeness	Meeting expectation	
				Sometimes names parts of the body as God's Creation, created in His own image and likeness	Approaching expectation	
				Attempts to name parts of the body as God's Creation, created in His own image and likeness but requires guidance	Below expectation	

<i>S/No.</i>	Strand	Sub-Strand	Criteria	Performance Level	
		Plants and domestic animals	Names and cares for plants and domestic animals found at home and school as part of God's Creation	Consistently and correctly names and cares for plants and domestic animals found at home and school as part of God's Creation	Exceeding expectation
	Correctly names and cares for plants and domestic animals found at home and school as part of God's Creation			Meeting expectation	
	Sometimes names and cares for plants and domestic animals found at home and school as part of God's Creation			Approaching expectation	
	Attempts to name and care for plants and domestic animals found at home and school as part of God's Creation but requires guidance			Below expectation	
	Name of God according to the language of the Catchment area	Identifies the name of God in other communities for personal knowledge and peaceful co-existence	Consistently and correctly identifies the name of God in other communities for personal knowledge and peaceful co-existence	Exceeding expectation	
			Correctly identifies the name of God in other communities for personal knowledge and peaceful co-existence	Meeting expectation	
			Sometimes identifies the name of God in other communities for personal knowledge and peaceful co-existence	Approaching expectation	
			Attempts to identify the name of God in other communities for personal knowledge and peaceful co-existence but requires guidance	Below expectation	

S/No.	Strand	Sub-Strand	Criteria	Performance Level	
5.1.2		Communicating to God through prayers	Says prayers at different times (before meals, before sleeping, when waking up...) for spiritual nourishment	Consistently and correctly says prayers at different times for spiritual nourishment	Exceeding expectation
				Correctly says prayers at different times for spiritual nourishment	Meeting expectation
				Sometimes says prayers at different times for spiritual nourishment	Approaching expectation
				Attempts to say prayers at different times for spiritual nourishment but requires guidance	Below expectation
			Demonstrates respect during prayer times (Bowing, closing eyes, kneeling, lifting hands, standing, silence, being still)	Consistently and correctly demonstrates respect during prayer times	Exceeding expectation
				Correctly demonstrates respect during prayer times	Meeting expectation
				Sometimes demonstrates respect during prayer times	Approaching expectation
				Attempts to demonstrate respect during prayer times but requires guidance	Below expectation
	Holy Bible	Identifying and Handling the Bible as Holy Scripture	Identifies the Bible as a Holy Book and tells importance of handling the Bible with respect to nurture a sense of responsibility	Consistently and correctly demonstrates respect while handling the Bible as a Holy Book	Exceeding expectation
				Correctly demonstrates respect while handling the Bible as a Holy Book	Meeting expectation
				Sometimes demonstrates respect while handling the Bible as a Holy Book	Approaching expectation
				Attempts to demonstrate respect while handling the Bible as a Holy Book but requires guidance	Below expectation
Recites poems and sings simple songs on the Bible as a Holy Book for spiritual growth			Consistently and correctly recites poems and sings simple songs on the Bible as a Holy Book for spiritual growth	Exceeding expectation	

S/No.	Strand	Sub-Strand	Criteria	Performance Level	
				Correctly recites poems and sings simple songs on the Bible as a Holy Book for spiritual growth	Meeting expectation
				Sometimes recites poems and sings simple songs on the Bible as a Holy Book for spiritual growth	Approaching expectation
				Attempts to recite poems and sing simple songs on the Bible as a Holy Book for spiritual growth but requires guidance	Below expectation
5.1.5	Christian religious festivals and rituals	Christmas and Easter	Names and states meanings of different Christian festivals (Easter and Christmas) for spiritual growth	Consistently and correctly names and states meaning of different Christian festivals (Easter and Christmas) for spiritual growth	Exceeding expectation
				Correctly names and states meaning of different Christian festivals (Easter and Christmas) for spiritual growth	Meeting expectation
				Sometimes names and states meaning of different Christian festivals (Easter and Christmas) for spiritual growth	Approaching expectation
				Attempts to name and state meaning of different Christian festivals (Easter and Christmas) for spiritual growth with guidance	Below expectation
			Recites poems and sings simple songs on Christmas and Easter for spiritual nourishment and fun	Consistently and correctly recites poems and sings simple songs on Christmas and Easter	Exceeding expectation
				Correctly recites poems and sings simple songs on Christmas and Easter	Meeting expectation
				Sometimes recites poems and sings simple songs on Christmas and Easter	Approaching expectation

S/No.	Strand	Sub-Strand	Criteria	Performance Level	
				Attempts to recite poems and sing simple songs on Christmas and Easter with guidance	Below expectation
		Christian rituals	Identify and demonstrate some simple Christian rituals performed in church for spiritual growth	Consistently and actively role plays simple Christian rituals for spiritual growth	Exceeding expectation
				Actively role plays simple Christian rituals for spiritual growth	Meeting expectation
				Sometimes role plays simple Christian rituals for spiritual growth	Approaching expectation
				Attempts to role play simple Christian rituals for spiritual growth with guidance	Below expectation
	Christian Values	Greatest commandment: Love of God and neighbour	The Greatest Commandment: Explains and practices the love of God and neighbour to promote spiritual growth and interpersonal relationships	Consistently and appropriately explains and practices the love of God and neighbour to promote spiritual growth and interpersonal relationships	Exceeding expectation
				Appropriately explains and practices the love of God and neighbour to promote spiritual growth and interpersonal relationships	Meeting expectation
				Sometimes explains and practices the love of God and neighbour to promote spiritual growth and interpersonal relationships	Approaching expectation
				Attempts to explain and practice the love of God and neighbour to promote spiritual growth and interpersonal relationships with guidance	Below expectation

<i>S/No.</i>	Strand	Sub-Strand	Criteria	Performance Level	
	Places of Worship	Places of worship	Identifies different places of worship that exist in the community for peaceful co-existence (Churches, Mosque, Temple, Shrines...)	Consistently and correctly identifies different places of worship that exist in the community for peaceful co-existence	Exceeding expectation
Correctly identifies different places of worship that exist in the community for peaceful co-existence				Meeting expectation	
Sometimes identifies different places of worship that exist in the community for peaceful co-existence				Approaching expectation	
Attempts to identify different places of worship that exist in the community for peaceful co-existence with guidance				Below expectation	
		Church service	Identify and demonstrate activities that are performed during the church service for spiritual nourishment	Consistently and appropriately identifies and demonstrates activities that are performed during the church service for spiritual nourishment	Exceeding expectation
Appropriately identifies and demonstrates activities that are performed during the church service for spiritual nourishment				Meeting expectation	
Sometimes identifies and demonstrates activities that are performed during the church service for spiritual nourishment				Approaching expectation	
Attempts to identify and demonstrate activities that are performed during the church service for spiritual nourishment with guidance				Below expectation	

S/No.	Strand	Sub-Strand	Criteria	Performance Level	
		Behaviour in Church	Identifies and demonstrates good behaviour in Church (Silence, orderliness, obedience, respect...) to show respect to God and for desirable Christian living	Consistently and appropriately identifies and demonstrates good behaviour in Church to show respect to God and for desirable Christian living	Exceeding expectation
				Appropriately identifies and demonstrates good behaviour in Church to show respect to God and for desirable Christian living	Meeting expectation
				Sometimes identifies and demonstrates good behaviour in Church to show respect to God and for desirable Christian living	Approaching expectation
				Attempts to identify and demonstrate good behaviour in Church to show respect to God and for desirable Christian living with guidance	Below expectation

5.2. ISLAMIC RELIGIOUS EDUCATION ACTIVITIES ASSESSMENT RUBRIC

S/ No.	Strand	Sub-strand	Criteria	Performance Level	
5.2.1	Quar'an	Arabic Alphabet with vowels (Fat-ha(a) Kasra (i), Dhumma(u))	Recognises the alphabet with the given vowels in Arabic text	Consistently and correctly recognises all letters of the alphabet with the given vowels in Arabic text	Exceeding expectation
				Correctly recognises all letters of the alphabet with the given vowels in Arabic text	Meeting expectation
				Sometimes recognises letters of the alphabet with the given vowels in Arabic text	Approaching expectation
				Attempts to recognise some letters of the alphabet with the given vowels in Arabic text with assistance	Below expectation
			Names correctly three vowels in the Arabic text	Consistently and correctly names more than 3 vowels in the Arabic text	Exceeding expectation
				Correctly names 3 vowels in the Arabic text	Meeting expectation
				Sometimes names 3 vowels in the Arabic text	Approaching expectation
				Attempts to name vowels in the Arabic text with assistance	Below expectation
			Write the Arabic alphabet from right to left adding the vowels on them	Consistently and correctly writes all the Arabic alphabet from right to left adding the vowels on them	Exceeding expectation
				Correctly writes all the Arabic alphabet from right to left adding the vowels on them	Meeting expectation
				Sometimes writes the Arabic alphabet from right to left adding the vowels on them	Approaching expectation

				Attempts to write the Arabic alphabet from right to left adding the vowels on them with assistance	Below expectation
		<i>Surah Naas</i>	Recites correctly <i>Sura Naas</i> as a form of protection	Consistently and correctly recites <i>Sura Naas</i> as a form of protection	Exceeding expectation
				Correctly recites <i>Sura Naas</i> as a form of protection	Meeting expectation
				Sometimes recites <i>Sura Naas</i> as a form of protection	Approaching expectation
				Attempts to recite <i>Sura Naas</i> as a form of protection with assistance	Below expectation
			Handles the Quran with respect as a holy book	Consistently and appropriately handles the Quran with respect as a holy book	Exceeding expectation
				Appropriately handles the Quran with respect as a holy book	Meeting expectation
				Sometimes handles the Quran with respect as a holy book	Approaching expectation
				Attempts to handle the Quran with respect as a holy book with assistance	Below expectation
5.1.2	Pillars of Iman	Belief in Allah (S.W.T)	Identifies oneself and others as Allah's creation as stated in the Qur'an	Consistently and confidently expresses self clearly by identifying oneself and others as Allah's creation	Exceeding expectation
				Confidently expresses self clearly by identifying oneself and others as Allah's creation	Meeting expectation
				Sometimes expresses self clearly by identifying oneself and others as Allah's creation	Approaching expectation

			Attempts to express self clearly by identifying oneself and others as Allah’s creation with assistance	Below expectation	
		Cares for oneself and Allah’s other creation as a form of <i>ibadaat</i> (worship)	Consistently and independently cares for self, plants and pets in the immediate environment	Exceeding expectation	
			Independently cares for self, plants and pets in the immediate environment	Meeting expectation	
			Sometimes independently cares for self, plants and pets in the immediate environment	Approaching expectation	
			Attempts to independently care for self, plants and pets in the immediate environment with assistance	Below expectation	
	Belief in his prophets: Prophet Muhamaad (S.A.W)	Mentions the name of the parents of prophet Muhammad (S.A.W.) as a sign of love and respect	Consistently and correctly mentions prophet Muhammad’s name, parents’ and other members of his family	Exceeding expectation	
				Correctly mentions the names of prophet Muhammad (S.A.W.) and his parents	Meeting expectation
				Sometimes mentions the names of prophet Muhammad (S.A.W.) and his parents	Approaching expectation
				Attempts to mention the names of prophet Muhammad (S.A.W.) and his parents with assistance	Below expectation
			Narrates simple short stories on early years of prophet Muhammad (S.A.W.)	Consistently and correctly narrates simple short stories on early years of prophet Muhammad (S.A.W.)	Exceeding expectation

				Correctly narrates simple short stories on early years of prophet Muhammad (S.A.W.	Meeting expectation
				Sometimes correctly narrates simple short stories on early years of prophet Muhammad (S.A.W.)	Approaching expectation
				Attempts to narrate simple short stories on early years of prophet Muhammad (S.A.W.) with assistance	Below expectation
		Demonstrates love for prophet Muhammad (S.A.W.) by emulating his character (obedience)		Consistently demonstrates love for prophet Muhammad (S.A.W.)	Exceeding expectation
				Demonstrates love for prophet Muhammad (S.A.W.)	Meeting expectation
				Sometimes demonstrates love for prophet Muhammad (S.A.W.)	Approaching expectation
				Attempts to demonstrate love for prophet Muhammad (S.A.W.) with assistance	Below expectation

5.2.3	Devotional acts	Pillars of Islam- <i>Swalah</i> Postures of <i>Swalah</i> (daily prayers)	Names the different postures as used in <i>Swalah</i> Demonstrate the postures in performing <i>Swalah</i>	Consistently and correctly names different postures as used in performing <i>Swalah</i>	Exceeding expectation
				Correctly names different postures as used in performing <i>Swalah</i>	Meeting expectation
				Sometimes names different postures as used in performing <i>Swalah</i>	Approaching expectation
				Attempts to name different postures as used in performing <i>Swalah</i> with assistance	Below expectation
				Consistently and correctly demonstrates the postures in performing <i>Swalah</i>	Exceeding expectation
				Correctly demonstrates the postures in performing <i>Swalah</i>	Meeting expectation
				Sometimes demonstrates the postures in performing <i>Swalah</i>	Approaching expectation
				Attempts to demonstrates the postures in performing <i>Swalah</i> with assistance	Below expectation

5.2.4	Moral teachings	Islamic etiquette: toileting	Demonstrates appropriate ablution manners according to Islamic teaching	Consistently and correctly demonstrates appropriate ablution manners according to Islamic teachings	Exceeding expectation
				Correctly demonstrates appropriate ablution manners according to Islamic teachings	Meeting expectation
				Sometimes demonstrates appropriate ablution manners according to Islamic teachings	Approaching expectation
				Attempts to demonstrate appropriate ablution manners according to Islamic teachings with assistance	Below expectation
		Manners of eating	Practices Islamic manners of eating according to the <i>sunnah</i> (traditions) of the prophet (S.A.W.)	Consistently demonstrates appropriate Islamic manners of eating	Exceeding expectation
				Demonstrates appropriate Islamic manners of eating	Meeting expectation
				Sometimes demonstrates appropriate Islamic manners of eating	Approaching expectation
				Attempts to demonstrate appropriate Islamic manners of eating with assistance	Below expectation
		Islamic phrases: <i>shukran</i> (thank you)	Uses Islamic phrases before and after eating appropriately	Consistently and correctly uses variety of Islamic phrases before and after eating	Exceeding expectation
				Correctly uses variety of Islamic phrases before and after eating	Meeting expectation

				Sometimes uses Islamic phrases before and after eating	Approaching expectation
				Attempts to use Islamic phrases before and after eating with assistance	Below expectation
Places of worship	Relationship and respect for places of worship (<i>Masjid</i>)	Names places of worship in order to respect other people’s faith (such as mosque, church, temples, synagogue, shrines)	Consistently and correctly names places of worship in order to respect other people’s faith	Exceeding expectation	
			Correctly names places of worship in order to respect other people’s faith	Meeting expectation	
			Sometimes names places of worship in order to respect other people’s faith	Approaching expectation	
			Attempts to name places of worship in order to respect other people’s faith with assistance	Below expectation	
			Co-exist harmoniously with people of other religions for interpersonal relations	Exceeding expectation	
		Consistently and appropriately interacts with people of other faiths freely and harmoniously co-exists	Meeting expectation		
		Appropriately interacts with people of other faiths freely and harmoniously co-exists	Approaching expectation		
		Sometimes interacts with people of other faiths freely and harmoniously co-exists	Below expectation		
		Attempts to interact with people of other faiths freely and harmoniously co-exists with guidance	Exceeding expectation		
		Uses <i>Masjid</i> as a place of worship	Meeting expectation		
		Consistently uses and appreciates <i>Masjid</i> as a place of worship	Approaching expectation		
		Uses and appreciates <i>Masjid</i> as a place of worship	Exceeding expectation		
		Sometimes uses and appreciates <i>Masjid</i> as a place of worship	Meeting expectation		

				Attempts to use and appreciate <i>Masjid</i> as a place of worship with guidance	Below expectation
5.2.5	Islamic festivals	<i>Eid</i> celebrations	Describes activities related to <i>Eid</i> as an Islamic festival	Consistently and correctly narrates activities related to <i>Eid</i> celebrations	Exceeding expectation
				Correctly narrates activities related to <i>Eid</i> celebrations	Meeting expectation
				Sometimes correctly narrates activities related to <i>Eid</i> celebrations	Approaching expectation
				Attempts to narrate activities related to <i>Eid</i> celebrations with guidance	Below expectation
			Shares happiness and joy during <i>Eid</i> by singing songs and exchanging gifts	Consistently shares happiness and joy during <i>Eid</i> by singing songs and exchanging gifts	Exceeding expectation
				Shares happiness and joy during <i>Eid</i> by singing songs and exchanging gifts	Meeting expectation
				Sometimes shares happiness and joy during <i>Eid</i> by singing songs and exchanging gifts	Approaching expectation

				Attempts to share happiness and joy during <i>Eid</i> by singing songs and exchanging gifts with guidance	Below expectation
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5.3 HINDU RELIGIOUS EDUCATION ACTIVITIES ASSESSMENT RUBRIC

S/No.	Strand	Sub-strand	Criteria	Assess the Child's ability to:	Assessment Rubrics
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5.3.1	Creation	Extended family	Identifies members of the extended family by their names	Consistently and correctly identify members of the extended family by their names	Exceeding expectation		
				Correctly identifies members of the extended family by their names	Meeting expectation		
				Sometimes identifies members of the extended family by their names	Approaching expectation		
				Attempts to identify members of the extended family by their names with assistance	Below expectation		
		<i>Panch Mahabhoot</i>	Identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Consistently and correctly identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Exceeding expectation		
				Correctly identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Meeting expectation		
				Sometimes identifies the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i>	Approaching expectation		
				Attempts to identify the element of <i>Vayu</i> (Air) in relation to the <i>Panch Mahabhoot</i> with assistance	Below expectation		
		5.3.2	Worship	Basic Mantras' for <i>Jaab</i>	Recites the Basic Mantra of each faith for worship	Consistently and correctly recites the basic Mantra of each faith for worship	Exceeding expectation
						Correctly recites the basic Mantra of each faith for worship	Meeting expectation
Sometimes recites the basic Mantra of each faith for worship	Approaching expectation						
Attempts to recite the basic Mantra of each faith for worship with assistance	Below expectation						

		Musical instruments used in worship	Names different instruments used in worship in the four faiths for familiarization	Consistently and correctly names instruments used in worship in the four faiths for familiarization	Exceeding expectation
				Correctly names instruments used in worship in the four faiths for familiarization	Meeting expectation
				Sometimes names instruments used in worship in the four faiths for familiarization	Approaching expectation
				Attempt to name instruments used in worship in the four faiths for familiarization with assistance	Below expectation
5.3.3	Manifestations	Enlightened Beings	Names the Enlightened Beings according to the four faiths	Consistently and correctly names the Enlightened Beings according to the four faiths	Exceeding expectation
				Correctly names the Enlightened Beings according to the four faiths	Meeting expectation
				Sometimes names the Enlightened Beings according to the four faiths	Approaching expectation
				Attempts to name the Enlightened Beings according to the four faiths with assistance	Below expectation
		Belief in <i>Paramatma</i>	Identifies the names of Enlightened Beings to familiarise with his/her faith	Consistently and correctly identifies the names of Enlightened Beings to familiarise with their faith	Exceeding expectation
				Correctly identifies the names of Enlightened Beings to familiarise with their faith	Meeting expectation
				Sometimes identifies the names of some of the Enlightened Beings to familiarise with their faith	Approaching expectation
				Attempts to identify the names of Enlightened Beings to familiarise with their faith with assistance	Below expectation

			Mentions the names of <i>Devis</i> and <i>Devatas</i> to familiarize the learner with belief in <i>Paramatma</i>	Consistently and correctly mentions the names of <i>Devis</i> and <i>Devatas</i> to familiarize the learner with belief in <i>Paramatma</i>	Exceeding expectation
				Correctly mentions the names of <i>Devis</i> and <i>Devatas</i> to familiarize the learner with belief in <i>Paramatma</i>	Meeting expectation
				Sometimes correctly mentions some of the names of <i>Devis</i> and <i>Devatas</i> to familiarize the learner with belief in <i>Paramatma</i>	Approaching expectation
				Attempts to mention some of the names of <i>Devis</i> and <i>Devatas</i> to familiarize the learner with belief in <i>Paramatma</i> with assistance	Below expectation
			Identifies the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner's faith.	Consistently and correctly identifies the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner's faith	Exceeding expectation
				Correctly identifies the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner's faith	Meeting expectation
				Sometimes identifies some of the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner's faith	Approaching expectation
				Attempts to identify some of the <i>Devis</i> and <i>Devatas</i> as per their attributes to deepen the learner's faith with assistance	Below expectation
5.3.4	Scriptures	Names of scriptures	Names scriptures to promote religious identity and unity	Consistently and correctly names scriptures to promote religious identity and unity	Exceeding expectation