

Name: Barzaan Hanchinmani Class: NNLP 4 Group: Aqua

# PROGRESS AND PERFORMANCE PROFILE

**NNLP4**  
Session 2023-2024

## Unit 3



**Going  
Places**

**People In  
My Life**



**Name: Barzaan Hanchinmani    Class: NNLP 4    Group: Aqua**

### **Explanatory Note for Progress and Performance Profile**

Dear Parents,

It gives me immense pleasure to share the Progress Profile of your child with you. It would give you a comprehensive summary of his/her learning progress and development. It highlights the strengths and areas for improvement and helps in charting the child's learning.

However, I admit that I experience a certain degree of trepidation in doing so, which is largely due to the reason that sometimes parents use this assessment to compare their child's performance with that of other children in the peer group. Let me take the opportunity to point out that every child deserves to be assessed on their individual merit. Just like no two flowers are alike in the garden, no two children are the same either. Each child is a blossoming bud with its own special fragrance. It is our responsibility, as facilitators and parents, to provide them the environment they need to achieve their fullest potential.

Let me reiterate that this report is merely meant as part of communication between school and home in terms of the child's ongoing learning process and should be considered as such. Let us make a collaborative effort to ensure that our children grow and mature into well-adjusted and successful individuals.

I congratulate you and your child on completing the Unit and look forward to sharing their future success.

Sincerely,

Principal

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## Health, Wellness and Safety

| Description of the task                                                                                           | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Stays Safe</b>                                                                                                 |        |        |           |        |
| <b>Demonstrates an understanding of:</b>                                                                          |        |        |           |        |
| road signs                                                                                                        | ✓      |        |           |        |
| uses of pedestrian crossing                                                                                       | ✓      |        |           |        |
| road safety rules                                                                                                 | ✓      |        |           |        |
| <b>Hygiene</b>                                                                                                    |        |        |           |        |
| Washes hands in the correct manner                                                                                | ✓      |        |           |        |
| Advocates the importance of washing hands                                                                         | ✓      |        |           |        |
| Takes precautions (such as sanitisation and maintaining physical distance) while visiting places in the community | ✓      |        |           |        |

## Personal, Social and Emotional Development

| Description of the task                                                                                                   | Always | Mostly | Sometimes | Rarely |
|---------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Self-regulation</b>                                                                                                    |        |        |           |        |
| Follows class rules and routine                                                                                           | ✓      |        |           |        |
| Uses magic words, such as 'Please', 'Thank you', 'May I', and 'Sorry'                                                     | ✓      |        |           |        |
| Takes care of belongings                                                                                                  | ✓      |        |           |        |
| Discusses personal safety rules                                                                                           | ✓      |        |           |        |
| Has begun to use non-verbal gestures and signs to communicate during classes/activities                                   |        | ✓      |           |        |
| <b>Self-help</b>                                                                                                          |        |        |           |        |
| Feeds self                                                                                                                | ✓      |        |           |        |
| Uses napkin, fork, spoon, mat, and apron                                                                                  | ✓      |        |           |        |
| Takes off and puts on shoes and socks                                                                                     | ✓      |        |           |        |
| <b>Social skills</b>                                                                                                      |        |        |           |        |
| Demonstrates table etiquette during meal time                                                                             | ✓      |        |           |        |
| Demonstrates appropriate behaviour during classes/activities/interactions                                                 | ✓      |        |           |        |
| Works as team                                                                                                             | ✓      |        |           |        |
| Understands the consequences of being boastful                                                                            | ✓      |        |           |        |
| Identifies the importance of good conduct                                                                                 | ✓      |        |           |        |
| <b>Self-awareness</b>                                                                                                     |        |        |           |        |
| Makes choices                                                                                                             |        | ✓      |           |        |
| Verbalises their needs                                                                                                    |        | ✓      |           |        |
| Expresses their likes/dislikes/opinions/ideas                                                                             | ✓      |        |           |        |
| Expresses feelings appropriately                                                                                          | ✓      |        |           |        |
| <b>Is aware of personal competence</b>                                                                                    |        |        |           |        |
| Expresses pride in one's accomplishments                                                                                  | ✓      |        |           |        |
| <b>Resilience</b>                                                                                                         |        |        |           |        |
| Makes a second attempt at something after the first attempt is unsuccessful (e.g., tying shoe laces, completing a puzzle) | ✓      |        |           |        |

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| Empathy                                                                                         |   |   |  |  |
|-------------------------------------------------------------------------------------------------|---|---|--|--|
| Is aware of other's feelings and respect them                                                   | ✓ |   |  |  |
| Conflict Resolution                                                                             |   |   |  |  |
| Attempts to solve a conflict                                                                    |   | ✓ |  |  |
| Practices negotiating to solve conflicts using words before seeking help or reacting physically | ✓ |   |  |  |

## English

| Description of the task                                                                                                                                                                                       | Always | Mostly | Sometimes | Rarely |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Listens to                                                                                                                                                                                                    |        |        |           |        |
| Instructions                                                                                                                                                                                                  | ✓      |        |           |        |
| Short stories                                                                                                                                                                                                 | ✓      |        |           |        |
| Views                                                                                                                                                                                                         |        |        |           |        |
| A variety of texts, images, and visuals (e.g., short films) and respond to them                                                                                                                               | ✓      |        |           |        |
| Attentively for a sustained period of time                                                                                                                                                                    |        | ✓      |           |        |
| Speaks aloud                                                                                                                                                                                                  |        |        |           |        |
| Prayer                                                                                                                                                                                                        | ✓      |        |           |        |
| Phonic drill                                                                                                                                                                                                  | ✓      |        |           |        |
| Simple sentences on vehicles and professionals                                                                                                                                                                | ✓      |        |           |        |
| Reads                                                                                                                                                                                                         |        |        |           |        |
| Sight words                                                                                                                                                                                                   |        | ✓      |           |        |
| Three letter words with vowels 'e' & 'i' (cvc words)                                                                                                                                                          |        | ✓      |           |        |
| Simple sentences                                                                                                                                                                                              |        | ✓      |           |        |
| Simple stories                                                                                                                                                                                                |        | ✓      |           |        |
| Presents                                                                                                                                                                                                      |        |        |           |        |
| Facts, information, experiences, and ideas through various oral and visual forms (e.g., Show and Tell; Do and Tell)                                                                                           |        | ✓      |           |        |
| Recites                                                                                                                                                                                                       |        |        |           |        |
| Rhymes with actions and voice modulations                                                                                                                                                                     |        | ✓      |           |        |
| Uses picture cues and phonics to read                                                                                                                                                                         |        |        |           |        |
| Air/water/land vehicles                                                                                                                                                                                       | ✓      |        |           |        |
| Early transport                                                                                                                                                                                               | ✓      |        |           |        |
| Parts of vehicle (e.g., wheels, wipers, and bonnet of a car)                                                                                                                                                  |        | ✓      |           |        |
| Professionals                                                                                                                                                                                                 |        |        | ✓         |        |
| Action words                                                                                                                                                                                                  | ✓      |        |           |        |
| Writes                                                                                                                                                                                                        |        |        |           |        |
| Three letter words with vowels 'e' & 'i' (cvc words)                                                                                                                                                          |        | ✓      |           |        |
| Simple sentences                                                                                                                                                                                              |        | ✓      |           |        |
| Expresses                                                                                                                                                                                                     |        |        |           |        |
| Feelings, ideas, and thoughts using a combination of illustrations and words/phrases/sentences (e.g. Draw pictures of family and celebrations, and label them; prepare picture collages and talk about them.) | ✓      |        |           |        |

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| Comprehends                                                                                                                |   |   |  |  |
|----------------------------------------------------------------------------------------------------------------------------|---|---|--|--|
| 'Wh' questions                                                                                                             | ✓ |   |  |  |
| Riddles                                                                                                                    |   | ✓ |  |  |
| Simple stories                                                                                                             |   | ✓ |  |  |
| Responds to questions about main characters, settings and events during a read aloud story session                         |   |   |  |  |
| Predicts story with the help of illustrations                                                                              | ✓ |   |  |  |
| Identifies the beginning, middle, and ending of a story                                                                    | ✓ |   |  |  |
| Identifies the problem in the story and discusses the ways of solving it with an adult                                     | ✓ |   |  |  |
| Demonstrates an understanding of the use of                                                                                |   |   |  |  |
| 'A' and 'An'                                                                                                               | ✓ |   |  |  |
| 'One' and 'Many'                                                                                                           | ✓ |   |  |  |
| 'He', 'She', and 'It'                                                                                                      | ✓ |   |  |  |
| Has begun to speak in sentences with correct sentence structure (noun/pronoun followed by the action in the correct tense) |   | ✓ |  |  |
| Practices                                                                                                                  |   |   |  |  |
| Reading new words on word wall                                                                                             |   | ✓ |  |  |
| Describes                                                                                                                  |   |   |  |  |
| Picture compositions                                                                                                       | ✓ |   |  |  |
| Completes                                                                                                                  |   |   |  |  |
| Comprehension exercises                                                                                                    | ✓ |   |  |  |

## Character Building

| Description of the task                                                                                                                                         | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies the values and qualities of the characters in the story read aloud to them (e.g., saving people, being kind, using polite words, and helping others) | ✓      |        |           |        |
| Analyses rationally (with an adult) the qualities they would like to imbibe                                                                                     | ✓      |        |           |        |
| Decides if they would like to have the characters (from the stories) as their role models                                                                       | ✓      |        |           |        |

## Gender Equality

| Description of the task                                                                                                                                                                                                     | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Demonstrates an understanding that both boys (dad) and girls (mom) can choose to work or stay at home to take care of the family (It has nothing to do with being a girl or a boy.)                                         | ✓      |        |           |        |
| Demonstrates an understanding that both boys and girls can do any kind of work (Choice of work has nothing to do with being a girl or boy; e.g., A girl can choose to be a policewoman and a boy can choose to be a nurse.) | ✓      |        |           |        |

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## Hindi

| Description of the task                                                                                                              | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>श्रवण</b>                                                                                                                         |        |        |           |        |
| निर्देश का पालन करता है/करती है                                                                                                      | ✓      |        |           |        |
| कविताएँ व कहानियाँ सुनता है/सुनती है और उनसे संबंधित प्रश्नों के उत्तर देता है/देती है                                               | ✓      |        |           |        |
| <b>देखना</b>                                                                                                                         |        |        |           |        |
| विभिन्न प्रकार के पाठ, चित्र और दृश्य; जैसे- लघु फिल्म देख कर उन पर अपने विचार प्रकट करता है/करती है                                 |        | ✓      |           |        |
| कक्षा में दिखाई या कराई जाने वाली गतिविधियों में ध्यान देता है/देती है और भाग लेता है/लेती है                                        |        | ✓      |           |        |
| <b>वाचन</b>                                                                                                                          |        |        |           |        |
| कविताएँ सुनाता है/सुनाती है                                                                                                          |        |        | ✓         |        |
| पूरा वाक्य बोलता है/बोलती है                                                                                                         |        | ✓      |           |        |
| <b>पठन</b>                                                                                                                           |        |        |           |        |
| वर्णमाला पहचानता है/पहचानती है                                                                                                       | ✓      |        |           |        |
| चित्र पढ़ता है/पढ़ती है                                                                                                              | ✓      |        |           |        |
| व्यंजन (श-श्र) पढ़ता है/पढ़ती है                                                                                                     |        |        | ✓         |        |
| दो वर्णों वाले शब्द पढ़ता है/पढ़ती है                                                                                                |        |        | ✓         |        |
| पुनरावृत्ति (क-क़) करता है/करती है                                                                                                   |        | ✓      |           |        |
| <b>प्रस्तुति/प्रदर्शन</b>                                                                                                            |        |        |           |        |
| विभिन्न प्रकार की सुनी कहानियों और चित्रों के माध्यम से अपने अनुभव और विचारों को प्रस्तुत करता है/करती है                            | ✓      |        |           |        |
| <b>लेखन</b>                                                                                                                          |        |        |           |        |
| सही वर्ण लिखता है/लिखती है (श-श्र)                                                                                                   |        | ✓      |           |        |
| व्यंजन 'श-श्र' से संबंधित अभ्यास कार्य करता है/करती है                                                                               | ✓      |        |           |        |
| दो वर्णों वाले शब्द लिखता है/लिखती है                                                                                                |        | ✓      |           |        |
| पुनरावृत्ति (क-क़) करता है/करती है                                                                                                   |        | ✓      |           |        |
| <b>व्यक्त करना</b>                                                                                                                   |        |        |           |        |
| चित्रों और शब्दों/वाक्यांशों/वाक्यों का उपयोग करके अपनी भावनाओं, विचारों और सोच को व्यक्त करता है/करती है                            |        | ✓      |           |        |
| <b>कहानियों को सुनकर मुख्य पात्रों, समय, स्थान और घटनाओं के बारे में पूछे गए प्रश्नों के जवाब देता है/देती है-</b>                   |        |        |           |        |
| चित्रों की सहायता से कहानी का अनुमान चित्रों की सहायता से कहानी का अनुमान लगाता है/लगाती है                                          |        | ✓      |           |        |
| कहानी के पात्रों, समय और स्थान को पहचानता है/पहचानती है                                                                              |        | ✓      |           |        |
| कहानी की शुरुआत, मध्य और अंत की पहचान करता है/करती है                                                                                |        | ✓      |           |        |
| कहानी में समस्या की पहचान करता है/करती है और अभिभावक/ शिक्षिका/ बड़े भाई- बहन के साथ इसे हल करने के तरीकों पर बातचीत करता है/करती है | ✓      |        |           |        |

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|                                                                                     |   |  |  |  |
|-------------------------------------------------------------------------------------|---|--|--|--|
| कल्पना और वास्तविकता के बीच अंतर समझता है/समझती है                                  | ✓ |  |  |  |
| पाठ्यक्रम संबंधित क्रियाकलापों में उत्साहपूर्वक एवं रुचि के साथ भाग लेता है/लेती है | ✓ |  |  |  |

## Numeracy

| Description of the task                                                                       | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Rote counts (150-200)                                                                         | ✓      |        |           |        |
| <b>Measurements</b>                                                                           |        |        |           |        |
| Demonstrates an understanding of terms 'length' and 'weight'                                  | ✓      |        |           |        |
| Uses non-standard units to measure length and weight                                          | ✓      |        |           |        |
| Uses a scale to measure length                                                                |        | ✓      |           |        |
| Names the equipment or tool used to measure weight and length                                 |        | ✓      |           |        |
| <b>Addition</b>                                                                               |        |        |           |        |
| Completes number rhymes based on addition                                                     | ✓      |        |           |        |
| Adds on number line                                                                           | ✓      |        |           |        |
| Adds single-digit numbers (without carry over)                                                | ✓      |        |           |        |
| Adds two-digit numbers (without carry over)                                                   | ✓      |        |           |        |
| Adds different combinations of smaller numbers to make a number                               | ✓      |        |           |        |
| Solves simple number stories based on addition and explain the mathematical process with help |        | ✓      |           |        |
| Creates a maths story (with scaffolding)                                                      |        | ✓      |           |        |
| <b>Connects Maths to their daily lives</b>                                                    |        |        |           |        |
| Estimates and compares length and weight of objects around them                               | ✓      |        |           |        |
| Estimates travelling time (from home to school)                                               |        | ✓      |           |        |

## Financial Literacy

| Description of the task                                                                                               | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies currency notes and coins                                                                                   | ✓      |        |           |        |
| Identifies the available alternatives for cash (cards, net banking, etc.)                                             | ✓      |        |           |        |
| Recognizes that parents work to earn money                                                                            | ✓      |        |           |        |
| Demonstrates self-control when tempted/offered something they like or find difficult to resist (say no to chocolates) | ✓      |        |           |        |

## Cognitive Thinking (Social and Scientific)

| Description of the task                                                    | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 5: Going Places</b>                                               |        |        |           |        |
| Identifies air/land/water vehicles                                         | ✓      |        |           |        |
| Categorises different types of transportation                              | ✓      |        |           |        |
| Recognises the vehicles and the professionals who drive/fly/sail/ride them | ✓      |        |           |        |
| Identifies the places where different vehicles move                        | ✓      |        |           |        |
| Differentiates between slow and fast vehicles                              | ✓      |        |           |        |

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|                                                                                                                                                                    |   |   |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|
| Observes and describes differences and similarities between various types of vehicles                                                                              | ✓ |   |  |  |
| Demonstrates an understanding of time taken by different vehicles to reach their destination                                                                       | ✓ |   |  |  |
| Chooses vehicles based on the distance that needs to be covered                                                                                                    |   | ✓ |  |  |
| Retells the story of the wheel                                                                                                                                     |   | ✓ |  |  |
| Names animals used for transportation                                                                                                                              | ✓ |   |  |  |
| Talks about taking care of animals used for transportation                                                                                                         | ✓ |   |  |  |
| Identifies the sounds emitted by various vehicles                                                                                                                  | ✓ |   |  |  |
| Identifies vehicles that run on fuel                                                                                                                               | ✓ |   |  |  |
| Differentiates between sinking and floating                                                                                                                        | ✓ |   |  |  |
| Identifies road furnishings-sign boards, etc.                                                                                                                      |   | ✓ |  |  |
| Demonstrates an understanding of safety measures to follow while travelling on road                                                                                | ✓ |   |  |  |
| Recognises and identifies emergency vehicles                                                                                                                       | ✓ |   |  |  |
| Identifies and talks about colours/signs of different emergency vehicles                                                                                           |   | ✓ |  |  |
| Visits a fire station/bus station/garage                                                                                                                           | ✓ |   |  |  |
| Role plays buying of tickets to travel on public transport                                                                                                         |   | ✓ |  |  |
| Demonstrates an understanding of the safety measures to be taken while travelling to remain safe and healthy (Uses of sanitizer, masks, physical distancing, etc.) |   | ✓ |  |  |
| <b>Theme 6: People In My Life</b>                                                                                                                                  |   |   |  |  |
| Identifies and describes a few helpers/professionals and their jobs                                                                                                |   | ✓ |  |  |
| Identifies and describes tools used by helpers/professionals                                                                                                       | ✓ |   |  |  |
| Identifies and describes different products and services offered by various helpers/professionals                                                                  |   | ✓ |  |  |
| Demonstrates an understanding that one works to earn money                                                                                                         |   | ✓ |  |  |
| Shows respect and gratitude to helpers/professionals                                                                                                               | ✓ |   |  |  |
| Demonstrates an understanding that some jobs may appear dirty and unimportant, but they make our life more comfortable                                             | ✓ |   |  |  |
| Demonstrates an understanding that some jobs/professions require more training and skill than others                                                               | ✓ |   |  |  |
| Identifies jobs which require more skills/trainings                                                                                                                | ✓ |   |  |  |
| Discusses which job they may want to do and why                                                                                                                    | ✓ |   |  |  |

## Design and Technology

| Description of the task                                                                                              | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 5: Going Places</b>                                                                                         |        |        |           |        |
| Identifies that it is the round shape of the wheel that allows it to roll                                            | ✓      |        |           |        |
| Observes the impact of wind on a paper plane                                                                         | ✓      |        |           |        |
| Names technologically advanced vehicles                                                                              | ✓      |        |           |        |
| <b>Theme 6: People In My Life</b>                                                                                    |        |        |           |        |
| Notifies how technology is used by helpers (e.g., doctors use a stethoscope; traffic lights blink at the crossroads) | ✓      |        |           |        |



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## STREAM Project

Engage in critical thinking and problem solving while designing a model based on a real-life challenge given to them

✓

## Environment and Ecology

| Description of the task                                                                           | Always | Mostly | Sometimes | Rarely |
|---------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 5: Going Places</b>                                                                      |        |        |           |        |
| Identifies the ways vehicles cause pollution                                                      |        | ✓      |           |        |
| Identifies the ways in which pollution caused by vehicles can harm the environment and our health |        | ✓      |           |        |
| <b>Theme 6: People In My Life</b>                                                                 |        |        |           |        |
| Discusses how waste is disposed in hospitals                                                      |        | ✓      |           |        |
| Lists ways of keeping the community clean                                                         | ✓      |        |           |        |

## Global Dimension

| Description of the task                                                                                                                                                                                                                | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 5: Going Places</b>                                                                                                                                                                                                           |        |        |           |        |
| Identifies that people use specific vehicles to travel to other countries and space (e.g. space shuttle, rockets, ships, cargo ships)                                                                                                  | ✓      |        |           |        |
| <b>Theme 6: People In My Life</b>                                                                                                                                                                                                      |        |        |           |        |
| Demonstrates an understanding that jobs are different based on the part of the world (e.g., Ostrich babysitters in South Africa; Water Sellers in Morocco; Train Pushers in Japan; Dabbawalas in India; and Traffic Zebras in Bolivia) | ✓      |        |           |        |

## Physical Development

| Description of the task                                                          | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Demonstrates an understanding of keeping fit by exercising and playing regularly | ✓      |        |           |        |
| <b>Engages in gross motor activities like</b>                                    |        |        |           |        |
| Jumping                                                                          | ✓      |        |           |        |
| Kicking                                                                          | ✓      |        |           |        |
| Catch and throw                                                                  | ✓      |        |           |        |
| Body balance                                                                     | ✓      |        |           |        |
| High jump                                                                        | ✓      |        |           |        |
| Rolling                                                                          | ✓      |        |           |        |
| Running                                                                          | ✓      |        |           |        |
| <b>Engages in fine motor activities like</b>                                     |        |        |           |        |
| Cutting, tearing, pasting                                                        |        | ✓      |           |        |
| Colouring                                                                        | ✓      |        |           |        |
| Clay play                                                                        | ✓      |        |           |        |

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|                                                                         |   |  |  |  |
|-------------------------------------------------------------------------|---|--|--|--|
| Freehand drawing                                                        | ✓ |  |  |  |
| Tracing the templates                                                   | ✓ |  |  |  |
| Folding                                                                 | ✓ |  |  |  |
| Sorting                                                                 | ✓ |  |  |  |
|                                                                         |   |  |  |  |
| Identifies that playing a game or sport requires a combination of skill | ✓ |  |  |  |

## Creative Thinking & Expression

| Description of the task                                    | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Arts</b>                                                |        |        |           |        |
| Creates an artwork using colours, paints, etc.             |        | ✓      |           |        |
| Makes paper planes                                         |        | ✓      |           |        |
| Designs toy racing car                                     |        | ✓      |           |        |
| <b>Music and Movements</b>                                 |        |        |           |        |
| Demonstrates the use of musical instruments                |        | ✓      |           |        |
| Participates in different forms of dance and music rhythms |        | ✓      |           |        |
| <b>Drama</b>                                               |        |        |           |        |
| Engages in pretend/role plays                              | ✓      |        |           |        |
| Uses a prop/costume while presenting to an audience        | ✓      |        |           |        |

## Information and Communication Technology

| Description of the task                                                                   | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Names parts of the computer                                                               |        | ✓      |           |        |
| Understands how technology works (e.g., operating a computer game)                        |        | ✓      |           |        |
| Identifies sending and receiving mail as a way of communication                           |        | ✓      |           |        |
| Models proper computer lab behaviours                                                     |        | ✓      |           |        |
| Uses appropriate terminology when referring to a computer mouse, trackpad, or touchscreen |        | ✓      |           |        |
| Uses a mouse/trackpad appropriately (left click/right click)                              |        | ✓      |           |        |
| Uses a keyboard to type letters and numbers                                               |        | ✓      |           |        |
| Attempts interactive quizzes on the E-Learning platform (LMS)                             |        | ✓      |           |        |
| Uses Google links to access activities/quizzes                                            |        | ✓      |           |        |

## Digital Citizenship

| Description of the task                                                                                                                                                                   | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Compares how staying safe online is similar to staying safe in the real world                                                                                                             |        | ✓      |           |        |
| Stays safe online by following online safety rules (e.g., not clicking on pop-ups; accessing internet under adult supervision; not revealing personal details like name, age, and school) |        | ✓      |           |        |

Name: Barzaan Hanchinmani Class: NNLP 4 Group: Aqua

## Events and Celebrations

| Description of the task                                | Demonstrates Interest, Enthusiasm, Readiness and Exhibits Confidence | Demonstrates Interest, Enthusiasm and Readiness | Demonstrates Interest and Enthusiasm | Demonstrates Interest |
|--------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------|--------------------------------------|-----------------------|
| Participates in the following events and celebrations: |                                                                      |                                                 |                                      |                       |
| <b>Theme 5</b>                                         |                                                                      |                                                 |                                      |                       |
| First Flight                                           |                                                                      | ✓                                               |                                      |                       |
| Gas Station/Petrol Pump, Railway/Metro Station         | ✓                                                                    |                                                 |                                      |                       |
| Rhyme Recitation                                       | ✓                                                                    |                                                 |                                      |                       |
| <b>Theme 6</b>                                         |                                                                      |                                                 |                                      |                       |
| Dress Up!                                              |                                                                      | ✓                                               |                                      |                       |
| Visit to Hospital                                      |                                                                      | ✓                                               |                                      |                       |
| Parents Speak!                                         |                                                                      |                                                 | ✓                                    |                       |
| Famous People Week                                     |                                                                      |                                                 | ✓                                    |                       |

## Parents! This is for You...

| Description of the task                                | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------|--------|--------|-----------|--------|
| Parents' attend the PEC's (Parent Educator Conference) | ✓      |        |           |        |
| Activity materials are prepared for class              |        | ✓      |           |        |
| Work is submitted timely                               | ✓      |        |           |        |
| Nails are properly trimmed                             | ✓      |        |           |        |
| Hair is well-kept                                      | ✓      |        |           |        |
| Is properly dressed for school                         | ✓      |        |           |        |
| Absence is intimated timely                            | ✓      |        |           |        |

**Name: Barzaan Hanchinmani Class: NNLP 4 Group: Aqua**

## Formative and Summative Assessments

### English

| Description of the task                     | Accomplishment Level |                                    |
|---------------------------------------------|----------------------|------------------------------------|
| Formative                                   |                      |                                    |
| Hands On Learning (10m)                     | 9                    | Kudos! You can celebrate your win! |
| Course book Upkeep (5m)                     | 5                    | Kudos! You can celebrate your win! |
| Attendance and Classroom Participation (5m) | 5                    | Kudos! You can celebrate your win! |
| Summative                                   |                      |                                    |
| Pencil and Paper (20m)                      | 15.5                 | Bravo! You are almost there.       |
|                                             |                      |                                    |
| Total (40m)                                 | 34.5                 | Proficient                         |

### Hindi

| Description of the task                     | Accomplishment Level |                                    |
|---------------------------------------------|----------------------|------------------------------------|
| Formative                                   |                      |                                    |
| Hands On Learning (10m)                     | 7                    | Bravo! You are almost there.       |
| Course book Upkeep (5m)                     | 5                    | Kudos! You can celebrate your win! |
| Attendance and Classroom Participation (5m) | 5                    | Kudos! You can celebrate your win! |
| Summative                                   |                      |                                    |
| Pencil and Paper (20m)                      | 16                   | Bravo! You are almost there.       |
|                                             |                      |                                    |
| Total (40m)                                 | 33                   | Proficient                         |

### Maths

| Description of the task                     | Accomplishment Level |                                    |
|---------------------------------------------|----------------------|------------------------------------|
| Formative                                   |                      |                                    |
| Hands On Learning (10m)                     | 8                    | Bravo! You are almost there.       |
| Course book Upkeep (5m)                     | 5                    | Kudos! You can celebrate your win! |
| Attendance and Classroom Participation (5m) | 5                    | Kudos! You can celebrate your win! |
| Summative                                   |                      |                                    |
| Pencil and Paper (20m)                      | 18                   | Kudos! You can celebrate your win! |
|                                             |                      |                                    |
| Total (40m)                                 | 36                   | Advanced                           |

**Name: Barzaan Hanchinmani Class: NNLP 4 Group: Aqua**

## Theme/EVS

| Description of the task                     | Accomplishment Level |                                    |
|---------------------------------------------|----------------------|------------------------------------|
| Formative                                   |                      |                                    |
| Hands On Learning(10m)                      | 9                    | Kudos! You can celebrate your win! |
| Course book Upkeep (5m)                     | 5                    | Kudos! You can celebrate your win! |
| Attendance and Classroom Participation (5m) | 5                    | Kudos! You can celebrate your win! |
| Summative                                   |                      |                                    |
| Pencil and Paper (20m)                      | 17.5                 | Bravo! You are almost there.       |
|                                             |                      |                                    |
| Total (40m)                                 | 36.5                 | Advanced                           |

## Future Readiness

| Description of the task                      | Accomplishment Level |                                    |
|----------------------------------------------|----------------------|------------------------------------|
| Formative                                    |                      |                                    |
| Hands On Learning (10m)                      | 9                    | Kudos! You can celebrate your win! |
| Attendance and Classroom Participation (10m) | 9                    | Kudos! You can celebrate your win! |
| Summative                                    |                      |                                    |
| Online Quiz (20m)                            | 20                   | Kudos! You can celebrate your win! |
|                                              |                      |                                    |
| Total (40m)                                  | 38                   | Advanced                           |

## Digital Citizenship, ICT & Coding

| Description of the task                     | Accomplishment Level |                                    |
|---------------------------------------------|----------------------|------------------------------------|
| Formative                                   |                      |                                    |
| Hands On Learning(10m)                      | 8                    | Bravo! You are almost there.       |
| Attendance and Classroom Participation(10m) | 9                    | Kudos! You can celebrate your win! |
| Summative                                   |                      |                                    |
| Online Quiz (20m)                           | 15                   | Bravo! You are almost there.       |
|                                             |                      |                                    |
| Total (40m)                                 | 32                   | Proficient                         |

Name: Barzaan Hanchinmani Class: NNLP 4 Group: Aqua



## Educator's Remarks

Barzaan takes responsibility for their learning. He follows classroom rules.

**Read aloud a story to your child everyday!**

Sneha Mudhol  
Educator's Name

Mrs. Laxmi A. Inchal  
Principal's Name