

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: ये pad भी हमारे विध्यालय में हैं ही। तो इस तरह से कुछ-कुछ सहायक सामग्री का हमने प्रयोग किया है।

चलो, तो आज हम लोग, वर्ग के रूप बैठेंगे?

Students: Yes, sir.

Teacher: चलिए, तो मैं number बोलूँ?

Students: Yes, sir.

Teacher: चार तक?

Students: Yes, sir.

Teacher: चलो।

Students: एक, दो, तीन, चार।

Teacher: एक...

Students: दो, तीन, चार। एक, दो, तीन, चार।

Teacher: 'दो' group यहाँ आ जाएँ, 'तीन' group वहाँ, 'चार' group 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: अब, ये है वर्गाकार?

Students: No, sir.

Teacher: क्या करेंगे?

Students: नापेंगे।

Teacher: मौका चाहिये?

Students: Yes, sir.

Teacher: जाइए तो फिर, चलिए, एक मौका और देता हूँ।

कोई आपके समूह की सहायता चाहिये, तो ले सकते हैं।

Student 1: महनाज़?

Teacher: चलिए, मैं आपको एक चीज़ दिखाता हूँ। मुझे लगता है कि ये आप लोगों से ही बनवाई थी।

Students: Yes, sir.

Teacher: लेकिन, आप लोगों को पता नहीं था, कि ये क्यों बनवाया है हमने।

Students: No, sir.

Teacher: अब याद आया?

Students: Yes, sir.

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: चलिए, 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 खाने हैं - चार इकाई के?

Student 2: 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: Sir जी, दो।

Teacher: अच्छा?

Students: चार।

Teacher: दो का गुना, दो बार। कितना आएगा?

Students: चार।

Teacher: अच्छा? ठीक है। चलो, मैं ऐसेसे पूछूँगा, जो बिलकुल नहीं बता रहा है।

छह का वर्ग? बताओ। कोई नहीं बोलेगा।

Student 3: जी, बारह।

Teacher: बारह क्यों बताया बेटा?

बारह क्यों बताया बेटा? बताओ?

Students: Sir जी, ये...

Teacher: 'छह-दुनी-बारह' किया। और दो क्या था? घात।

Students: घात।

Teacher: घात। घात में क्या किया जाता है?

Student 3: Sir जी...

Students: गुना।

Student 3: Sir जी, गुना।

Teacher: हाँ, तो छह का गुना छह से, 'छह-छंग'?

Student 3: छत्तीस, sir जी।

Teacher: आ गया समझ में?

Student 3: हाँ, आ गया sir.

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 card दे रहा हूँ। आपके पास जो हैं, card... उसके वर्ग बनाकर दिखाईएगा - एक card का। हाँ, इस card का।
लीजिये, आपको क्या मिला है?

Student 2: अब हमका, आठ के... आठ के 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?