

## Assessing progress and performance: Upper Primary Maths

### English (with Hindi)

Commentary:

Careful planning and continuous assessment are crucial to the success of all lessons. Here, a teacher plans an upper primary maths lesson on squares of numbers. During the lesson, he assesses his students' progress so he can plan appropriately for the next lesson.

Teacher interview:

I have planned this lesson with the help of colleagues. I have decided to teach the lesson by dividing the class into groups.

I have made some square cards for this activity.

**Teacher:** चलो तो आज हम लोग वर्ग के रूप बैठेंगे।

**Students:** यस सर

**Teacher:** चलिए तो मैं नंबर बोलूँ?

**Students:** यस सर

**Teacher:** चार तक

**Students:** यस सर

**Teacher:** चलो

**Students:** एक दो तीन चार, एक, दो, तीन, चार

**Teacher:** दो ग्रुप यहाँ आ जाँ, तीन ग्रुप वहाँ, चार ग्रुप पीछे, फटाफट

Teacher interview:

It is difficult to present the 'squares of numbers' in maths. It is an abstract idea, so I will present it in a live form using square shapes in front of the children, so that they understand it and so that they can apply it to their daily lives.

**Teacher:** ये है वर्गाकार?

**Students:** नो सर.

**Teacher:** क्या करेंगे?

**Students:** अब नर्पेंगे

**Teacher:** मौका चाहिये?

**Students:** Yes सर.

**Teacher:** जाइए तो फिर, चलिए एक मौका और देता हूँ. कोई आपके समूह की सहायता चाहियें तो ले सकते हैं.

चलिए, मैं आपको एक चीज़ दिखता हूँ. मुझे लगता है कि ये आप लोगो से ही बनवाई थी.

**Students:** Yes सर.

**Teacher:** लेकिन आप लोगो को पता नहीं था कि क्यों बनवाया है हमने.

**Students:** Yes सर. नो सर.

**Teacher:** अब याद आया?

**Students:** Yes सर.

Teacher interview:

I ask my students to make things in order to motivate them. What you are seeing here is written by me.

I asked my students to fill in the gaps just for fun. I want the teaching materials I bring into the school, to be actively used by my students.

**Teacher:** इसमें मेरा प्रश्न ये है कि किनारा कितने इकाई का है उसके अन्दर कितने खाने हैं. इकाई खाने कितने हैं.

**Students:** चार,नौ

**Teacher:** चार आपने सही बताया लेकिन कितने कहने हैं चार इकाई के?

**Student 1:** जी सोलह

**Teacher:** सोलह

Commentary:

The teacher encourages his students to try many different examples of the squares of numbers.

**Teacher:** अच्छा दो की घात दो बताओ फिर.

**Students:** सर दो.

**Teacher:** अच्छा.

**Students:** चार.

**Teacher:** दो का गुना दो बार. कितना आएगा?

**Students:** चार.

**Teacher:** अच्छा, ठीक है. चलो, मैं ऐसे से पूछूँगा जो बिल्कुल नहीं बता रहा है. छह का वर्ग, बताओ. कोई नहीं बोलेगा.

**Student 2:** बारह

**Teacher:** बारह क्यों बताया बेटा? बारह क्यों बताया बेटा? बताओ

**Students:** सर जी

**Teacher:** छह दुनी बारह किया और दो क्या था?

**Student 2:** घात

**Teacher:** घात. घात में क्या किया जाता है?

**Student 2:** सर जी, गुना.

**Teacher:** हाँ, तो छह का गुना छह से, छह छंग?

**Student 2:** छत्तीस सर जी

**Teacher:** आ गया समझ में?

**Student 2:** हाँ सर जी

**Teacher:** तो ये बताओ फिर आ गया तो.

Commentary:

The teacher then asks his students to demonstrate their understanding of square numbers using stickers and cards.

**Teacher:** ये कार्ड दे रहा हूँ, आपके पास जो हैं, कार्ड हैं? उसके वर्ग बनाकर दिखाईएगा एक कार्ड का हाँ, इस कार्ड का। लीजिये, आपको क्या मिला है?

**Student 3:** अब हमें आठ का वर्ग बनाना है.

Teacher interview:

We monitor and assess our classes to see what they have learnt.

See here, we've written the name of each student in the class, here the subject, here the name of the topic and the time within which we have to complete the topic. The date is to be written here, but one cannot assess a student in a single day.

The student may not be able to understand a particular thing today, but as the chapter goes on, they may get it tomorrow or the day after. Our objective is not to find fault in students, but to see their understanding develop. We keep ticking those indicators, which we see and for those students who have not reached the necessary level, we try to teach the topic again using a new method.

I think most of my students, apart from two or three, have understood squares of numbers. I think five students have learned the squares of numbers very well.

I got a good response today. I mix the groups so that some students who've understood join those who have not. This way, they can work together to solve the problems. If too many students are unable to understand, then I change my teaching method.

Commentary:

How do you record your students' learning and how do these assessments inform further lesson planning?