

Name: Adhya Muragod Class: NNLP 2 Group: A

# PROGRESS AND PERFORMANCE PROFILE

## NNLP2

Session 2023-2024

### Unit 3



**Name: Adhya Muragod    Class: NNLP 2    Group: A**

## **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 curve

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>Health and wellness</b>                                                                                                           |        |        |           |        |
| Cleans up after an activity                                                                                                          | ✓      |        |           |        |
| Washes hands with soap and dries them                                                                                                | ✓      |        |           |        |
| Demonstrates an understanding of hygiene by identifying how germs spread and ways of preventing them                                 |        | ✓      |           |        |
| Demonstrates an understanding of the importance of washing hands at regular intervals                                                |        | ✓      |           |        |
| Demonstrates an understanding that eating too much sweets (e. g., candies, chocolates) can give them cavities and cause stomach ache | ✓      |        |           |        |
| <b>Safety</b>                                                                                                                        |        |        |           |        |
| Avoids obstacles and moves safely                                                                                                    | ✓      |        |           |        |
| Identifies sharp and harmful objects                                                                                                 | ✓      |        |           |        |
| Identifies safe objects and actions                                                                                                  | ✓      |        |           |        |
| Demonstrates an understanding of road safety (like use of pedestrian crossing, and traffic light)                                    |        | ✓      |           |        |
| Follows rules to keep themselves safe                                                                                                |        | ✓      |           |        |

## Personal, Social and Emotional Development

| Description of the task                                                                                                            | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Self-Regulation</b>                                                                                                             |        |        |           |        |
| Takes care of their belongings                                                                                                     | ✓      |        |           |        |
| Follows rules                                                                                                                      |        | ✓      |           |        |
| Follows instructions                                                                                                               | ✓      |        |           |        |
| Engages in seatwork                                                                                                                | ✓      |        |           |        |
| <b>Self-Awareness</b>                                                                                                              |        |        |           |        |
| Tries out new activities                                                                                                           | ✓      |        |           |        |
| Identifies their interests                                                                                                         | ✓      |        |           |        |
| Makes choices during free play                                                                                                     | ✓      |        |           |        |
| Expresses feelings and needs (like happy, sad, and thirsty)                                                                        | ✓      |        |           |        |
| Has begun to describe their daily routine                                                                                          | ✓      |        |           |        |
| Shows pride in their accomplishment                                                                                                | ✓      |        |           |        |
| <b>Resilience</b>                                                                                                                  |        |        |           |        |
| Makes a second attempt at something after the first attempt is unsuccessful (e.g., fix peg boards and complete a 2-3 piece puzzle) | ✓      |        |           |        |
| <b>Social Skills</b>                                                                                                               |        |        |           |        |
| Exchanges greetings                                                                                                                | ✓      |        |           |        |
| Takes turns with peers                                                                                                             | ✓      |        |           |        |
| Plays alongside playmates                                                                                                          | ✓      |        |           |        |
| Works in pairs                                                                                                                     |        | ✓      |           |        |
| Shares with peers                                                                                                                  | ✓      |        |           |        |

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|                                                                                                 |   |  |  |  |
|-------------------------------------------------------------------------------------------------|---|--|--|--|
| Engages in group activities                                                                     | ✓ |  |  |  |
| Engages in reciprocal conversations (e.g., responds to question such as 'What are you doing?')  | ✓ |  |  |  |
| Uses magic words (e.g., thank you, please, and sorry) during interactions with peers and adults | ✓ |  |  |  |
| <b>Self Help</b>                                                                                |   |  |  |  |
| Handles tiffin, water bottle, and/or materials and resources required for classes/activities    | ✓ |  |  |  |
| Feeds self using fork and spoon                                                                 | ✓ |  |  |  |
| Uses a napkin while eating                                                                      | ✓ |  |  |  |
| Expresses washroom needs                                                                        | ✓ |  |  |  |
| Does/Undoes zipper                                                                              | ✓ |  |  |  |
| Takes off simple clothing                                                                       | ✓ |  |  |  |
| Puts on shoes                                                                                   | ✓ |  |  |  |
| Slips into lowers (e.g., pyjamas, shorts, skirts, and pants)                                    | ✓ |  |  |  |

## English

| Description of the task                                                                                               | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Listens to</b>                                                                                                     |        |        |           |        |
| Instructions                                                                                                          |        | ✓      |           |        |
| Short stories                                                                                                         |        | ✓      |           |        |
| Rhymes                                                                                                                | ✓      |        |           |        |
| <b>Recites rhymes</b>                                                                                                 |        |        |           |        |
| Does actions while reciting rhymes                                                                                    | ✓      |        |           |        |
| Responds to their name                                                                                                | ✓      |        |           |        |
| Has begun to use in-out, far-near, on-under                                                                           |        | ✓      |           |        |
| <b>Views</b>                                                                                                          |        |        |           |        |
| A variety of images, and visuals like short film, audio visual rhymes, stories, and puppet shows and responds to them | ✓      |        |           |        |
| <b>Identifies</b>                                                                                                     |        |        |           |        |
| Means of transport                                                                                                    | ✓      |        |           |        |
| People in our lives                                                                                                   | ✓      |        |           |        |
| Places we go                                                                                                          | ✓      |        |           |        |
| <b>Demonstrates the following reading readiness</b>                                                                   |        |        |           |        |
| Orients a book correctly                                                                                              |        | ✓      |           |        |
| Turns pages in order                                                                                                  | ✓      |        |           |        |
| Moves fingers from left to right to indicate text                                                                     |        | ✓      |           |        |
| Understands that words are connected to print                                                                         |        | ✓      |           |        |
| <b>Picture reads</b>                                                                                                  |        |        |           |        |
| Doing words                                                                                                           | ✓      |        |           |        |
| Describing words                                                                                                      | ✓      |        |           |        |
| <b>Add new words related to theme to their vocabulary</b>                                                             |        |        |           |        |
|                                                                                                                       | ✓      |        |           |        |

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| Presents                                                                                                                     |   |   |  |  |
|------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|
| Participates in Show and Tell activities                                                                                     |   | ✓ |  |  |
| Responds to                                                                                                                  |   |   |  |  |
| 'Wh' questions                                                                                                               | ✓ |   |  |  |
| Riddles                                                                                                                      |   | ✓ |  |  |
| Asks questions to find information (e.g., Why do we stop when the traffic light is flashing red? Why do we wear seat belts?) |   | ✓ |  |  |
| Speaks in simple sentences                                                                                                   |   | ✓ |  |  |
| Reproduces part of story already heard 4-5 times                                                                             |   | ✓ |  |  |
| Literacy                                                                                                                     |   |   |  |  |
| Sings an Alphabet Song                                                                                                       | ✓ |   |  |  |
| Identifies I, J, K, L, M, N, O, P, Q                                                                                         | ✓ |   |  |  |
| Traces I, J, K, L, M, N, O, P, Q                                                                                             | ✓ |   |  |  |

## Character Building

| Description of the task                                                                                                                                | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies the qualities of the characters in the stories read aloud to them (e.g., saving people, being kind, using polite words, and helping others) | ✓      |        |           |        |

## 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.) | ✓      |        |           |        |

## Hindi

| Description of the task                                                                       | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| श्रवण                                                                                         |        |        |           |        |
| निर्देश का पालन करता है/करती है                                                               |        | ✓      |           |        |
| कविताएँ सुनता है/सुनती है                                                                     | ✓      |        |           |        |
| कहानियाँ सुनता है/सुनती है व उनसे संबंधित प्रश्नों के उत्तर देता है/देती है                   | ✓      |        |           |        |
| देखना                                                                                         |        |        |           |        |
| विभिन्न प्रकार के पाठ, चित्र और दृश्य; जैसे- लघु फिल्म देखता है/देखती है                      | ✓      |        |           |        |
| कक्षा में दिखाई या कराई जाने वाली गतिविधियों में ध्यान देता है/देती है और भाग लेता है/लेती है | ✓      |        |           |        |

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## Numeracy

| Description of the task                             | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------|--------|--------|-----------|--------|
| <b>Numbers</b>                                      |        |        |           |        |
| Recites the Number Rhyme                            |        | ✓      |           |        |
| Rote counts (1-30)                                  |        | ✓      |           |        |
| Identifies numerals 4, 5, 6, 7                      | ✓      |        |           |        |
| Traces 4, 5, 6, 7                                   | ✓      |        |           |        |
| Does one-to-one correspondence                      | ✓      |        |           |        |
| Follows 2-step directions                           | ✓      |        |           |        |
| <b>Colours and Shapes</b>                           |        |        |           |        |
| Recognises colours                                  |        |        | ✓         |        |
| Identifies things of a specific colour around them  |        |        | ✓         |        |
| Recognises shapes with the help of their attributes |        | ✓      |           |        |
| Identifies things of a specific shape around them   |        | ✓      |           |        |
| Has begun to sort objects by colours and shapes     | ✓      |        |           |        |

## Financial Literacy

| Description of the task                                                                                                                          | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies currency notes and coins                                                                                                              | ✓      |        |           |        |
| Identifies that we use a variety of currency notes and coins to buy different things (e.g., ₹ 1 coin to buy a candy or ₹ 5 note to buy a banana) | ✓      |        |           |        |

## Cognitive Thinking (Social and Scientific)

| Description of the task                                        | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 5 - Honk Honk</b>                                     |        |        |           |        |
| Understands the meaning of 'travel'                            |        | ✓      |           |        |
| Identifies different vehicles                                  | ✓      |        |           |        |
| Differentiates things that can move/can't move                 | ✓      |        |           |        |
| Uses positional words (such as in/out, far/near) appropriately |        | ✓      |           |        |
| <b>Visually discriminates and identifies</b>                   |        |        |           |        |
| What's missing in a picture                                    | ✓      |        |           |        |
| What's wrong in a picture                                      | ✓      |        |           |        |
| <b>Identifies vehicles that run on petrol/diesel</b>           |        |        |           |        |
| Identifies vehicles operated by humans                         | ✓      |        |           |        |
| Sorts/Groups vehicles based on their attributes                | ✓      |        |           |        |
| Matches objects with their shadows                             | ✓      |        |           |        |
| Joins pieces to make a whole                                   | ✓      |        |           |        |
| <b>Enquires, explores, and discovers</b>                       |        |        |           |        |
| Traffic light changes on the street                            | ✓      |        |           |        |
| Vehicles emit smoke                                            | ✓      |        |           |        |
| Peddalling makes the bicycle move                              | ✓      |        |           |        |

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| Theme 6 - I Need You                                                                                                                  |   |   |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|
| Identifies the people whom they need and describes the jobs they do for them                                                          |   | ✓ |  |  |
| Identifies community helpers and the tools they use                                                                                   |   | ✓ |  |  |
| Groups/Sorts objects based on their use                                                                                               |   | ✓ |  |  |
| Uses positional words                                                                                                                 |   |   |  |  |
| In/on/under                                                                                                                           |   | ✓ |  |  |
| Identifies                                                                                                                            |   |   |  |  |
| What is wrong in a picture                                                                                                            | ✓ |   |  |  |
| What is missing in a picture                                                                                                          | ✓ |   |  |  |
|                                                                                                                                       |   |   |  |  |
| Matches things that go together                                                                                                       | ✓ |   |  |  |
| Associates people and tools                                                                                                           | ✓ |   |  |  |
| Relates people and places                                                                                                             | ✓ |   |  |  |
| Fixes puzzles                                                                                                                         | ✓ |   |  |  |
| Enquires, explores, and discovers                                                                                                     |   |   |  |  |
| Money is used for buying things                                                                                                       | ✓ |   |  |  |
| We pay community helpers for the job they do for us (e.g., We pay our household help in notes and coins for the work they do for us.) | ✓ |   |  |  |
| Why we use a thermometer to check our body temperature                                                                                |   | ✓ |  |  |

## Design and Technology

| Description of the task                                                                                                             | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Theme 5: Honk Honk                                                                                                                  |        |        |           |        |
| Demonstrates an understanding that there are grooves on the tyres to prevent skidding                                               | ✓      |        |           |        |
| Identifies that cars need fuel (petrol/diesel) to run                                                                               | ✓      |        |           |        |
| Explores that the round shape of wheels make them roll                                                                              | ✓      |        |           |        |
| Identifies that some vehicles can move very fast                                                                                    | ✓      |        |           |        |
| Theme 6: I Need You                                                                                                                 |        |        |           |        |
| Identifies that doctors use equipments like stethoscope to listen to the heart beat and thermometer to measure our body temperature | ✓      |        |           |        |
| Explores the use of simple machines to make our work easier (e. g., The sweeper uses a mop and a dust pan.)                         | ✓      |        |           |        |

## Global Dimension

| Description of the task   | Always | Mostly | Sometimes | Rarely |
|---------------------------|--------|--------|-----------|--------|
| Identifies a dollar/pound |        | ✓      |           |        |

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## Physical Development

| Description of the task                       | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------|--------|--------|-----------|--------|
| <b>Engages in gross motor activities like</b> |        |        |           |        |
| Rolling                                       | ✓      |        |           |        |
| Kneeling                                      | ✓      |        |           |        |
| Squatting                                     | ✓      |        |           |        |
| Jumping                                       | ✓      |        |           |        |
| Kicking                                       | ✓      |        |           |        |
| Catching and throwing                         | ✓      |        |           |        |
| Climbing                                      | ✓      |        |           |        |
| Somersaulting                                 | ✓      |        |           |        |
| Slithering                                    |        | ✓      |           |        |
| Running                                       | ✓      |        |           |        |
| Backward walking                              | ✓      |        |           |        |
| Walking on zig-zag lines                      | ✓      |        |           |        |
| Avoiding obstacles while running              | ✓      |        |           |        |
| <b>Engages in fine motor activities like</b>  |        |        |           |        |
| Cutting (using blunt scissors)                | ✓      |        |           |        |
| Pinching                                      | ✓      |        |           |        |
| Tearing                                       | ✓      |        |           |        |
| Threading                                     | ✓      |        |           |        |
| Pasting                                       | ✓      |        |           |        |
| Rolling                                       | ✓      |        |           |        |
| Colouring                                     | ✓      |        |           |        |
| Crushing                                      | ✓      |        |           |        |
| Beading                                       | ✓      |        |           |        |
| Twisting                                      | ✓      |        |           |        |
| Squeezing                                     | ✓      |        |           |        |
| Sorting                                       | ✓      |        |           |        |
| Rolling                                       | ✓      |        |           |        |

## Creative Thinking & Expression

| Description of the task                              | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------|--------|--------|-----------|--------|
| <b>Music and Movement</b>                            |        |        |           |        |
| Participates in guided music and movement activities | ✓      |        |           |        |
| Sings familiar songs and recites poems with actions  |        | ✓      |           |        |
| Moves in a rhythmic pattern to the tune of music     | ✓      |        |           |        |
| Has begun to use musical instruments to make music   |        | ✓      |           |        |
| <b>Arts</b>                                          |        |        |           |        |
| Creates artwork using crayons and finger paints      | ✓      |        |           |        |
| Creates artwork using toy car impressions            | ✓      |        |           |        |
| Creates a model of traffic light                     | ✓      |        |           |        |



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|                                                   |   |  |  |  |
|---------------------------------------------------|---|--|--|--|
| Creates line drawings                             | ✓ |  |  |  |
| <b>Drama</b>                                      |   |  |  |  |
| Imitates movements and sounds of vehicles         | ✓ |  |  |  |
| Dresses up like people we need in our daily lives | ✓ |  |  |  |

## 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 |
|----------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------|--------------------------------------|-----------------------|
| <b>Theme 5</b>                                                       |                                                                      |                                                 |                                      |                       |
| <b>Participates in competence building event</b>                     |                                                                      |                                                 |                                      |                       |
| Stop, Go! Puff Puff Train                                            | ✓                                                                    |                                                 |                                      |                       |
| <b>Visits</b>                                                        |                                                                      |                                                 |                                      |                       |
| Safety Park                                                          | ✓                                                                    |                                                 |                                      |                       |
| Petrol/Gas Station                                                   | ✓                                                                    |                                                 |                                      |                       |
| <b>Theme 6</b>                                                       |                                                                      |                                                 |                                      |                       |
| <b>Participates in competence building events</b>                    |                                                                      |                                                 |                                      |                       |
| Who Am I?                                                            |                                                                      | ✓                                               |                                      |                       |
| Rhyme Recitation                                                     |                                                                      | ✓                                               |                                      |                       |
| Socio Dramatic Play                                                  | ✓                                                                    |                                                 |                                      |                       |
| <b>Visits/Field Trips</b>                                            |                                                                      |                                                 |                                      |                       |
| Restaurant                                                           | ✓                                                                    |                                                 |                                      |                       |
| Shopping Center                                                      | ✓                                                                    |                                                 |                                      |                       |
| <b>Participates in the celebration of special days and festivals</b> |                                                                      |                                                 |                                      |                       |
|                                                                      | ✓                                                                    |                                                 |                                      |                       |

## Information and Communication Technology

| Description of the task                                                                            | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Uses appropriate terminology when referring to a computer mouse, trackpad, monitor, or touchscreen |        | ✓      |           |        |

## Coding - Computational Thinking

| Description of the task                                                                         | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Drag and Drop</b>                                                                            |        |        |           |        |
| Experiments with standard block-based programming actions such as clicking and drag and drop    | ✓      |        |           |        |
| <b>Pattern and sequence completion</b>                                                          |        |        |           |        |
| Attempts asynchronous and synchronous activities that include sequencing and pattern completion | ✓      |        |           |        |

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**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                            | ✓      |        |           |        |

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## Formative and Summative Assessments

### Theme/EVS

| Description of the task                     | Accomplishment Level |                                                           |
|---------------------------------------------|----------------------|-----------------------------------------------------------|
| Formative                                   |                      |                                                           |
| Hands On Learning (10m)                     | 7.5                  | Bravo! You are almost there.                              |
| Course book Upkeep (5m)                     | 4                    | Bravo! You are almost there.                              |
| Attendance and Classroom Participation (5m) | 4                    | Bravo! You are almost there.                              |
| Summative                                   |                      |                                                           |
| Pencil and Paper (20m)                      | 14.5                 | Continue doing the good work. You are on the right track! |
|                                             |                      |                                                           |
| Total (40m)                                 | 30                   | Proficient                                                |

### Future Readiness

| Description of the task                      | Accomplishment Level |                                                           |
|----------------------------------------------|----------------------|-----------------------------------------------------------|
| Formative                                    |                      |                                                           |
| Hands On Learning (10m)                      | 6                    | Continue doing the good work. You are on the right track! |
| Attendance and Classroom Participation (10m) | 8                    | Bravo! You are almost there.                              |
| Summative                                    |                      |                                                           |
| Online Paper (20m)                           | 18                   | Kudos! You can celebrate your win!                        |
|                                              |                      |                                                           |
| Total (40m)                                  | 32                   | Proficient                                                |

### Digital Citizenship & ICT

| Description of the task                      | Accomplishment Level |                                                           |
|----------------------------------------------|----------------------|-----------------------------------------------------------|
| Formative                                    |                      |                                                           |
| Hands On Learning (10m)                      | 6                    | Continue doing the good work. You are on the right track! |
| Attendance and Classroom Participation (10m) | 8                    | Bravo! You are almost there.                              |
| Summative                                    |                      |                                                           |
| Online Paper (20m)                           | 16                   | Bravo! You are almost there.                              |
|                                              |                      |                                                           |
| Total (40m)                                  | 30                   | Proficient                                                |

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## Educator's Remarks

Adhya needs to be consistently reminded of how to perform daily classroom tasks. Needs to work on recognition of alphabets and numbers.

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

Mrs. Komal Patil  
Educator's Name

Mrs. Laxmi A. Inchal  
Principal's Name