

Name: Myra Kangralkar Class: Nursery Group: A

PROGRESS AND PERFORMANCE PROFILE

Nursery

Session 2024-2025

Unit 1



Name: Myra Kangralkar Class: Nursery 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
Health and wellness				
Has begun to clean up after an activity		✓		
Washes hands with an adult's help	✓			
Disposes trash in a bin	✓			
Has begun to try new food	✓			
Has begun to include a fruit in his/her tiffin		✓		
Safety				
Recognises obstacles in their path and attempt to avoid them	✓			
Has begun to identify unsafe behaviour (e.g., running around sharp edges and playing near the staircase)	✓			
Has begun to follow rules to keep themselves safe	✓			

Personal, Social and Emotional Development

Description of the task	Always	Mostly	Sometimes	Rarely
Self-Regulation				
Is able to stay without parents	✓			
Has begun to follow instructions	✓			
Has begun to engage in seatwork	✓			
Self-Awareness				
Refers to self as 'I'	✓			
Has begun to make choices	✓			
Has begun to express his/her feelings (like happy and sad)	✓			
Is aware of one's belongings and centre/home routine	✓			
Has begun to identify her/his daily routine	✓			
Has begun to take pride in sharing information about self	✓			
Resilience				
Makes a second attempt at something after the first attempt is unsuccessful (e.g., fix peg boards and complete a 2-3 piece puzzle)	✓			
Social Skills				
Has begun to use non-verbal gestures and signs during online interactions			✓	
Responds to educator's greetings	✓			
Is acquainted with each other's names	✓			
Is aware of his/her peer group	✓			
Has begun to share materials with peers	✓			
Has begun to take turns with peers	✓			
Has begun to engage in reciprocal conversations (e.g., Responds to question such as 'How are you?')	✓			
Has begun to understand the use of magic words (e.g., please/thank you) during interaction with adults and peers	✓			

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Self Help				
Has begun to handle tiffin, water bottle, and/or materials and resources required for classes/activities	✓			
Has begun to use fork and spoons	✓			
Has begun to eat and drink independently	✓			
Has begun to express washroom needs	✓			
Has begun to do/undo the zipper		✓		
Fastens/unfastens a velcro			✓	
Has begun to keep things at proper places		✓		
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
Has begun to listen to				
Instructions	✓			
Stories	✓			
Rhymes		✓		
Has begun to recite rhymes				
Does actions while reciting rhymes		✓		
Has begun to respond to their names	✓			
Has begun to use I, am, mine, in-out, give-take, yes-no	✓			
Views				
A variety of images, and visuals like short films, audio visual rhymes, stories, and puppet shows and respond to them	✓			
Identifies				
6-8 body parts	✓			
6-8 clothing items	✓			
Demonstrates the following reading readiness				
Orients a book correctly		✓		
Has begun to turn pages in order		✓		
Picture reads				
6-8 action words		✓		
6-8 describing words		✓		
Adds new words related to theme to their vocabulary		✓		
Presents				
Has begun to participate in Show and Tell activities		✓		
Has begun to respond to 'Wh' questions		✓		
Has begun to ask questions to find information (e.g., Why do leaves turn brown? Why does Ria like apples?)		✓		
Has begun to speak in simple sentences		✓		
Demonstrates interest in listening to a story	✓			

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Literacy				
Has begun to sing an Alphabet Song		✓		
Identifies and traces Pre writing strokes	✓			
Identifies and traces standing, sleeping, and slanting lines	✓			

Character Building

Description of the task	Always	Mostly	Sometimes	Rarely
Listens to stories about festivals, patriotism, and celebrations	✓			

Gender Equality

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

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	✓			

Numeracy

Description of the task	Always	Mostly	Sometimes	Rarely
Numbers				
Has begun to recite the Number Rhyme		✓		
Rote counts (1-10)	✓			
Identifies and Traces standing, sleeping, and slanting lines	✓			
Follows directions		✓		
Colours and Shapes				
Has begun to recognize shapes and colours	✓			

Financial Literacy

Description of the task	Always	Mostly	Sometimes	Rarely
Identifies his/her likes and dislikes	✓			
Has begun to make choices	✓			
Has begun to wait to be served (while the educator distributes candies, books, crayons, etc.)	✓			

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Cognitive Thinking (Social and Scientific)

Description of the task	Always	Mostly	Sometimes	Rarely
Theme 1 - Head To Toe				
Identifies parts of the body	✓			
Differentiates between a boy and a girl		✓		
Differentiates between yes/no, open/close, good/bad, happy/sad	✓			
Matches same objects	✓			
Provide details about self (e.g., name and gender)	✓			
Demonstrates an understanding of his/her growth timeline		✓		
Compares objects and identifies tall/short	✓			
Sorts legos/objects by colours		✓		
Has begun to understand rules		✓		
Picture reads a pictograph with an adult's help			✓	
Enquires, explores, and discovers				
Actions we can do with our hands and legs	✓			
Theme 2 - Dressing Up				
Demonstrates an understanding of different kinds of clothes worn by girls and boys	✓			
Has begun to recognize girl's and boy's washrooms by the symbol on the door	✓			
Matches pictures of clothing with seasons		✓		
Dresses dolls according to weather conditions		✓		
Identifies weather words (e.g., hot, windy, rainy, and cold)		✓		
Tells about the food he/she likes to eat on a hot/cold day	✓			
Identifies changes in the weather		✓		
Understands 3-4 step processes and events		✓		
Completes 2-3 piece puzzles		✓		
Joins halves to make a whole	✓			
Differentiates between big and small	✓			
Makes patterns	✓			
Enquires, explores, and discovers				
Identifies things that go together	✓			
Identifies patterns on clothes (e.g., dots and stripes)		✓		
Notes that they can play outside depending on the weather	✓			

Design and Technology

Description of the task	Always	Mostly	Sometimes	Rarely
Theme 1: Head To Toe				
Recognizes technology equipment (e.g., cameras and cell phones)	✓			
Theme 2: Dressing Up				
States examples of technology (e.g., telephone, cell phone, hair dryer, electric shaver, iron, ironing board, and geyser)		✓		
Describes the purpose of these devices		✓		

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Global Dimension

Description of the task	Always	Mostly	Sometimes	Rarely
Identifies that a child his/her age may appear different in another country (due to a difference in the colour of eyes/hair/skin)		✓		

Physical Development

Description of the task	Always	Mostly	Sometimes	Rarely
Demonstrates the following gross motor skills				
Runs	✓			
Jumps 6" high			✓	
Climbs the stairs	✓			
Kicks a big ball		✓		
Kneels	✓			
Swings	✓			
Slides	✓			
Climbs	✓			
Throws	✓			
Catches		✓		
Squats			✓	
Crawls	✓			
Has begun to control their body	✓			
Demonstrates the following fine motor skills				
Exhibits tripod grasp	✓			
Manipulates toys and blocks	✓			
Scribbles on paper	✓			
Tears and pastes	✓			
Fixes peg boards	✓			
Moulds clay	✓			
Folds paper	✓			
Does lacing			✓	
Dabs colour	✓			
Squeezes soft bottles	✓			
Makes impressions with finger paints	✓			
Hold crayons/writing tools appropriately	✓			

Creative Thinking & Expression

Description of the task	Always	Mostly	Sometimes	Rarely
Music and Movement				
Participates in finger plays and rhythms	✓			
Imitates rhymes and actions	✓			
Sends messages (using tambourine or drum beats) and understand them		✓		
Identifies various musical instruments		✓		

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Arts				
Uses finger paints to make impressions	✓			
Manipulates clay by cutting, rolling, squeezing, and pounding	✓			
Creates art work using paper tearing, crayons, etc.	✓			

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
Theme 1				
Participates in				
Show and Tell activities	✓			
Mother's Day Celebration		✓		
Socio Dramatic Play	✓			
Splash Splash	✓			
Theme 2				
Participates in competence building events				
Socio Dramatic Play		✓		
Sandals Race		✓		
Obstacle Race		✓		
Pyjama Party		✓		
Participates in the celebration of special days and festivals	✓			

Information and Communication Technology

Description of the task	Always	Mostly	Sometimes	Rarely
Identifies digital tools/gadgets (such as phones, TVs, computers, and cameras)	✓			

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)	8	Bravo! You are almost there.
Course book Upkeep (5m)	3	Continue doing the good work. You are on the right track!
Attendance and Classroom Participation (5m)	4	Bravo! You are almost there.
Summative		
Pencil and Paper (20m)	16	Bravo! You are almost there.
Total (40m)		
	31	Proficient

Future Readiness

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

Digital Citizenship & ICT

Description of the task	Accomplishment Level	
Formative		
Hands On Learning (10m)	5	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)	18	Kudos! You can celebrate your win!
Total (40m)	31	Proficient

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Educator's Remarks

Myra possesses a curious and active mind.

Read aloud a story to your child everyday!

Sneha Mudhol
Educator's Name

Mrs. Laxmi Inchal
Principal's Name