

Name: Rafqa Z Akkiwat Class: Nursery Group: A

## PROGRESS AND PERFORMANCE PROFILE

## Nursery

Session 2024-2025

### Unit 2



**Name: Rafqa Z Akkiwat    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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Health and wellness</b>                                                                                                                                                        |        |        |           |        |
| Cleans up after eating meals and using the washroom                                                                                                                               | ✓      |        |           |        |
| Demonstrates the right procedure of washing hands                                                                                                                                 | ✓      |        |           |        |
| Demonstrates an understanding that eating fruits and vegetables helps in keeping them active and playful (e.g., carrots are good for eyes and oranges keep you from falling sick) | ✓      |        |           |        |
| <b>Safety</b>                                                                                                                                                                     |        |        |           |        |
| Recognises obstacles in their path and attempt to avoid them                                                                                                                      | ✓      |        |           |        |
| Identifies sharp and harmful objects                                                                                                                                              | ✓      |        |           |        |
| Identifies safe objects and actions                                                                                                                                               | ✓      |        |           |        |
| Identifies the consequences of unsafe behaviour (e.g., running around sharp edges may hurt them, playing the staircase may lead to falling)                                       | ✓      |        |           |        |
| Has begun to follow 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 his/her belongings                                                                                                   | ✓      |        |           |        |
| Has begun to follow rules                                                                                                          | ✓      |        |           |        |
| Has begun to follow instructions                                                                                                   | ✓      |        |           |        |
| Has begun to engage in seatwork                                                                                                    | ✓      |        |           |        |
| <b>Self-Awareness</b>                                                                                                              |        |        |           |        |
| Tries out new activities                                                                                                           | ✓      |        |           |        |
| Identifies his/her interests                                                                                                       | ✓      |        |           |        |
| Makes choices during free play                                                                                                     | ✓      |        |           |        |
| Express feelings and needs (like happy, sad, and thirsty)                                                                          |        | ✓      |           |        |
| Identifies his/her daily routine                                                                                                   | ✓      |        |           |        |
| Shows pride in his/her accomplishments                                                                                             | ✓      |        |           |        |
| <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>                                                                                                               |        |        |           |        |
| Has begun to greet educators and peers                                                                                             | ✓      |        |           |        |
| Plays alongside playmates                                                                                                          | ✓      |        |           |        |
| Works in pairs                                                                                                                     | ✓      |        |           |        |
| Shares with peers                                                                                                                  | ✓      |        |           |        |
| Takes turns with peers                                                                                                             | ✓      |        |           |        |
| Engages in group activities                                                                                                        | ✓      |        |           |        |
| Has begun to engage in reciprocal conversations (e.g., respond to question such as 'How are you?')                                 | ✓      |        |           |        |
| Has begun to use magic words (e.g., thank you, please, and sorry) during interactions with peers and adults                        | ✓      |        |           |        |

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| Self Help                                                                                    |   |   |  |  |
|----------------------------------------------------------------------------------------------|---|---|--|--|
| Handles tiffin, water bottle, and/or materials and resources required for classes/activities | ✓ |   |  |  |
| Feeds self-using fork and spoon                                                              | ✓ |   |  |  |
| Uses a napkin while eating                                                                   | ✓ |   |  |  |
| Washes the bowl                                                                              |   | ✓ |  |  |
| Drinks water from sipper/glass                                                               | ✓ |   |  |  |
| Sucks liquids using a straw                                                                  | ✓ |   |  |  |
| 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                                                                                                           | ✓      |        |           |        |
| Stories                                                                                                                | ✓      |        |           |        |
| Rhymes                                                                                                                 | ✓      |        |           |        |
|                                                                                                                        |        |        |           |        |
| Recites rhymes                                                                                                         |        | ✓      |           |        |
| Does actions while reciting rhymes                                                                                     |        | ✓      |           |        |
| Responds to their name                                                                                                 | ✓      |        |           |        |
| Has begun to use up-down                                                                                               | ✓      |        |           |        |
| <b>Views</b>                                                                                                           |        |        |           |        |
| A variety of images, and visuals like short films, audio visual rhymes, stories, and puppet shows and responds to them | ✓      |        |           |        |
| <b>Identifies</b>                                                                                                      |        |        |           |        |
| Family members                                                                                                         | ✓      |        |           |        |
| Rooms in a house                                                                                                       | ✓      |        |           |        |
| Things that belong in a house                                                                                          | ✓      |        |           |        |
| Fruits                                                                                                                 | ✓      |        |           |        |
| Vegetables                                                                                                             |        | ✓      |           |        |
| Milk products                                                                                                          | ✓      |        |           |        |
| Grains                                                                                                                 |        |        | ✓         |        |
| <b>Demonstrates the following reading readiness</b>                                                                    |        |        |           |        |
| Orients a book correctly                                                                                               |        |        | ✓         |        |
| Has begun to turn pages in order                                                                                       |        | ✓      |           |        |
| <b>Picture reads</b>                                                                                                   |        |        |           |        |
| Doing words                                                                                                            |        | ✓      |           |        |
| Describing words                                                                                                       | ✓      |        |           |        |
|                                                                                                                        |        |        |           |        |
| Adds new theme-related words to their vocabulary                                                                       |        | ✓      |           |        |

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| Presents                                                                                 |   |   |  |  |
|------------------------------------------------------------------------------------------|---|---|--|--|
| Participates in Show and Tell activities                                                 | ✓ |   |  |  |
| Responds to                                                                              |   |   |  |  |
| 'Wh' questions                                                                           |   | ✓ |  |  |
| Riddles                                                                                  |   | ✓ |  |  |
| Asks questions to find information (e.g., Why does food turn bad? Why do we wear shoes?) | ✓ |   |  |  |
| Speaks in simple sentences                                                               |   | ✓ |  |  |
| Identifies the characters in a story                                                     | ✓ |   |  |  |
| Literacy                                                                                 |   |   |  |  |
| Sings an Alphabet Song                                                                   | ✓ |   |  |  |
| Identifies A, B, C, D, E, F, G, H                                                        | ✓ |   |  |  |
| Traces A, B, C, D, E, F, G, H                                                            | ✓ |   |  |  |

## Character Building

| Description of the task                                                                 | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Listens to stories based on honesty, politeness, cooperation, helpfulness, and kindness | ✓      |        |           |        |

## Gender Equality

| Description of the task                                                                                                                                                                      | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies that choosing a colour or toy has little to do with being a boy or a girl (e.g., both girls and boys can wear pinks and blues. Both girls and boys can play with cars and dolls.) | ✓      |        |           |        |

## 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 (1-20)                               | ✓      |        |           |        |
| Identifies numerals 1, 2, 3                      | ✓      |        |           |        |
| Traces 1, 2, 3                                   | ✓      |        |           |        |
| Has begun to do one-to-one correspondence        | ✓      |        |           |        |
| Follows 2-step directions                        | ✓      |        |           |        |
| <b>Colours and Shapes</b>                        |        |        |           |        |
| Recognizes colours                               | ✓      |        |           |        |
| Recognizes shapes and describes their attributes | ✓      |        |           |        |

## Financial Literacy

| Description of the task                                                 | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------|--------|--------|-----------|--------|
| Demonstrates an understanding that we need money to buy things          | ✓      |        |           |        |
| Participates in make-believe market to exchange things with token money | ✓      |        |           |        |

## Cognitive Thinking (Social and Scientific)

| Description of the task                                            | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 3 - Home Sweet Home</b>                                   |        |        |           |        |
| <b>Identifies</b>                                                  |        |        |           |        |
| Objects belonging in different rooms                               | ✓      |        |           |        |
| Members of a family                                                | ✓      |        |           |        |
| Things used by different family members                            | ✓      |        |           |        |
| Different toys and describes them                                  | ✓      |        |           |        |
| Things belonging in a holiday bag                                  |        | ✓      |           |        |
| Demonstrates an understanding of things belonging in a holiday bag |        | ✓      |           |        |
| Matches things that go together                                    | ✓      |        |           |        |
| Completes patterns                                                 | ✓      |        |           |        |
| Joins jigsaw puzzle pieces                                         |        | ✓      |           |        |
| Identifies the absurdity in pictures                               |        | ✓      |           |        |
| Describes their routine at home                                    | ✓      |        |           |        |
| <b>Demonstrates an understanding of safety related to</b>          |        |        |           |        |
| Knife                                                              | ✓      |        |           |        |
| Door                                                               | ✓      |        |           |        |
| Switches                                                           | ✓      |        |           |        |
| Toys                                                               | ✓      |        |           |        |

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| Enquires, explores, and discovers                                                                                            |   |   |  |  |
|------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|
| Observes what happens to an ice cube when left in the sun                                                                    | ✓ |   |  |  |
| Notifies the speed of a toy truck when pushed on carpet                                                                      | ✓ |   |  |  |
| Notifies the to and fro motion of swings in the playground                                                                   | ✓ |   |  |  |
| Observes the fridge magnets and how they work                                                                                | ✓ |   |  |  |
| Theme 4 - I Want To Grow Big!                                                                                                |   |   |  |  |
| Identifies fruits, vegetables, milk products, and cereals                                                                    | ✓ |   |  |  |
| Identifies colours and shapes of different foods                                                                             | ✓ |   |  |  |
| Differentiates between                                                                                                       |   |   |  |  |
| Food and Non-food items                                                                                                      | ✓ |   |  |  |
| Fruits and Vegetables                                                                                                        | ✓ |   |  |  |
| Eating and Drinking                                                                                                          | ✓ |   |  |  |
| Raw and Cooked food                                                                                                          | ✓ |   |  |  |
| Healthy and Unhealthy food                                                                                                   | ✓ |   |  |  |
| Fresh and Rotten                                                                                                             | ✓ |   |  |  |
| Hot and Cold                                                                                                                 | ✓ |   |  |  |
| Dirty and Clean                                                                                                              | ✓ |   |  |  |
| Good and Bad smells                                                                                                          | ✓ |   |  |  |
| Sweet, Sour, and Bitter                                                                                                      | ✓ |   |  |  |
| Matches same objects                                                                                                         | ✓ |   |  |  |
| Sorts fruits and vegetables                                                                                                  | ✓ |   |  |  |
| Demonstrates an understanding that eating fruits and green vegetables can prevent diseases and illnesses and keep us healthy | ✓ |   |  |  |
| Matches objects with their shadows                                                                                           | ✓ |   |  |  |
| Demonstrates an understanding that we need money to buy things                                                               | ✓ |   |  |  |
| Identifies ₹ 1 coin                                                                                                          | ✓ |   |  |  |
| Enquires, explores, and discovers                                                                                            |   |   |  |  |
| Food becomes soft on cooking                                                                                                 | ✓ |   |  |  |
| Food rots if it is left outdoors                                                                                             | ✓ |   |  |  |
| Refrigeration keeps the food fresh for long                                                                                  | ✓ |   |  |  |
| Food becomes hot when put on a gas stove                                                                                     | ✓ |   |  |  |
| It takes many steps to cook food                                                                                             | ✓ |   |  |  |
| Wheat changes to flour on grinding                                                                                           |   | ✓ |  |  |
| Seeds germinate                                                                                                              |   | ✓ |  |  |

## Global Dimension

| Description of the task                                                                                                           | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies that a child their age may eat different food in another country (different types of breads like croissants and bagel) | ✓      |        |           |        |

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## Design and Technology

| Description of the task                                                                                                | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 3: Home Sweet Home</b>                                                                                        |        |        |           |        |
| Identifies examples of technology at home (e.g., TV, fridge and microwave)                                             | ✓      |        |           |        |
| <b>Theme 4: I Want To Grow Big</b>                                                                                     |        |        |           |        |
| Identifies that a microwave is a gadget to heat food                                                                   | ✓      |        |           |        |
| Identifies that a refrigerator is a gadget to cool liquids and food                                                    | ✓      |        |           |        |
| Demonstrates an understanding that technology, like computer and television, helps us to acquire important information | ✓      |        |           |        |

## Physical Development

| Description of the task                       | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------|--------|--------|-----------|--------|
| <b>Engages in gross motor activities like</b> |        |        |           |        |
| Running                                       | ✓      |        |           |        |
| Squatting                                     | ✓      |        |           |        |
| Climbing                                      | ✓      |        |           |        |
| Swinging                                      | ✓      |        |           |        |
| Crawling                                      | ✓      |        |           |        |
| Kneeling                                      | ✓      |        |           |        |
| Jumping                                       | ✓      |        |           |        |
| Kicking                                       | ✓      |        |           |        |
| Rolling                                       | ✓      |        |           |        |
| Sliding                                       | ✓      |        |           |        |
| Catching                                      | ✓      |        |           |        |
| Throwing                                      | ✓      |        |           |        |
| <b>Engages in fine motor activities like</b>  |        |        |           |        |
| Cutting (using blunt scissors)                |        |        | ✓         |        |
| Tearing                                       | ✓      |        |           |        |
| Pasting                                       | ✓      |        |           |        |
| Colouring                                     | ✓      |        |           |        |
| Twisting                                      | ✓      |        |           |        |
| Manipulating                                  | ✓      |        |           |        |
| Sticking                                      | ✓      |        |           |        |
| Spraying                                      | ✓      |        |           |        |
| Template tracing                              | ✓      |        |           |        |
| Pasta separation                              | ✓      |        |           |        |
| Crushing                                      | ✓      |        |           |        |
| Beading                                       | ✓      |        |           |        |
| Pinching                                      | ✓      |        |           |        |
| Threading                                     | ✓      |        |           |        |
| Opening pea pods                              | ✓      |        |           |        |
| Peeling of potatoes (boiled)                  | ✓      |        |           |        |

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## 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 chants and participates in finger plays | ✓      |        |           |        |
| Uses dance steps and styles to respond to music        | ✓      |        |           |        |
| Identifies and has begun to use musical instruments    |        | ✓      |           |        |
| <b>Arts</b>                                            |        |        |           |        |
| Uses colours and impressions to create artwork         | ✓      |        |           |        |
| Moulds clay into fruits and vegetables                 | ✓      |        |           |        |
| Creates a celebration collage                          | ✓      |        |           |        |
| Uses shape templates to create artwork                 | ✓      |        |           |        |
| Draws a picture using colours                          | ✓      |        |           |        |
| Creates an artwork with blow paint                     | ✓      |        |           |        |
| <b>Drama</b>                                           |        |        |           |        |
| Engages in make believe market                         |        | ✓      |           |        |

## 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 3</b>                                                |                                                                      |                                                 |                                      |                       |
| <b>Participates in</b>                                        |                                                                      |                                                 |                                      |                       |
| Socio Dramatic Play                                           | ✓                                                                    |                                                 |                                      |                       |
| 'Going Out' with the Family                                   | ✓                                                                    |                                                 |                                      |                       |
| I Am Your Granny - Stage event                                |                                                                      | ✓                                               |                                      |                       |
| <b>Theme 4</b>                                                |                                                                      |                                                 |                                      |                       |
| <b>Participates in competence building events</b>             |                                                                      |                                                 |                                      |                       |
| Who Peels the Potato First?                                   |                                                                      | ✓                                               |                                      |                       |
| Who Shells the Most Pods?                                     |                                                                      | ✓                                               |                                      |                       |
| Make Believe Market                                           |                                                                      | ✓                                               |                                      |                       |
| Social Dramatic Play (Please! Please!)                        | ✓                                                                    |                                                 |                                      |                       |
| <b>Visits/Field Trips</b>                                     |                                                                      |                                                 |                                      |                       |
| Flour Mill                                                    |                                                                      | ✓                                               |                                      |                       |
| Supermarket                                                   |                                                                      | ✓                                               |                                      |                       |
| Any Orchard/Plantation                                        |                                                                      | ✓                                               |                                      |                       |
| Participates in the celebration of special days and festivals | ✓                                                                    |                                                 |                                      |                       |

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## Information and Communication Technology

| Description of the task                                                                                                  | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Demonstrates an understanding that digital tools can be used as means to communicate with others, find information, etc. | ✓      |        |           |        |

**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)                     | 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)                                 | 37                   | Advanced                           |

### Future Readiness

| Description of the task                      | Accomplishment Level |                                    |
|----------------------------------------------|----------------------|------------------------------------|
| Formative                                    |                      |                                    |
| Hands On Learning (10m)                      | 8                    | Bravo! You are almost there.       |
| Attendance and Classroom Participation (10m) | 9                    | Kudos! You can celebrate your win! |
| Summative                                    |                      |                                    |
| Online Quiz (20m)                            | 17                   | Bravo! You are almost there.       |
|                                              |                      |                                    |
| Total (40m)                                  | 34                   | 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) | 9                    | Kudos! You can celebrate your win! |
| Summative                                    |                      |                                    |
| Online Quiz (20m)                            | 18                   | Kudos! You can celebrate your win! |
|                                              |                      |                                    |
| Total (40m)                                  | 35                   | Advanced                           |

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## Educator's Remarks

Rafqa is making progress in literacy, numeracy, and social-emotional development.

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

Sneha Mudhol  
Educator's Name

Laxmi Inchal  
Principal's Name