

Name: Arush. S Class: UKG Group: Aqua

# PROGRESS AND PERFORMANCE PROFILE

**UKG**  
Session 2024-2025

## Unit 1



Who  
Am I ?



We  
Dress Up  
Differently

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## **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>Stay safe</b>                                     |        |        |           |        |
| Stays safe at home and school                        |        | ✓      |           |        |
| Creates a First Aid Box                              |        |        | ✓         |        |
| <b>Hygiene</b>                                       |        |        |           |        |
| Understands the importance bathing and washing hands | ✓      |        |           |        |
| Brushes teeth properly                               | ✓      |        |           |        |
| Follows the steps of washing hands                   | ✓      |        |           |        |

## Personal, Social and Emotional Development

| Description of the task                                                                                                                 | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Self-regulation</b>                                                                                                                  |        |        |           |        |
| Follows class routine                                                                                                                   | ✓      |        |           |        |
| Uses magic words such as 'Please', 'Thank you', 'May I', and 'Sorry'                                                                    | ✓      |        |           |        |
| Demonstrates an understanding of non-verbal gestures used by educator                                                                   |        | ✓      |           |        |
| Accepts and demonstrates job responsibilities                                                                                           |        | ✓      |           |        |
| Takes cares of belongings                                                                                                               | ✓      |        |           |        |
| Recites a bully free pledge                                                                                                             |        |        | ✓         |        |
| Identifies and names figures of authority at school                                                                                     | ✓      |        |           |        |
| Has begun to use non-verbal gestures and signs to communicate during classes/activities/interactions                                    |        | ✓      |           |        |
| <b>Self-help</b>                                                                                                                        |        |        |           |        |
| Feeds self                                                                                                                              | ✓      |        |           |        |
| Uses napkin, fork, spoon, mat, apron                                                                                                    | ✓      |        |           |        |
| Dresses and undresses with minimum help                                                                                                 | ✓      |        |           |        |
| Takes off and put on shoes and socks                                                                                                    | ✓      |        |           |        |
| <b>Social skills</b>                                                                                                                    |        |        |           |        |
| Has begun to demonstrate table etiquette during meal time                                                                               |        | ✓      |           |        |
| Has begun to demonstrate appropriate behaviour during classes/activities /interactions                                                  |        | ✓      |           |        |
| Greets each other, educator and the familiar visitors                                                                                   |        | ✓      |           |        |
| <b>Self-awareness</b>                                                                                                                   |        |        |           |        |
| Has begun to make choices                                                                                                               |        | ✓      |           |        |
| Has begun to verbalise his/her needs                                                                                                    |        | ✓      |           |        |
| Has begun to express his likes/dislikes/opinions/ideas                                                                                  |        | ✓      |           |        |
| Has begun to express feelings appropriately                                                                                             |        | ✓      |           |        |
| <b>Is aware of personal competence</b>                                                                                                  |        |        |           |        |
| Expresses pride in one's accomplishments                                                                                                |        |        | ✓         |        |
| <b>Resilience</b>                                                                                                                       |        |        |           |        |
| Moves forward with a second attempt at something after the first attempt was unsuccessful (e.g., tying shoe laces, completing a puzzle) | ✓      |        |           |        |

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| Empathy                                        |  |   |   |  |
|------------------------------------------------|--|---|---|--|
| Is aware of other's feelings and respects them |  | ✓ |   |  |
| Conflict Resolution                            |  |   |   |  |
| Identifies the cause of a conflict             |  |   | ✓ |  |

## English

| Description of the task                                                                                                                                                                                       | Always | Mostly | Sometimes | Rarely |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Listens to                                                                                                                                                                                                    |        |        |           |        |
| Instructions                                                                                                                                                                                                  | ✓      |        |           |        |
| Short stories                                                                                                                                                                                                 | ✓      |        |           |        |
| Views                                                                                                                                                                                                         |        |        |           |        |
| A variety of text, images, and visuals (e.g., short films) and responds to them                                                                                                                               | ✓      |        |           |        |
| Attentively for a sustained period of time                                                                                                                                                                    |        | ✓      |           |        |
| Speaks aloud                                                                                                                                                                                                  |        |        |           |        |
| Prayer                                                                                                                                                                                                        | ✓      |        |           |        |
| Phonic drill                                                                                                                                                                                                  | ✓      |        |           |        |
| Simple sentences on 'Who am I'                                                                                                                                                                                |        | ✓      |           |        |
| Reads                                                                                                                                                                                                         |        |        |           |        |
| Sight words                                                                                                                                                                                                   |        |        | ✓         |        |
| Three letter words with vowel 'a' (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                                                                                                                                                                         |        |        |           |        |
| Parts of the body                                                                                                                                                                                             | ✓      |        |           |        |
| Clothing                                                                                                                                                                                                      |        | ✓      |           |        |
| Action words                                                                                                                                                                                                  |        | ✓      |           |        |
| Writes                                                                                                                                                                                                        |        |        |           |        |
| Uppercase and lowercase letters                                                                                                                                                                               | ✓      |        |           |        |
| Three letter words with vowel 'a' (cvc words)                                                                                                                                                                 | ✓      |        |           |        |
| 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.) |        | ✓      |           |        |
| Comprehends                                                                                                                                                                                                   |        |        |           |        |
| 'Wh' questions                                                                                                                                                                                                |        | ✓      |           |        |
| Riddles                                                                                                                                                                                                       |        |        | ✓         |        |

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| Responds to questions about main characters, setting and events during a read aloud story session                           |   |   |   |  |
|-----------------------------------------------------------------------------------------------------------------------------|---|---|---|--|
| Predicts a story with the help of illustrations                                                                             | ✓ |   |   |  |
| Identifies the characters and the setting (time and place) of the story                                                     |   | ✓ |   |  |
| Identifies the beginning, middle and ending of the story                                                                    |   |   | ✓ |  |
| Identifies the problem in the story and discusses the ways of solving it with an adult                                      |   |   | ✓ |  |
| Differentiates between real and make-believe characters and stories                                                         |   | ✓ |   |  |
| Has begun to demonstrate an understanding of                                                                                |   |   |   |  |
| Capital letters                                                                                                             | ✓ |   |   |  |
| Full stop                                                                                                                   | ✓ |   |   |  |
| Has begun to speak in sentences using correct sentence structure (noun/pronoun followed by the action in the correct tense) |   | ✓ |   |  |
| Has begun to practice                                                                                                       |   |   |   |  |
| Reading new words on word wall                                                                                              |   | ✓ |   |  |
| Describes                                                                                                                   |   |   |   |  |
| Picture compositions                                                                                                        |   | ✓ |   |  |
| Completes                                                                                                                   |   |   |   |  |
| Comprehension exercises                                                                                                     | ✓ |   |   |  |

## Character Building

| Description of the task                                          | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------------------|--------|--------|-----------|--------|
| Listens to stories about festivals, patriotism, and celebrations | ✓      |        |           |        |
| Identifies that every story has a message                        |        | ✓      |           |        |

## Gender Equality

| Description of the task                                                                                | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies that girls and boys perform similar actions (e.g., play, jump, cycle, swim, climb, and hop) | ✓      |        |           |        |

## Hindi

| Description of the task                                                                              | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| श्रवण                                                                                                |        |        |           |        |
| निर्देश का पालन करता है/करती है                                                                      | ✓      |        |           |        |
| कहानियाँ व कविताएँ सुनता है/सुनती है और उनसे संबंधित प्रश्नों के उत्तर देता है/देती है               |        | ✓      |           |        |
| देखना                                                                                                |        |        |           |        |
| 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        |        | ✓      |           |        |

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| वाचन                                                                                                                              |   |   |   |  |
|-----------------------------------------------------------------------------------------------------------------------------------|---|---|---|--|
| कविताएँ सुनाता है/सुनाती है                                                                                                       |   | ✓ |   |  |
| पूरा वाक्य बोलता है/बोलती है                                                                                                      | ✓ |   |   |  |
| पठन                                                                                                                               |   |   |   |  |
| वर्णमाला पहचानता है/पहचानती है                                                                                                    |   | ✓ |   |  |
| चित्र पढ़ता है/पढ़ती है                                                                                                           |   | ✓ |   |  |
| स्वर (अ - अः) व व्यंजन (क - ण) पढ़ता है/पढ़ती है                                                                                  |   | ✓ |   |  |
| दो वर्णों वाले शब्द पढ़ता है/पढ़ती है                                                                                             |   |   | ✓ |  |
| प्रस्तुति /प्रदर्शन                                                                                                               |   |   |   |  |
| विभिन्न प्रकार की सुनी कहानियों और चित्रों के माध्यम से अपने अनुभव और विचारों को प्रस्तुत करता है/करती है                         |   | ✓ |   |  |
| लेखन                                                                                                                              |   |   |   |  |
| सही वर्ण लिखता है/लिखती है (अ - अः व क - ण)                                                                                       | ✓ |   |   |  |
| स्वर 'अ - अः' व व्यंजन 'क - ण' से संबंधित अभ्यास कार्य करता है/करती है                                                            | ✓ |   |   |  |
| दो वर्णों वाले शब्द लिखता है/लिखती है                                                                                             |   | ✓ |   |  |
| व्यक्त करना                                                                                                                       |   |   |   |  |
| चित्रों और शब्दों/वाक्यांशों/वाक्यों का उपयोग करके अपनी भावनाओं, विचारों और सोच को व्यक्त करता है/करती है                         |   |   | ✓ |  |
| कहानियों को सुनकर मुख्य पात्रों, समय, स्थान और घटनाओं के बारे में पूछे गए प्रश्नों के जवाब देता है/देती है-                       |   |   |   |  |
| 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 |   |   | ✓ |  |
| 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 (1-100)                                            | ✓      |        |           |        |
| Demonstrates an understanding of the pre-mathematical concepts |        |        |           |        |
| Differentiates between                                         |        |        |           |        |
| Same/different                                                 | ✓      |        |           |        |
| Heavy/light                                                    | ✓      |        |           |        |
| Tall/short, long/short                                         | ✓      |        |           |        |
| Identifies positional words                                    |        |        |           |        |
| Top/bottom                                                     |        | ✓      |           |        |
| Left/right                                                     |        | ✓      |           |        |
| In/On/Under                                                    |        | ✓      |           |        |

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|                                                                                                 |   |   |   |  |
|-------------------------------------------------------------------------------------------------|---|---|---|--|
| Describes the attributes of 2D shapes                                                           |   | ✓ |   |  |
| Reads and interprets horizontal pictographs                                                     |   | ✓ |   |  |
| Arranges ordinal numbers in the correct sequence                                                |   | ✓ |   |  |
| Identifies what is missing in a picture                                                         | ✓ |   |   |  |
| Completes patterns                                                                              | ✓ |   |   |  |
| Sequences pictures and objects in a logical order                                               |   | ✓ |   |  |
| <b>Does number work (1-50)</b>                                                                  |   |   |   |  |
| Recognises and writes from 1 to 50 using tens and ones                                          | ✓ |   |   |  |
| Does one-to-one correspondence while counting                                                   |   | ✓ |   |  |
| Counts backwards (1-50)                                                                         |   | ✓ |   |  |
| Identifies and writes after, between and before numbers (1-50)                                  |   | ✓ |   |  |
| Uses an abacus to write numbers (1-50)                                                          |   | ✓ |   |  |
| Writes number names (1-10)                                                                      |   | ✓ |   |  |
| <b>Calendar</b>                                                                                 |   |   |   |  |
| Identifies days of the week and months of the year                                              |   | ✓ |   |  |
| Identifies the weather and seasons                                                              | ✓ |   |   |  |
| Identifies the date and writes it correctly                                                     |   | ✓ |   |  |
| Recognises the parts of the day and associates them with the activities that occur at that time | ✓ |   |   |  |
| <b>Connect math to their daily lives</b>                                                        |   |   |   |  |
| Understands the use of currency in the context of buying food                                   |   | ✓ |   |  |
| Uses pictograph to collect information                                                          |   |   | ✓ |  |

## Financial Literacy

| Description of the task                                                             | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies likes and dislikes                                                       |        | ✓      |           |        |
| Has begun to make choices                                                           |        | ✓      |           |        |
| Identifies the things they need in their daily lives and things they can do without |        |        | ✓         |        |

## Cognitive Thinking (Social and Scientific)

| Description of the task                                                              | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 1: Who Am I?</b>                                                            |        |        |           |        |
| Describes himself/herself in simple sentences                                        | ✓      |        |           |        |
| Identifies and names body parts and describes their functions                        | ✓      |        |           |        |
| Differentiates between people on the basis of their physical appearance              |        |        | ✓         |        |
| Identifies the five sense organs and describes their functions                       | ✓      |        |           |        |
| Demonstrates an understanding of the importance of maintaining good personal hygiene |        | ✓      |           |        |
| Explains the importance of bathing and brushing teeth                                |        | ✓      |           |        |
| Follows the right steps of washing hands                                             |        | ✓      |           |        |
| Demonstrates an understanding of healthy food                                        |        | ✓      |           |        |

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| Theme 2: We Dress Up Differently                                                                                 |   |   |   |  |
|------------------------------------------------------------------------------------------------------------------|---|---|---|--|
| Identifies that people wear different kinds of clothes in various parts of the country and across the world      |   |   | ✓ |  |
| Identifies and names the different types of clothing worn by people                                              |   |   | ✓ |  |
| Demonstrates an understanding that the season or climatic conditions of a place influence the choice of clothing |   | ✓ |   |  |
| Identifies the criteria and purpose for wearing a variety of clothes                                             |   | ✓ |   |  |
| Demonstrates an understanding of the steps of making clothes                                                     |   |   | ✓ |  |
| Performs in front of an audience wearing various costumes                                                        | ✓ |   |   |  |

## Design and Technology

| Description of the task                                                                                                  | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Theme 1: Who Am I?                                                                                                       |        |        |           |        |
| Identifies gadgets/tools which make it easier to maintain good personal hygiene (geysers, dental floss, wet wipes, etc.) |        | ✓      |           |        |
| Theme 2: We Dress Up Differently                                                                                         |        |        |           |        |
| Identifies the varied apparels and uniforms worn by people from different occupations                                    |        | ✓      |           |        |
| Identifies how it helps them perform their task more effectively                                                         |        | ✓      |           |        |
| STREAM Project                                                                                                           |        |        |           |        |
| Engages 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 |
|---------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Theme 1: Who Am I?                                                                                                                    |        |        |           |        |
| Lists the actions that he/she can do to save electricity and water at home                                                            |        | ✓      |           |        |
| Demonstrates an understanding that plants (gardens and parks) keep the air clean                                                      |        |        | ✓         |        |
| Theme 2: We Dress Up Differently                                                                                                      |        |        |           |        |
| Identifies and names 2-3 yarns/fabrics that we get from animals and plants (silk, cotton, leather, wool)                              |        |        | ✓         |        |
| Demonstrates an understanding that the process of getting some material (such as leather and fur) may hurt the animals they come from |        | ✓      |           |        |



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## Global Dimension

| Description of the task                                                                                                                                                                                                                                                                    | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 1: Who Am I?</b>                                                                                                                                                                                                                                                                  |        |        |           |        |
| Recognises that people across different parts of the world look different. (e.g., Some people may have brown, curly hair, whereas others may have straight, black hair. Some of us may have round faces, while others may have long faces. Also, the colour of our eyes may be different.) |        |        | ✓         |        |
| <b>Theme 2: We Dress Up Differently</b>                                                                                                                                                                                                                                                    |        |        |           |        |
| Is familiar with the clothing worn by people across the world and names them. (e.g., In Jammu and Kashmir, people wear long woollen phirans to keep themselves warm. In Scotland, people wear kilts.)                                                                                      |        | ✓      |           |        |
| Is familiar with the costumes/uniforms worn by people from different professions (e.g., Nuns wear habits; ballet dancers wear tutus.)                                                                                                                                                      |        | ✓      |           |        |

## 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                                                                          | ✓      |        |           |        |
| Throw and catch                                                                  | ✓      |        |           |        |
| Running                                                                          | ✓      |        |           |        |
| Hopping                                                                          | ✓      |        |           |        |
| High jump                                                                        |        | ✓      |           |        |
| Does simple aerobic exercises                                                    |        | ✓      |           |        |
| Freely expresses themselves through dance                                        | ✓      |        |           |        |
| <b>Develops fine motor skills</b>                                                |        |        |           |        |
| Cutting, tearing, pasting                                                        |        | ✓      |           |        |
| Colouring                                                                        | ✓      |        |           |        |
| Playing with clay                                                                | ✓      |        |           |        |
| Freehand drawing                                                                 | ✓      |        |           |        |
| Tracing the templates                                                            |        | ✓      |           |        |
| Identifies sports related to different weather seasons (skiing, paragliding)     |        |        | ✓         |        |
| Recognises the importance of rest                                                |        | ✓      |           |        |

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## Creative Thinking & Expression

| Description of the task                                                                                                            | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Arts</b>                                                                                                                        |        |        |           |        |
| Paints works of art                                                                                                                |        | ✓      |           |        |
| Appreciates each other's works of art                                                                                              |        | ✓      |           |        |
| <b>Music and Movement</b>                                                                                                          |        |        |           |        |
| Is familiar with musical instruments                                                                                               |        |        | ✓         |        |
| Discusses movement and music as fast/slow (tempo), high/low (pitch), short/long (duration), soft/loud (volume), strong/weak (beat) |        |        | ✓         |        |
| Plays rhythms with instruments                                                                                                     |        |        | ✓         |        |
| Moves in rhythmic patterns                                                                                                         |        |        | ✓         |        |
| Names music by its type (drumming, singing)                                                                                        |        |        |           | ✓      |
| <b>Drama</b>                                                                                                                       |        |        |           |        |
| Acts out actions related to stories                                                                                                |        | ✓      |           |        |
| Uses material and props in Show and Tell                                                                                           |        | ✓      |           |        |

## Information and Communication Technology

| Description of the task                                                                                                  | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies digital tools/gadgets such as phone, TV, camera, DVD players                                                  | ✓      |        |           |        |
| Demonstrates an understanding that digital tools can be used as means to communicate with others, find information, etc. | ✓      |        |           |        |
| Recognises behaviour expected from them when they transition into the computer lab                                       |        | ✓      |           |        |
| Identifies the parts of a computer                                                                                       |        | ✓      |           |        |
| Uses appropriate terminology when referring to a computer mouse, trackpad, or touchscreen                                |        | ✓      |           |        |
| Uses a mouse/ trackpad appropriately (left click/right click)                                                            |        | ✓      |           |        |
| Has begun to use 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 |
|------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Discovers that the internet can be accessed via gadgets like phone, ipads, and computers |        | ✓      |           |        |
| Identifies that it can be used to visiting faraway places and finding information        |        | ✓      |           |        |
| Finds a happy balance between online and offline activities                              |        | ✓      |           |        |

Name: Arush. S Class: UKG 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 1</b>                                         |                                                                      |                                                 |                                      |                       |
| Dressing Up                                            | ✓                                                                    |                                                 |                                      |                       |
| Why Should I help?                                     |                                                                      | ✓                                               |                                      |                       |
| Speak About: Who am I?                                 | ✓                                                                    |                                                 |                                      |                       |
| Time for First Aid                                     |                                                                      |                                                 | ✓                                    |                       |
| <b>Theme 2</b>                                         |                                                                      |                                                 |                                      |                       |
| My State Dress                                         |                                                                      | ✓                                               |                                      |                       |
| Across the Globe                                       |                                                                      |                                                 | ✓                                    |                       |
| Dance Fiesta                                           |                                                                      |                                                 | ✓                                    |                       |
| Sing a Song                                            |                                                                      |                                                 | ✓                                    |                       |

## 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: Arush. S Class: UKG Group: Aqua

## Formative and Summative Assessments

### English

| Description of the task                     | Accomplishment Level |                              |
|---------------------------------------------|----------------------|------------------------------|
| Formative                                   |                      |                              |
| Hands On Learning (10m)                     | 7                    | 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)                      | 17                   | Bravo! You are almost there. |
|                                             |                      |                              |
| Total (40m)                                 | 32                   | Proficient                   |

### Hindi

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

### Maths

| Description of the task                     | Accomplishment Level |                                                           |
|---------------------------------------------|----------------------|-----------------------------------------------------------|
| Formative                                   |                      |                                                           |
| Hands On Learning (10m)                     | 6                    | Continue doing the good work. You are on the right track! |
| Course book Upkeep (5m)                     | 4                    | Bravo! You are almost there.                              |
| Attendance and Classroom Participation (5m) | 3                    | Continue doing the good work. You are on the right track! |
| Summative                                   |                      |                                                           |
| Pencil and Paper (20m)                      | 17.5                 | Bravo! You are almost there.                              |
|                                             |                      |                                                           |
| Total (40m)                                 | 30.5                 | Proficient                                                |

**Name: Arush. S Class: UKG Group: Aqua**

**Theme/EVS**

| Description of the task                     | Accomplishment Level |                                    |
|---------------------------------------------|----------------------|------------------------------------|
| Formative                                   |                      |                                    |
| Hands On Learning(10m)                      | 8                    | 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)                      | 20                   | Kudos! You can celebrate your win! |
|                                             |                      |                                    |
| Total (40m)                                 | 36                   | Advanced                           |

**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 Quiz (20m)                            | 17.5                 | Bravo! You are almost there.                              |
|                                              |                      |                                                           |
| Total (40m)                                  | 31.5                 | Proficient                                                |

**Digital Citizenship and 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 Quiz (20m)                           | 19                   | Kudos! You can celebrate your win!                        |
|                                             |                      |                                                           |
| Total (40m)                                 | 33                   | Proficient                                                |

Name: Arush. S    Class: UKG    Group: Aqua



## Educator's Remarks

Arush is very obedient child, follows instructions and routines effectively.

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

Shivleela Patil  
Educator's Name

Laxmi Inchal  
Principal's Name