

Name: Shivansh Nagraj Sogale Class: LKG Group: A

# PROGRESS AND PERFORMANCE PROFILE

## LKG

Session 2024-2025

### Unit-1



**THE  
SPECIAL ME**



**I CAN DRESS  
MYSELF UP**

**Name: Shivansh Nagraj Sogale    Class: LKG    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 individual merit. Just like no two flowers in the garden are the same, no two children can be the same. 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 his/her future success.

Sincerely,

Principal

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## Health, Wellness and Safety

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Stay Safe</b>				
Lists ways of staying safe at home and school	✓			
<b>Takes care of hygiene</b>				
Demonstrates an understanding of the importance of taking a bath, washing hands, and brushing teeth	✓			
Follows the correct steps of washing hands	✓			
Demonstrates an understanding of wearing clean clothes	✓			

## Personal, Social and Emotional Development

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Has begun to demonstrate self-regulation</b>				
Follows class routine	✓			
Uses magic words - Please, Thank you, and May I	✓			
Has begun to use non-verbal gestures and signs to communicate during physical classes/activities	✓			
Accepts transition to new routine	✓			
<b>Has begun to be self-aware</b>				
Has begun to identify their likes and dislikes	✓			
Has begun to Understand the impact of their actions on others (e.g., speaking in an impolite manner upsets friends)	✓			
<b>Self-help skills</b>				
Feeds self		✓		
Uses napkin, fork, spoon, mat, and apron	✓			
Dresses and undresses	✓			
Takes off and puts on shoes and socks	✓			
Takes care of belongings		✓		
Has begun to follow rules	✓			
<b>Social Skills</b>				
Greets familiar people with a smile	✓			
Identifies activities they can do with friends	✓			
Has begun to exchange common courtesies with friends and others (e.g., wait for turn and share)	✓			
<b>Has begun to be responsible</b>				
Takes care of belongings		✓		
Does class jobs and shows interest in leadership	✓			
Has begun to organise their belongings (e.g., bag, water bottle, and books)	✓			
Has begun to organise materials and books required for activities	✓			
<b>Has begun to relate to what others feel</b>				
Understands difficulties faced when one cannot see or speak	✓			
<b>Resilience</b>				
Makes a second attempt at something after the first attempt is unsuccessful (e.g., tying shoe laces, completing a puzzle)	✓			

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Has begun to demonstrate an understanding of the difference between real and make-believe	✓			
Maintains a safe distance while talking to an adult or a stranger	✓			

## English

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Listens to</b>				
Phonic drill	✓			
Instructions		✓		
Short stories		✓		
Riddles	✓			
<b>Print Awareness</b>				
Has begun to turn pages in order	✓			
Has begun to track letters/words consistently and correctly when reading or following along	✓			
<b>Views</b>				
A variety of texts, images, and visuals, such as short films, and respond to them	✓			
Attentively for a sustained period of time	✓			
<b>Picture Reads</b>				
Names of objects beginning with different letters	✓			
Action words	✓			
<b>Identifies</b>				
Letters (A-L)	✓			
Beginning sounds of objects	✓			
<b>Speaks aloud</b>				
Prayer	✓			
Simple sentences	✓			
Short descriptions	✓			
<b>Recites</b>				
Rhymes	✓			
Alphabet song	✓			
Phonic drill	✓			
<b>Presents</b>				
Facts and information through various oral and visual forms (e.g., Show and Tell; Do and Tell)	✓			
Associates letters with their sounds	✓			
Associate Uppercase-Lowercase letters	✓			
<b>Describes</b>				
Body parts	✓			
Clothing items	✓			
Pictures in short sentences	✓			
<b>Makes</b>				
Pre-writing strokes	✓			

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Writes				
Letters (A-L)	✓			
Has begun to comprehend				
Wh' questions	✓			
Responds to questions about main characters, settings, and events during a read aloud story session	✓			
Predicts story with the help of illustrations	✓			

## 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
<b>श्रवण</b>				
निर्देश का पालन करता है/करती है		✓		
कविताएँ एवं कहानियाँ सुनता है/सुनती है व उनसे संबंधित प्रश्नों के उत्तर देता है/देती है		✓		
<b>देखना</b>				
विभिन्न प्रकार के पाठ, चित्र और दृश्य; जैसे- लघु फिल्म देख कर उन पर अपने विचार प्रकट करता है/करती है		✓		
कक्षा में दिखाई या कराई जाने वाली गतिविधियों में ध्यान देता है/देती है और भाग लेता है/लेती है		✓		
<b>पठन</b>				
स्वर पहचानता है/पहचानती है (अ - इ)		✓		
चित्र पढ़ता है/पढ़ती है		✓		
<b>वाचन</b>				
कविताएँ सुनाता है/सुनाती है		✓		
स्वरों का वाचन करता है/करती है (अ - इ)	✓			
<b>प्रस्तुति/प्रदर्शन</b>				
विभिन्न प्रकार की सुनी कहानियों और चित्रों के माध्यम से अपने अनुभव और विचारों को प्रस्तुत करता है/करती है		✓		

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लेखन				
सही स्वर लिखता है/लिखती है (अ - इ)		✓		
स्वर 'अ - इ' से संबंधित अभ्यास कार्य करता है/करती 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		✓		

## Numeracy

Description of the task	Always	Mostly	Sometimes	Rarely
Rote Counts 1-10	✓			
Recites				
Number rhymes		✓		
Listens to				
Number stories		✓		
Follows				
2-3 steps directions		✓		
Identifies				
Numbers (0, 1, 2, 3, 4, 5)	✓			
Does pre number activities				
Big/small, one/many, same/different, heavy/light, tall/short, long/short	✓			
Match same numbers and pictures	✓			
Finds differences	✓			
Sequence pictures and objects in a logical order	✓			
Writes				
Correct formations (0, 1, 2, 3, 4, 5)	✓			
Does number work (0-5)				
Corresponds numbers with objects	✓			
Counts forwards	✓			
Sequences the numbers	✓			
Is aware of their names and addresses	✓			
Has begun to complete patterns	✓			
Has begun to sort shapes, colours, and textures	✓			
Applies maths in daily lives				
Understands what comes in ones and twos	✓			
Explores numbers around them	✓			
Identifies the role of numbers in locating places (e.g., homes)	✓			
Understands that clothes come in different sizes	✓			

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Has begun to use positional vocabulary	✓			
Practices names of the days of the week, months of the year, and seasons	✓			
Recognises parts of the day and discusses the activities that occur during morning, afternoon, and night	✓			
Has begun to use words to describe time (yesterday, today, tomorrow)	✓			
Participates in classroom graphing activity	✓			

## Financial Literacy

Description of the task	Always	Mostly	Sometimes	Rarely
Identifies and communicates their likes and dislikes	✓			
Has begun to make choices	✓			

## Cognitive Thinking (Social and Scientific)

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Theme 1: The Special Me</b>				
Communicates personal details about self (name, birthday, age, height, gender, etc.)	✓			
Expresses their likes and dislikes, opinions and ideas	✓			
Identifies and names their body parts	✓			
Describes the functions of the body parts	✓			
Understands the importance of washing hands, brushing teeth, and taking a bath	✓			
Demonstrates the correct procedure of washing hands	✓			
Identifies and names things that help them stay clean	✓			
Identifies their uniqueness and accept others for theirs	✓			
<b>Theme 2: I Can Dress Myself Up</b>				
Demonstrates readiness to dress up with minimum help	✓			
Uses appropriate vocabulary related to dressing up (e.g., fasten, unfasten, button, and zip up)	✓			
Identifies the purpose of wearing clothes	✓			
Sequences the steps of dressing up	✓			
Identifies and differentiates between types of clothing	✓			
Differentiates between seasonal clothing and their material	✓			
Demonstrates an understanding of the science behind 'cotton', 'woollen', and 'rainy' clothes	✓			
Identifies and names accessories and their purpose	✓			
Identifies clothes to be worn on different occasions and purposes	✓			

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## Design and Technology

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Theme 1: The Special Me</b>				
Identifies the new ways of keeping clean on the move (e.g., use of sanitizers, wet wipes, disposable gloves, bottled mineral water, and canned food)	✓			
Notifies the equipment/gadgets in the washroom, such as geyser, taps, showers, and steam cabins	✓			
<b>Theme 2: I Can Dress Myself Up</b>				
Creates patterns on fabric	✓			
Names clothing items which keep us safe (e.g., helmet, knee caps, and shoes)	✓			

## Environment and Ecology

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Theme 1: The Special Me</b>				
Identifies the importance of keeping the environment clean to stay healthy	✓			
Discusses ways in which the environment can be kept clean	✓			
<b>Theme 2: I Can Dress Myself Up</b>				
Identifies ways of recycling and reusing old clothes and accessories	✓			

## Global Dimension

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Theme 1: The Special Me</b>				
Notifies that people across the globe may look different (e.g., while watching rhymes and stories from different parts of the world, they identify that the colour of the skin, eyes, or hair is different)	✓			
<b>Theme 2: I Can Dress Myself Up</b>				
Theme 2: I Can Dress Myself UpRecognises that people across the globe may dress differently (e.g., while watching rhymes and stories from different parts of the world, they identify that some people wear trousers and skirts, while others may wear robes)	✓			
Identifies that the difference in dressing styles could be due to weather conditions (e.g., people living in hot places wear light cotton clothes, whereas people living in cold places wear woollen jackets)	✓			



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## Physical Development

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Demonstrates gross motor skills like</b>				
Jumping	✓			
Kicking	✓			
Catch and Throw	✓			
Running	✓			
Hopping	✓			
<b>Does simple aerobic exercises</b>				
Freely Expresses themselves through dance	✓			
Demonstrates body balance	✓			
Exhibits dexterity, manipulation, and eye-hand coordination	✓			
<b>Demonstrates fine motor skills like</b>				
Cutting (using child-friendly scissors and under adult supervision)	✓			
Tearing and pasting with purpose	✓			
Colouring	✓			
Clay play	✓			
Free hand drawing	✓			
Tracing templates	✓			
Using tongs or tweezers to pick objects	✓			
Snapping and buttoning	✓			
Practising typing	✓			
Holding pencils, crayons, and markers appropriately	✓			
<b>Participates in group games</b>				
Identifies that rest and exercise keep us healthy	✓			
Participates in outdoor games and sports	✓			

## Creative Thinking & Expression

Description of the task	Always	Mostly	Sometimes	Rarely
<b>Music and Movement</b>				
Imitates rhymes and actions	✓			
Sings and dances to music	✓			
Gets familiar with musical instruments	✓			
Enjoys musical activities	✓			
Moves while taking care of others' safety	✓			
<b>Arts</b>				
Engages in creative artwork related to festivals and theme	✓			
Draws stick figures of family members	✓			
<b>Drama</b>				
Uses actions to Communicate and express	✓			

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## Information and Communication Technology

Description of the task	Always	Mostly	Sometimes	Rarely
Identifies digital tools/gadgets such as phone, TV, camera, and DVD players	✓			
Demonstrates an understanding that digital tools can be used as means to communicate with others, find information, etc.	✓			

## Digital Citizenship

Description of the task	Always	Mostly	Sometimes	Rarely
Has begun to model proper computer lab behaviour	✓			
Has begun to demonstrate an understanding of the need to find a balance between on-screen and off-screen activities	✓			

## 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 1</b>				
Speaking about self on stage	✓			
Collage Making	✓			
Cleanliness Drive	✓			
Drop and Sanitize	✓			
<b>Theme 2</b>				
Dressing Up	✓			
Season Sorter	✓			
I Can	✓			
Colouring Fun	✓			

## 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 Assessment

### English

Description of the task	Accomplishment level	
Formative		
Hands On Learning (10m)	10	Kudos! You can celebrate your win!
Coursebook Upkeep (5m)	5	Kudos! You can celebrate your win!
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)	39	Advanced

### Hindi

Description of the task	Accomplishment level	
Formative		
Hands On Learning (10m)	7	Bravo! You are almost there.
Coursebook Upkeep (5m)	5	Kudos! You can celebrate your win!
Attendance and Classroom Participation (5m)	4	Bravo! You are almost there.
Summative		
Pencil and Paper (20m)	19	Kudos! You can celebrate your win!
Total (40m)	35	Advanced

### Math

Description of the task	Accomplishment level	
Formative		
Hands On Learning (10m)	10	Kudos! You can celebrate your win!
Coursebook Upkeep (5m)	5	Kudos! You can celebrate your win!
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)	39	Advanced

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## Theme/EVS

Description of the task	Accomplishment level	
Formative		
Hands On Learning (10m)	9	Kudos! You can celebrate your win!
Coursebook Upkeep (5m)	5	Kudos! You can celebrate your win!
Attendance and Classroom Participation (5m)	4	Bravo! You are almost there.
Summative		
Pencil and Paper (20m)	15	Bravo! You are almost there.
Total (40m)	33	Proficient

## Future Readiness Skills

Description of the task	Accomplishment level	
Formative		
Hands On Learning (10m)	7	Bravo! You are almost there.
Attendance and Classroom Participation (10m)	8	Bravo! You are almost there.
Summative		
Online Quiz (20m)	18	Kudos! You can celebrate your win!
Total (40m)	33	Proficient

## Digital Citizenship & ICT

Description of the task	Accomplishment level	
Formative		
Hands On Learning (10m)	8	Bravo! You are almost there.
Attendance and Classroom Participation (10m)	8	Bravo! You are almost there.
Summative		
Online Quiz (20m)	17	Bravo! You are almost there.
Total (40m)	33	Proficient

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## Educator's Remarks

Shivansh is a great learner but need to be involved in classroom discussions.

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

Mrs. Komal Patil  
Educator's Name

Mrs. Laxmi Inchal  
Principal's Name