

Name: Ishaan Arakeri Class: UKG Group: Aura

# PROGRESS AND PERFORMANCE PROFILE

# UKG

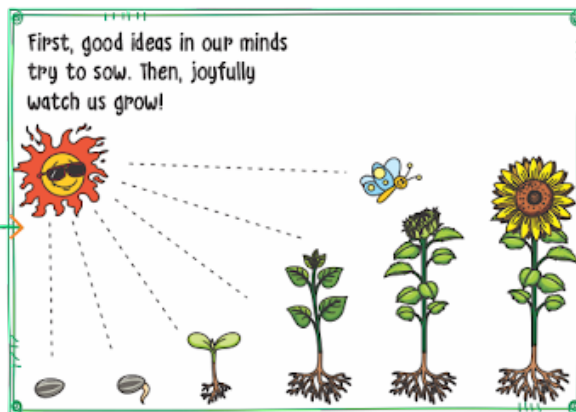
Session 2024-2025

## Unit 2



Fantastic  
Families

Sow And  
Grow



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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>                                                                                |        |        |           |        |
| Knows ways of staying safe at home and school                                                   |        | ✓      |           |        |
| Demonstrates an understanding of how to stay safe in the kitchen                                |        | ✓      |           |        |
| <b>Nutrition and Hygiene</b>                                                                    |        |        |           |        |
| Understands of the importance of eating the right kind of food for their growth and development |        | ✓      |           |        |
| Washes hands before and after meals                                                             | ✓      |        |           |        |
| Brushes teeth regularly (twice a day)                                                           | ✓      |        |           |        |

## Personal, Social and Emotional Development

| Description of the task                                                                                                    | Always | Mostly | Sometimes | Rarely |
|----------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Self-regulation</b>                                                                                                     |        |        |           |        |
| Follows class rules and routines                                                                                           |        | ✓      |           |        |
| Uses magic words such as 'Please', 'Thank you', 'May I', and 'Sorry'                                                       |        | ✓      |           |        |
| Takes care of belongings                                                                                                   | ✓      |        |           |        |
| Has begun to use non-verbal gestures and signs to communicate during classes/activities                                    |        | ✓      |           |        |
| <b>Self-help</b>                                                                                                           |        |        |           |        |
| Feeds self                                                                                                                 | ✓      |        |           |        |
| Uses napkin, fork, spoon, mat, apron                                                                                       | ✓      |        |           |        |
| Takes off and put on shoes and socks                                                                                       | ✓      |        |           |        |
| Washes food bowl                                                                                                           |        |        | ✓         |        |
| Prepares cold cereal                                                                                                       |        |        | ✓         |        |
| Makes a sandwich                                                                                                           |        |        | ✓         |        |
| <b>Social skills</b>                                                                                                       |        |        |           |        |
| Demonstrates table etiquette during meal time                                                                              |        | ✓      |           |        |
| Demonstrates appropriate behaviour during classes/activities/interaction                                                   |        | ✓      |           |        |
| Has begun to work in pairs/groups to complete a task                                                                       |        | ✓      |           |        |
| <b>Self-awareness</b>                                                                                                      |        |        |           |        |
| Makes choices                                                                                                              | ✓      |        |           |        |
| Verbalises their needs                                                                                                     | ✓      |        |           |        |
| Expresses their likes/dislikes/opinions/ideas                                                                              | ✓      |        |           |        |
| Expresses feelings appropriately                                                                                           | ✓      |        |           |        |
| <b>Is aware of personal competence</b>                                                                                     |        |        |           |        |
| Expresses pride in one's accomplishments                                                                                   |        | ✓      |           |        |
| <b>Resilience</b>                                                                                                          |        |        |           |        |
| Makes a second attempt at something after the first attempt was unsuccessful (e.g., tying shoe laces, completing a puzzle) |        | ✓      |           |        |
| <b>Empathy</b>                                                                                                             |        |        |           |        |
| Is aware of other's feelings and respects them                                                                             |        | ✓      |           |        |

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## Conflict Resolution

|                                                             |  |  |   |  |
|-------------------------------------------------------------|--|--|---|--|
| Suggests solutions for a conflict                           |  |  | ✓ |  |
| Practices solving simple conflicts with peers independently |  |  | ✓ |  |

## English

| Description of the task                                                                                                                                                                                       | Always | Mostly | Sometimes | Rarely |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Listens to</b>                                                                                                                                                                                             |        |        |           |        |
| Instructions                                                                                                                                                                                                  |        | ✓      |           |        |
| Short stories                                                                                                                                                                                                 |        | ✓      |           |        |
| <b>Views</b>                                                                                                                                                                                                  |        |        |           |        |
| A variety of texts, images, and visuals (e.g., short films) and respond to them                                                                                                                               |        | ✓      |           |        |
| Attentively for a sustained period of time                                                                                                                                                                    |        | ✓      |           |        |
| <b>Speaks aloud</b>                                                                                                                                                                                           |        |        |           |        |
| Prayer                                                                                                                                                                                                        | ✓      |        |           |        |
| Phonic drill                                                                                                                                                                                                  | ✓      |        |           |        |
| Simple sentences on home and food                                                                                                                                                                             |        | ✓      |           |        |
| <b>Reads</b>                                                                                                                                                                                                  |        |        |           |        |
| Sight words                                                                                                                                                                                                   |        | ✓      |           |        |
| Three letter words with vowels 'o' & 'u' (cvc words)                                                                                                                                                          |        | ✓      |           |        |
| Simple sentences                                                                                                                                                                                              |        | ✓      |           |        |
| Simple stories                                                                                                                                                                                                |        | ✓      |           |        |
| <b>Presents</b>                                                                                                                                                                                               |        |        |           |        |
| Facts, information, experiences, and ideas through various oral and visual forms (e.g. Show and Tell; Do and Tell)                                                                                            |        | ✓      |           |        |
| <b>Recites</b>                                                                                                                                                                                                |        |        |           |        |
| Rhymes with actions and voice modulations                                                                                                                                                                     |        | ✓      |           |        |
| <b>Uses picture cues and phonics to read</b>                                                                                                                                                                  |        |        |           |        |
| Personal Details                                                                                                                                                                                              |        | ✓      |           |        |
| Family members                                                                                                                                                                                                |        | ✓      |           |        |
| Fruits and Vegetables                                                                                                                                                                                         | ✓      |        |           |        |
| Milk products and Grains                                                                                                                                                                                      |        | ✓      |           |        |
| Action words                                                                                                                                                                                                  |        | ✓      |           |        |
| <b>Writes</b>                                                                                                                                                                                                 |        |        |           |        |
| Three letter words with vowels 'o' & 'u' (cvc words)                                                                                                                                                          |        | ✓      |           |        |
| Simple sentences                                                                                                                                                                                              |        | ✓      |           |        |
| <b>Expresses</b>                                                                                                                                                                                              |        |        |           |        |
| 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.) |        | ✓      |           |        |
| <b>Comprehends</b>                                                                                                                                                                                            |        |        |           |        |
| 'Wh' questions                                                                                                                                                                                                |        | ✓      |           |        |
| Riddles                                                                                                                                                                                                       |        | ✓      |           |        |
| Simple stories                                                                                                                                                                                                |        | ✓      |           |        |

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| Responds to questions about main characters, setting and events during a read-aloud story session                           |   |   |   |  |
|-----------------------------------------------------------------------------------------------------------------------------|---|---|---|--|
| Predicts story with the help of illustrations                                                                               |   | ✓ |   |  |
| 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                                      |   | ✓ |   |  |
| Demonstrates an understanding of                                                                                            |   |   |   |  |
| Capital letters                                                                                                             | ✓ |   |   |  |
| Full stop                                                                                                                   | ✓ |   |   |  |
| Question mark                                                                                                               |   | ✓ |   |  |
| Has begun to speak in sentences using correct sentence structure (noun/pronoun followed by the action in the correct tense) |   |   | ✓ |  |
| Practices                                                                                                                   |   |   |   |  |
| 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 based on honesty, politeness, cooperation, helpfulness, and kindness                        | ✓      |        |           |        |
| Identifies that these qualities help them become good friends                                                  | ✓      |        |           |        |
| Gives examples from their life when they have seen someone being honest, polite, kind, helpful and cooperative | ✓      |        |           |        |

## Gender Equality

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

## 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                                                                                                            |  | ✓ |   |  |
| व्यंजन (त - व) 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 (त - व)                                                                                                 |  | ✓ |   |  |
| व्यंजन 'त - व' 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 (100-150)                                             |        | ✓      |           |        |
| Does number work (1-100)                                          |        |        |           |        |
| Recognises and writes from 1 to 100 using hundred, tens, and ones |        | ✓      |           |        |
| Does one-to-one correspondence while counting                     |        | ✓      |           |        |
| Counts backwards (100-1)                                          |        | ✓      |           |        |
| Identifies and writes after, between and before numbers (1-100)   |        | ✓      |           |        |
| Uses an abacus to write numbers (1-100)                           |        |        | ✓         |        |
| Compares numbers (1-100)                                          |        | ✓      |           |        |
| Arranges the numbers in ascending and descending order (1-100)    |        |        | ✓         |        |

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| Time                                                                              |  |   |   |  |
|-----------------------------------------------------------------------------------|--|---|---|--|
| Tells time using the hour hand                                                    |  | ✓ |   |  |
| Understands time-table                                                            |  | ✓ |   |  |
| Identifies meal timings                                                           |  | ✓ |   |  |
| Estimates time in terms of cooking time of simple snacks                          |  | ✓ |   |  |
| Makes a time-table                                                                |  |   | ✓ |  |
| Money                                                                             |  |   |   |  |
| Identifies basic currency                                                         |  | ✓ |   |  |
| Understands the use of currency to buy things and pay people for their services   |  | ✓ |   |  |
| Connects maths to their daily lives                                               |  |   |   |  |
| Understands the use of currency in the context of buying food                     |  | ✓ |   |  |
| Demonstrate an understanding of the use of a time-table to make their work easier |  | ✓ |   |  |

## 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                                                   |        | ✓      |           |        |
| Identifies that things cost more or less                                                                                  |        | ✓      |           |        |
| Explains why a choice may be necessary (e.g., wanting two items at the same time but only having enough money to buy one) |        | ✓      |           |        |

## Cognitive Thinking (Social and Scientific)

| Description of the task                                                                                                                    | Always | Mostly | Sometimes | Rarely |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Theme 3: Fantastic Families                                                                                                                |        |        |           |        |
| Gives out important information about his/her family, such as parents' names, address and phone number, when requested by a trusted person |        | ✓      |           |        |
| Describes his/her family                                                                                                                   |        | ✓      |           |        |
| Identifies his/her family members and relations within the family                                                                          |        |        | ✓         |        |
| Understands the roles and responsibilities of family members                                                                               |        | ✓      |           |        |
| Develops a sense of responsibility and displays love, respect, and care towards family members                                             |        | ✓      |           |        |
| Identifies ways in which he/she can help at home and care for family members                                                               |        | ✓      |           |        |
| Demonstrates responsibility in the family by engaging in daily chores                                                                      |        |        | ✓         |        |
| Stays safe at home by avoiding unsafe objects                                                                                              |        | ✓      |           |        |
| Demonstrates an understanding of how they can be connected with family members using digital tools                                         |        | ✓      |           |        |

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| Theme 4: Sow and Grow                                                             |   |   |   |  |
|-----------------------------------------------------------------------------------|---|---|---|--|
| Describes living things                                                           |   | ✓ |   |  |
| Explains why plants are living things                                             |   | ✓ |   |  |
| Identifies and describes the places where plants can be seen in their environment | ✓ |   |   |  |
| Identifies, names, and describes the parts of a plant                             |   | ✓ |   |  |
| Describes the things that plants need to live and grow                            | ✓ |   |   |  |
| Explores how seeds grow into plants                                               |   | ✓ |   |  |
| Demonstrates an understanding of similarities and differences in plants           |   |   | ✓ |  |
| Identifies, draws and labels different kinds of plants                            |   | ✓ |   |  |
| Describes the uses of plants                                                      |   | ✓ |   |  |
| Lists the food that comes from plants                                             |   | ✓ |   |  |
| Traces the journey of food from plant source to their plate                       |   | ✓ |   |  |

## Design and Technology

| Description of the task                                                                                                     | Always | Mostly | Sometimes | Rarely |
|-----------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 3: Fantastic Families</b>                                                                                          |        |        |           |        |
| Identifies gadgets that are used in the household for our comfort (e.g., air conditioners, vacuum cleaners, and computers.) | ✓      |        |           |        |
| <b>Theme 4: Sow and Grow</b>                                                                                                |        |        |           |        |
| Demonstrates an understanding that plants have differently shaped leaves to survive in different climatic conditions        | ✓      |        |           |        |
| <b>STREAM Project</b>                                                                                                       |        |        |           |        |
| 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 |
|------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 3: Fantastic Families</b>                                           |        |        |           |        |
| Disposes trash responsibly                                                   |        | ✓      |           |        |
| Participates in activities related to keeping the home and environment clean | ✓      |        |           |        |
| <b>Theme 4: Sow and Grow</b>                                                 |        |        |           |        |
| Lists ways of taking care of plants                                          |        | ✓      |           |        |
| Explores the effects of deforestation                                        |        | ✓      |           |        |

## Global Dimension

| Description of the task                                                                                                                                                                                          | Always | Mostly | Sometimes | Rarely |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Theme 3: Fantastic Families</b>                                                                                                                                                                               |        |        |           |        |
| Identifies that families can be different across different parts of the world (e.g., In India, grandparents live with us. In some other countries, such as America, grandparents may live in a different house.) |        | ✓      |           |        |

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## Theme 4: Sow and Grow

Demonstrates that people have different food choices and eating habits based on the place they belong (e.g., People living in Punjab eat chapatis and dairy products. People living in Japan eat noodles and fish.)

✓

## 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                                                                          | ✓      |        |           |        |
| Catch and throw                                                                  | ✓      |        |           |        |
| Running                                                                          | ✓      |        |           |        |
| Somersault                                                                       |        |        | ✓         |        |
| Hopping                                                                          | ✓      |        |           |        |
| High jump                                                                        |        | ✓      |           |        |
| Simple aerobic exercises                                                         | ✓      |        |           |        |
| Dance                                                                            | ✓      |        |           |        |
| <b>Engages in fine motor activities like</b>                                     |        |        |           |        |
| Cutting, tearing, pasting (food collage)                                         | ✓      |        |           |        |
| Colouring (food items)                                                           | ✓      |        |           |        |
| Clay play (making food items)                                                    | ✓      |        |           |        |
| Freehand drawing (vegetables)                                                    |        | ✓      |           |        |
| Tracing the templates                                                            | ✓      |        |           |        |
| Peeling (potatoes)                                                               |        | ✓      |           |        |
| Sorting (pea, pulses, pastas, etc.)                                              |        |        | ✓         |        |

## Creative Thinking & Expression

| Description of the task                                                                                                             | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| <b>Arts</b>                                                                                                                         |        |        |           |        |
| Creates works of art                                                                                                                |        | ✓      |           |        |
| Attempts cut, paste and assemble activities                                                                                         |        | ✓      |           |        |
| <b>Music and Movement</b>                                                                                                           |        |        |           |        |
| Demonstrates an understanding of fast/slow (tempo), high/low (pitch), short/long (duration), soft/loud (volume), strong/weak (beat) |        | ✓      |           |        |
| Moves in rhythmic pattern                                                                                                           | ✓      |        |           |        |
| Plays rhythm with instrument                                                                                                        |        | ✓      |           |        |
| Names music by its type (instrument)                                                                                                |        |        | ✓         |        |
| <b>Drama</b>                                                                                                                        |        |        |           |        |
| Acts out short stories                                                                                                              |        |        | ✓         |        |
| Uses material and props to Show and Tell                                                                                            |        |        | ✓         |        |

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## Information and Communication Technology

| Description of the task                                                                   | Always | Mostly | Sometimes | Rarely |
|-------------------------------------------------------------------------------------------|--------|--------|-----------|--------|
| Identifies gadgets, such as phone, TV, camera, and DVD player, and describe their uses    | ✓      |        |           |        |
| Models proper computer lab behaviours                                                     | ✓      |        |           |        |
| 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)                              |        | ✓      |           |        |
| Uses 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 |
|-------------------------------------------------------------|--------|--------|-----------|--------|
| Finds a happy balance between online and offline activities |        | ✓      |           |        |
| Says goodbye to technology even when they do not want to    |        | ✓      |           |        |

## 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 3</b>                                         |                                                                      |                                                 |                                      |                       |
| Our Fantastic Family                                   |                                                                      | ✓                                               |                                      |                       |
| Picnic Fun                                             | ✓                                                                    |                                                 |                                      |                       |
| Grandparents Week                                      | ✓                                                                    |                                                 |                                      |                       |
| Families Can Be Different                              |                                                                      | ✓                                               |                                      |                       |
| <b>Theme 4</b>                                         |                                                                      |                                                 |                                      |                       |
| Fun on the Run                                         |                                                                      | ✓                                               |                                      |                       |
| Let Us Go Shopping                                     |                                                                      | ✓                                               |                                      |                       |
| Let Us Make Tea for Daddy                              |                                                                      |                                                 | ✓                                    |                       |
| Visit a kitchen garden                                 |                                                                      |                                                 | ✓                                    |                       |

**Name: Ishaan Arakeri Class: UKG Group: Aura**

**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: Ishaan Arakeri Class: UKG Group: Aura**

## Formative and Summative Assessments

### English

| Description of the task                     | Accomplishment Level |                                                           |
|---------------------------------------------|----------------------|-----------------------------------------------------------|
| Formative                                   |                      |                                                           |
| Hands On Learning (10m)                     | 9                    | Kudos! You can celebrate your win!                        |
| 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)                      | 15                   | Bravo! You are almost there.                              |
|                                             |                      |                                                           |
| Total (40m)                                 | 31                   | 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) | 3                    | Continue doing the good work. You are on the right track! |
| Summative                                   |                      |                                                           |
| Pencil and Paper (20m)                      | 13                   | Continue doing the good work. You are on the right track! |
|                                             |                      |                                                           |
| Total (40m)                                 | 26                   | Developing                                                |

### Maths

| 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) | 3                    | Continue doing the good work. You are on the right track! |
| Summative                                   |                      |                                                           |
| Pencil and Paper (20m)                      | 17                   | Bravo! You are almost there.                              |
|                                             |                      |                                                           |
| Total (40m)                                 | 32                   | Proficient                                                |

**Name: Ishaan Arakeri Class: UKG Group: Aura**

## 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) | 3                    | Continue doing the good work. You are on the right track! |
| Summative                                   |                      |                                                           |
| Pencil and Paper (20m)                      | 17                   | Bravo! You are almost there.                              |
|                                             |                      |                                                           |
| Total (40m)                                 | 32                   | Proficient                                                |

## Future Readiness

| Description of the task                      | Accomplishment Level |                                    |
|----------------------------------------------|----------------------|------------------------------------|
| Formative                                    |                      |                                    |
| Hands On Learning (10m)                      | 7                    | Bravo! You are almost there.       |
| Attendance and Classroom Participation (10m) | 7                    | Bravo! You are almost there.       |
| Summative                                    |                      |                                    |
| Online Quiz (20m)                            | 19                   | Kudos! You can celebrate your win! |
|                                              |                      |                                    |
| Total (40m)                                  | 33                   | Proficient                         |

## Digital Citizenship & ICT

| Description of the task                      | Accomplishment Level |                                                           |
|----------------------------------------------|----------------------|-----------------------------------------------------------|
| Formative                                    |                      |                                                           |
| Hands On Learning (10m)                      | 7                    | Bravo! You are almost there.                              |
| Attendance and Classroom Participation (10m) | 6                    | Continue doing the good work. You are on the right track! |
| Summative                                    |                      |                                                           |
| Online Quiz (20m)                            | 19                   | Kudos! You can celebrate your win!                        |
|                                              |                      |                                                           |
| Total (40m)                                  | 32                   | Proficient                                                |

Name: Ishaan Arakeri Class: UKG Group: Aura



## Educator's Remarks

Ishaan is very friendly child who actively participates in every classroom activity.

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

Maheen Faniband  
Educator's Name

Laxmi Inchal  
Principal's Name