

Assessing progress and performance: Secondary Science

English (with Hindi)

Commentary:

In this secondary science lesson, the teacher reviews the characteristics of cells. He has divided the class into groups according to their attainment level and distributed differentiated worksheets.

Teacher: आपस में बात करिए।

Student 1: कोशिका झिल्ली...

Student 2: कोशिका द्रव भी हो सकता है।

Student 3: हो सकता है।

Commentary:

During this lesson, several ways of assessing students' work are demonstrated. Assessment is not just setting tests; there are other techniques for checking progress. You can assess students' understanding by observing their work and listening to their conversations.

Teacher: सब लोग मिलजुलकर कितना निकाल रहे हैं! अंगों का नाम लिखिए, क्या है - क्या है?

Commentary:

When assessing through observation and listening, the teacher can make a mental note of students' progress.

Teacher: सब लोगों ने अपना-अपना group का काम कर लिया?

Students: Yes, sir.

Teacher: ठीक है। तो इस काम के करने के बाद, एक-दूसरे काम की ओर हम लोग, अब आगे बढ़ेंगे। ठीक है?

Students: Yes, sir.

Teacher: कोशिका के बारे में आप और क्या-क्या जानकारी रखते हैं - उसको - बिल्कुल एक जानकारी-वृक्ष की तरह - वृक्ष की जो शाखायें होती हैं, पेड़ की जो शाखा - की तरह आपको, उसको दर्शाना है।

Commentary:

Next, the teacher shows his students how to create a visual representation of what they have learnt about cells. It's called a mind map, and ideas are written out like the branches of a tree. The students' diagrams tell the teacher how much they have understood.

Teacher: काम start करो। जैसे मैंने बताया। आपको अपना तरीका ढूँढना है।

Commentary:

Another example of assessment is peer assessment. The teacher instructs groups of similar attainment level to exchange mind maps. Students can evaluate one another's work and offer feedback. This also helps reinforce their own understanding of the topic.

Teacher: अब ये काम हम लोग समाप्त करेंगे। एक-दूसरे से अदल-बदल करेंगे। Exchange!

Commentary:

The teacher encourages his students to discuss the other group's mind map and see if they can add further ideas.

Teacher: ये कुछ और आगे बढ़ सकती हैं? बढ़ सकती हैं तो बढ़ाइए। Change नहीं हो सकता है तो छोड़ दीजिए।

Student 4: दीप्नीस है? दीप्तिस है?

Student 5: दीप्तीका लिखा है न?

Student 6: दीप्तीका लिखा है? दीप्तीका?

Student 7: एक मिनट...!

Students 6 देखा न? एक बार check कर।

Student 7: नहीं! नहीं लिखा नहीं है।

Student 4: यहीं लिख दें...

Student 7: ये दूसरी है पीढ़ी...

Student 4: आनुवांशिक, अनुवांशिक पहले लिखो... एक पीढ़ी से दूसरी पीढ़ी तक जाने के काबिल...

Commentary:

At the end of the lesson, there's a further opportunity for peer assessment when the mind maps are put on display for all the students to review. How would you ask your students to feed back to one another on the mind maps displayed?