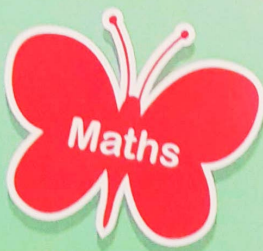
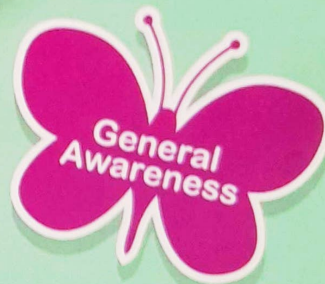


MITSURE

MILO MILES

ASSESSMENT SHEETS

LEVEL 3

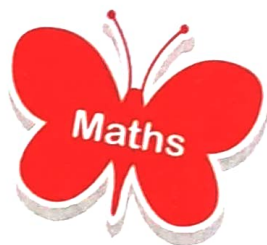


Mittsure

MILO MILES

ASSESSMENT SHEETS

LEVEL 3



Name: _____

Class: _____ Sec.: _____

School: _____

Assessment Sheet-1 (English)

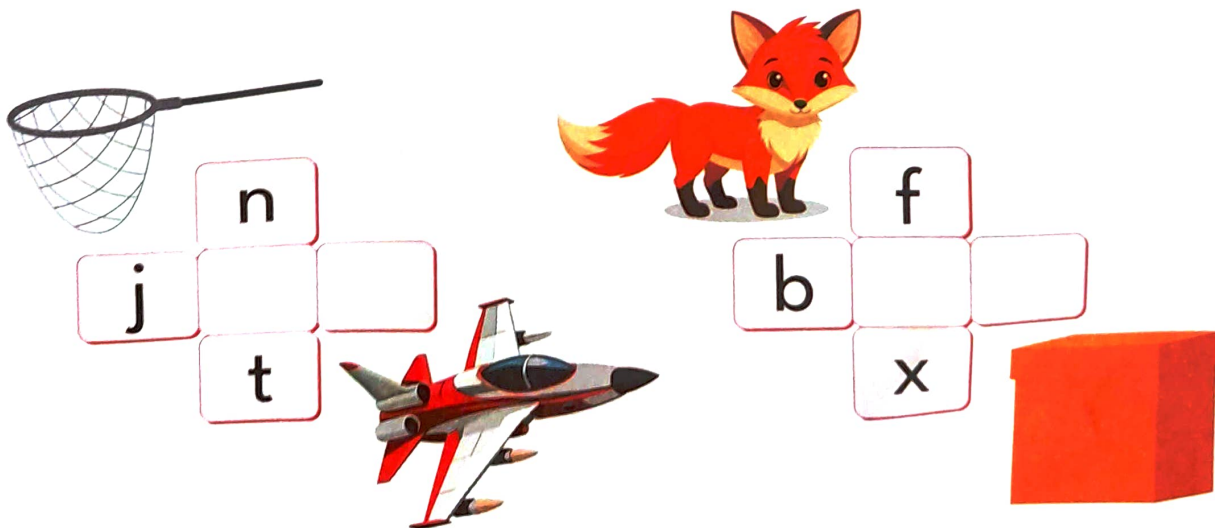
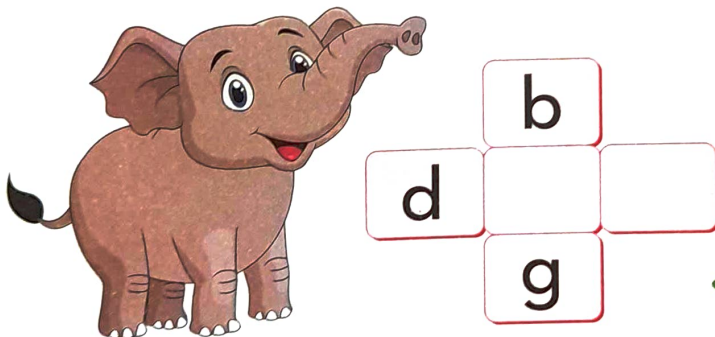
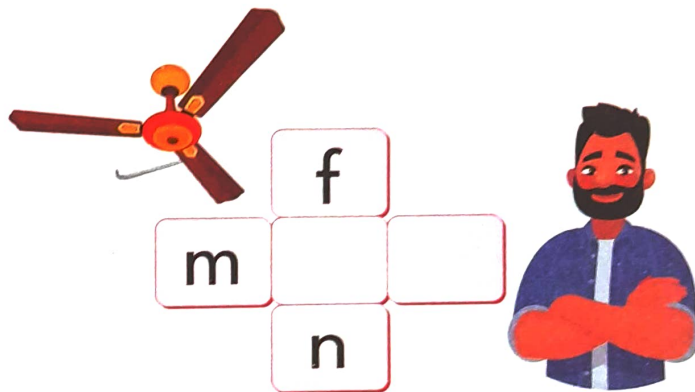
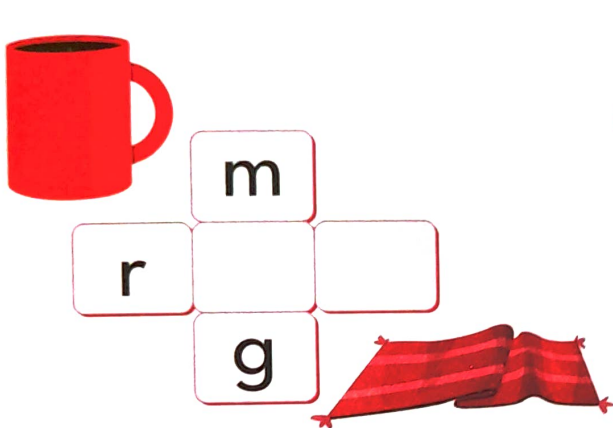
TOPICS COVERED:

- Vowels and Consonants
- Short Vowel Sounds (a,e,i,o,u)
- Cursive Letters A to E

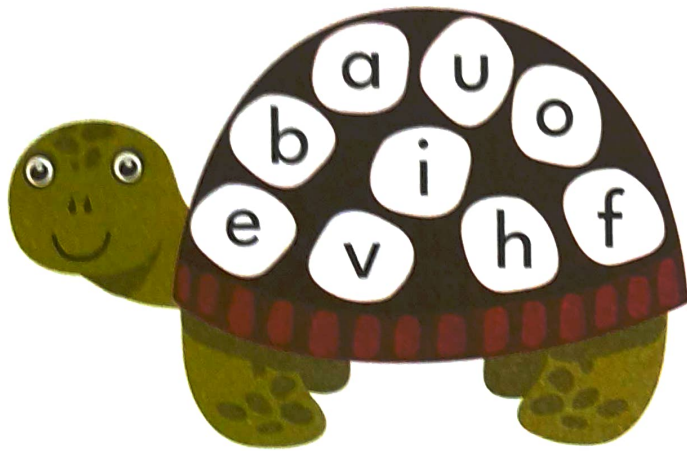
Class: UKG

Name: _____

A. Look at the pictures and fill in the missing letters:



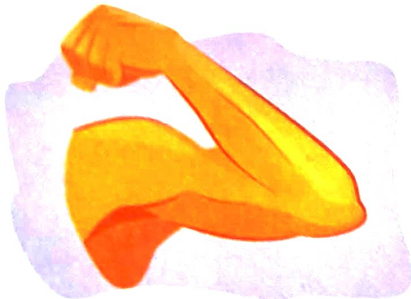
B. (i) Colour all the vowels
'green':



(ii) Colour all the ²consonants
'yellow':



C. Write the first letter of each picture in capital cursive font:



rm



oat



at



arth



rum



xe

D. Circle correct word for the given picture in each row:



apple

ant

arrow



boy

bear

bird



camel

cow

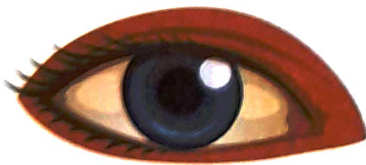
crow



dog

door

duck



ear

eye

egg



car

cake

cap

E. Write the name of each picture:



10



Oral Assessment

1. Capital and Small Letter Matching

- Show a flash card with a capital letter and ask the child to find and match the corresponding small letter.
- Repeat this for 3-4 letter pairs.

2. Vowel Sound (Phonics)

- Prepare cards with short vowel sound words with missing vowels (e.g., c_t, b_g, p_n, m_p).
- Ask the child to fill in the missing vowels to complete the words. Each child should complete...

3. Cursive Letter Tracing

- Provide a sand tray and ask the child to trace cursive letters from A to E. For example, “Can you trace capital cursive A, B, and C in the sand?” “Now, trace small cursive d and e with your index finger.”
- Each child should trace at least 2–3 letters of both capital and small forms.

4. Rhyme/Prayer Recitation

- Ask the child to recite any one rhyme or morning prayer of their choice.



Assessment Sheet-1 (Maths)

PICS COVERED:

Number Concepts (Big/Small, Thick/
Thin, On/Under)
Numbers 1 to 50
Before/After/In Between Numbers

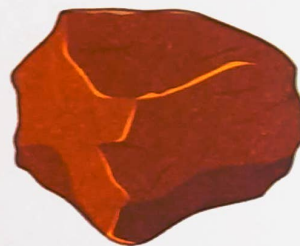
Class: UKG

Name: _____

(i) Tick (✓) the one in each pair that is BIG:



(ii) Tick (✓) the one in each pair that is SMALL:



Write before, after and in between numbers for the following:

| | | |
|--|----|--|
| | 17 | |
|--|----|--|

| | | |
|----|--|----|
| 14 | | 16 |
|----|--|----|

| | | |
|--|----|--|
| | 10 | |
|--|----|--|

| | | |
|---|--|----|
| 9 | | 11 |
|---|--|----|

| | | |
|----|--|----|
| 18 | | 20 |
|----|--|----|



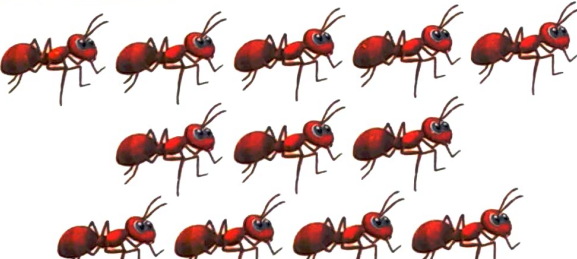

| | | |
|--|----|--|
| | 13 | |
|--|----|--|

| | | |
|--|----|--|
| | 19 | |
|--|----|--|

| | | |
|--|---|--|
| | 5 | |
|--|---|--|

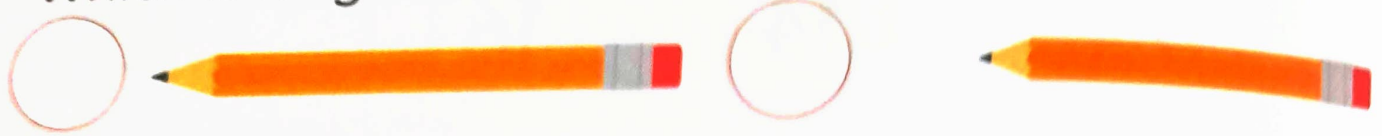
| | | |
|--|----|--|
| | 18 | |
|--|----|--|

Make set of tens and ones. Fill in correct values and write the count:

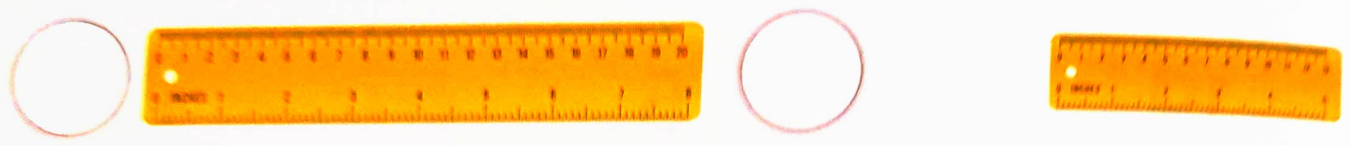
|  | <table border="1"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> </tr> </tbody> </table> is <input type="text" value="12"/> | Tens | Ones | 1 | 2 |
|--|--|------|------|---|---|
| Tens | Ones | | | | |
| 1 | 2 | | | | |
|  | <table border="1"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> is <input type="text"/> | Tens | Ones | | |
| Tens | Ones | | | | |
| | | | | | |
|  | <table border="1"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> is <input type="text"/> | Tens | Ones | | |
| Tens | Ones | | | | |
| | | | | | |
|  | <table border="1"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> is <input type="text"/> | Tens | Ones | | |
| Tens | Ones | | | | |
| | | | | | |

D. (i) Tick (✓) the correct answer in each row:

Which is longer?



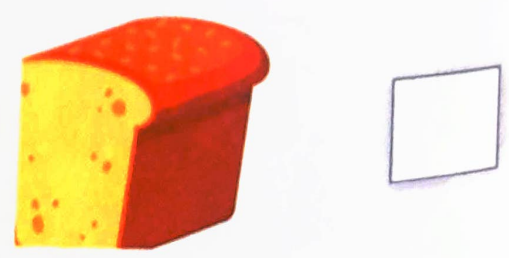
Which is shorter?



Which is longer?



(ii) Put a tick (✓) for thick object and put a cross (X) for thin object in each set:



Look at the pictures in the boxes. Answer the questions by circling the correct picture:

Which is taller?



Which is shorter?



Which is shorter?



Which is taller?



Which is taller?



Which is shorter?



Oral Assessment

1. Pre-number Concepts

(Big - Small, Long - Short, Tall - Short, Thick - Thin)

- Show a few objects or pictures of different things (e.g., a big ball, a small ball, a long scale, a short boy, a tall man, a long ribbon, a short ribbon, a thick book, a tall box) to ask questions for pre-number concepts. Like,
“Which ball is big and which one is small?”
“Tell me the smallest object on this table.”
“Is this rope short or long?”
“Which box is short?”
“Which crayon is thicker?”
“Is the notebook thin or thick?”

2. Before - After - In Between Numbers

- Play Oral Number Game from 1 to 50
“What number comes before 8?”
“What number comes after 12?”
“Which number comes in between 5 and 7?”

3. Spot the Differences (Visual Discrimination)

- Show two similar pictures with 5 differences and ask the child to find 5 things that are different in these two pictures.

Note: Observe the child's observation skills and time taken, and guide accordingly.



.....
Teacher's Signature

Assessment Sheet-1 (General Awareness)

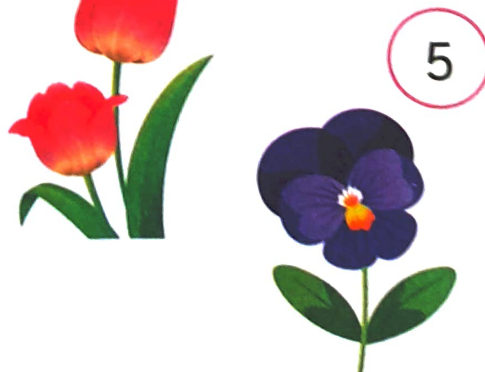
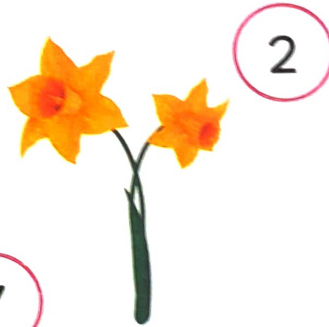
TOPICS COVERED:

- Body Parts
- Flowers
- Fruits and Vegetables
- Colours
- Good Habits








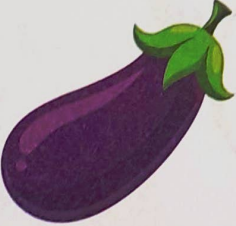

Class: UKG

Name: _____

A. Write the correct number of flower in front of each name:



| | |
|-----------|-----------------------|
| jasmine | <input type="radio"/> |
| bluebell | <input type="radio"/> |
| sunflower | <input type="radio"/> |
| lotus | <input type="radio"/> |
| tulip | <input type="radio"/> |
| daffodil | <input type="radio"/> |
| marigold | <input type="radio"/> |
| rose | <input type="radio"/> |
| pansy | <input type="radio"/> |
| hibiscus | <input type="radio"/> |

| | | |
|--|---|---|
|  |  |  |
| fruit vegetable | fruit vegetable | fruit vegetable |
|  |  |  |
| fruit vegetable | fruit vegetable | fruit vegetable |
|  |  |  |
| fruit vegetable | fruit vegetable | fruit vegetable |

C. Match the given umbrellas to their matching set of coloured gumboots:



Fill the missing letters to complete the body parts names:

H__IR

EY__

EA__

N__SE

MO__TH

H__ND

STO__ACH

F__OT

E. Tick (✓) the good habits and cross out (✗) the bad habits:



Oral Assessment

1. Body Parts

- Show a cutout or picture of a boy or a girl and ask the child to point to different body parts. For example,
“Can you name five body parts?”
“Which part of the body do you use to see?”
“Which part helps you to walk?”
“Can you tell me any three good habits you follow to keep your body clean and healthy?”

2. Colours

- Show a few real objects of different colours (e.g., red apple, yellow toy, green leaf, blue block) along with colour flash cards. Ask the child questions like,
“Can you match this apple to its colour card?”
“What is the colour of this ball?”
“Can you find something green among these objects?”

3. About Flowers

- Show a few flash cards or real flowers and ask questions like,
“Which flower do you like the most?”
“What is the colour of this flower?”
“Do you know the name of our national flower?”
“Which flower smells nice?”
“Can you name a flower that grows in water?”



.....
Teacher's Signature

अनमोल हिंदी प्रवेशिका पुस्तक के पेज नंबर 24, 25, 27, 29 और 30 पढ़ें।

हिंदी अखबार से दो अक्षर, तीन अक्षर और चार अक्षर वाले शब्द ढूँढिए व लिखिए।

अलग (Separate) फाइव लाइन वाली नोटबुक में प्रतिदिन पाँच शब्द लिखने हैं।

हिंदी कविता याद करो तथा एक्शन के साथ बोलो –
“हाथी जी की करें सवारी,
जी भर मौज मनाएँगे।”