

Assessing progress and performance: Secondary English

English (with Hindi)

Teacher: Hello, students.

Students: Hello, Sir.

Teacher: Good afternoon.

Students: Good afternoon, Sir.

Commentary:

In this secondary school, an English teacher experiments with different types of informal assessment with his large class.

Teacher: Today we are going to know the structure of sentence.

सेन्टेन्स का ढाचा भी हम लोग समझेंगे। And direct and indirect objects. Okay, understand?

Students: Yes Sir.

Commentary:

The teacher explains that, at the end of the lesson, he will request anonymous feedback on whether his students have understood the lesson. This is a way for students to evaluate their own learning.

Teacher: हमें क्या-क्या समझ में आ गया, तीसरा क्या लिखेंगे, पूरी तरह से समझ नहीं पाए। बिना नाम लिखे जब आपका ये क्लास खत्म हो जाएगा तो इस डिब्बे में डालेंगे। ये तुम्हारी परीक्षा ही नहीं है बल्कि क्या है हमारी भी परीक्षा है के हम समझा पा रहे हैं, आप समझ पा रहे हैं या नहीं

Commentary:

Earlier in the lesson, the students made two cards: one with a tick on and one with a cross on. The teacher tells his students to hold up a tick, if they think the answer is right and a cross if they think it's wrong.

In this way, by looking around the class, he can quickly check their understanding. If all his students can see the cards, they can compare their answers with those of their peers.

Teacher: Going to answer?

Student 1: Mohan is the subject. Verb is drives. A car object.

Teacher: Right. Most of you are showing card right.

Student 2: Sir, subject is my father.

Teacher: My father.

Student 2: Verb is sold. Sir, his car is object.

Teacher: Is she right or wrong?

Commentary:

Next the students do a language drill on direct and indirect objects in English. They are divided into groups and given cards with the words they should use to form sentences. Notice how the teacher uses Hindi to encourage his students' use of English, and monitors them to check their understanding and participation.

Teacher: एक लड़का लिखेंगा, दो लोग जो है यदि वो गलत है तो उसे सही करेंगे।

Students: no no ... that side ... that side.

Student 1: 'Sam' subject, 'draws' verb, 'a picture' is object.

'Sita' subject, 'bought me' verb, 'a dress' object.

Teacher: पहले जो हमने क्वेश्चन्स दिए थे इसका आन्सर लिखिए।

Commentary:

Now, it's time for the students to give their anonymous feedback. The teacher will use this to plan his next English lessons.

Teacher: Write your answer and after writing your answer, drop into this box and go silently one by one.

Teacher interview:

According to my assessment, 70–75 per cent of my students have understood the key learning points of the lesson.

My students' feedback is roughly what I expected. Although most of my students have understood how to use direct and indirect objects in English, 20–25% have said they have a problem with understanding this. This was also reflected by their use of the cards with ticks and crosses on. I will try to help them understand by modifying my teaching and incorporating more guidance on this in my next lesson.

Commentary:

The teacher used forms of assessment that were not inhibiting or embarrassing to his students.

How could you use ideas like these to encourage your students to assess their learning in your lessons?