

Class 2 Progress Sample

Name of the child : _____

*This test is designed to identify the progress of children in some sample concepts.

For each competency questions A and B are of the same difficulty level, and question C is of the higher difficulty level.

Baseline : For each competency we ask question A. We record his / her response in baseline A record.

Endline : We test for these sample competencies again after the six months of Manchadi math lab experience.

For each question do the following :

If the child could not do question A independently or was not liking it at time of baseline, give question B. Record the response in Endline B record. Also give question C which is of a higher difficulty level. Record the response in Endline C record.

If the child could do question A correctly at the time of baseline, give him only question C at the time of endline.

If at the time of baseline, the child is already above the level of endline question, this cannot be captured in this test. We can say that the child is at or above the expected level.)

MAKE SURE THAT EVERY CHILD IS FAMILIAR WITH DOMINOES. THEY SHOULD KNOW HOW TO PLAY DOMINOES.

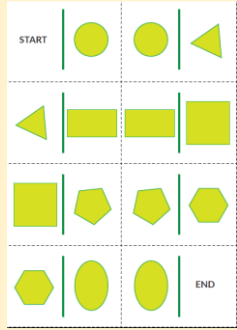
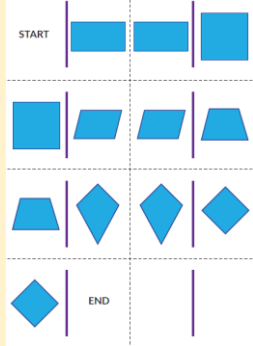
Dominoes used here are of two types. 1) Start to end 2) Loop

Start to End – The cards are shuffled and given to the child. She puts the card having START. On the right half of this card there is a picture/problem. The child has to find a card having matching picture or solution of that problem. The right half of that card has a next problem. Thus by putting cards the child has to reach upto the card having an END.

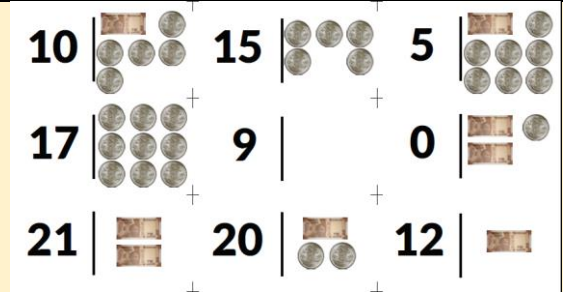
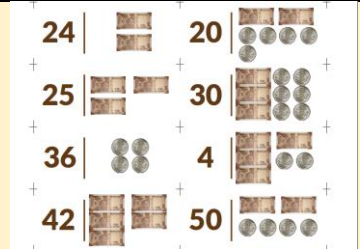
LOOP – The child can start with any card and complete the loop.

Dominoes ensures that the child is solving a number of problems based on each concept while playing the game. If he/she makes a mistake, the loop will not get completed. So, there is space for self-correction. Children do not realise that they are being assessed.

Activity /Question No.	Baseline question/Activity (A)	Baseline (A) - Record (You may tick more squares)	Endline question/activity (B)	Endline B record	End line question/activity (C)	Endline (C) Record
About Q 1.	Give Rangometry. Ask the child to make a picture. Ask her what he/she has made. Children should be looking at reality around them. Linking real life objects to geometric shapes (e.g. using a triangle for the roof) is the first stage mathematization of the reality.					
1	Give Rangometry. Ask the child to make a picture. Ask her what he/she has made. <i>(This description will connect the context)</i>	Approach Enthusiastic <input type="checkbox"/> Engrossed <input type="checkbox"/> Comfortable <input type="checkbox"/> Little awkward <input type="checkbox"/> Didn't want to do <input type="checkbox"/> Outcome	-	-	Give Rangometry. Ask the child to make a picture. Ask her what he/she has made. <i>(This description will connect the context)</i>	Approach Enthusiastic <input type="checkbox"/> Engrossed <input type="checkbox"/> Comfortable <input type="checkbox"/> Little awkward <input type="checkbox"/> Didn't want to do <input type="checkbox"/> Outcome


	Take a photograph of each child's picture	Made a picture with less than 8 pieces <input type="checkbox"/> Made a picture with more than 8 pieces <input type="checkbox"/> Described what she has made <input type="checkbox"/> Did not describe <input type="checkbox"/>			Take a photograph of each child's picture	Made a picture with less than 8 pieces <input type="checkbox"/> Made a picture with more than 8 pieces <input type="checkbox"/> Described what she has made <input type="checkbox"/> Did not describe <input type="checkbox"/>
About Q. 2	 <p>Dominoes having distinctly different shapes</p>				 <p>Dominoes having different types of quadrilaterals.</p>	
2	Play shapes dominoes level 1	Could complete the loop <input type="checkbox"/>	Play shapes dominoes level 1	Could complete the loop <input type="checkbox"/>	Play shapes dominoes level 2	Could complete the loop <input type="checkbox"/>

		Could not complete the loop <input type="checkbox"/>		Could not complete the loop <input type="checkbox"/>		Could not complete the loop <input type="checkbox"/>									
About Q. 3	<table border="1"> <tr> <td><u>6</u> </td> <td><u>2</u> </td> <td><u>4</u> </td> </tr> <tr> <td><u>7</u> </td> <td><u>8</u> </td> <td><u>5</u> </td> </tr> <tr> <td><u>1</u> </td> <td><u>9</u> </td> <td><u>3</u> </td> </tr> </table> <p>(Numbers 1 to 9)</p>						<u>6</u>	<u>2</u>	<u>4</u>	<u>7</u>	<u>8</u>	<u>5</u>	<u>1</u>	<u>9</u>	<u>3</u>
<u>6</u>	<u>2</u>	<u>4</u>													
<u>7</u>	<u>8</u>	<u>5</u>													
<u>1</u>	<u>9</u>	<u>3</u>													
3	Play single digit numbers dominoes	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>	-	-	Play single digit numbers dominoes	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>									
About Q. 4	Making numbers using ten rupees (milestone of numbers having complete tens). Here we test whether children have understood numbers ten, twenty, thirty... etc														
4	How many ten rupee notes make thirty rupees? Make it and answer.	Could make it and answer <input type="checkbox"/> Could not answer <input type="checkbox"/>	How many ten rupee notes make thirty rupees? Make it and answer.	Could make it and answer <input type="checkbox"/> Could not answer <input type="checkbox"/>	How many ten rupee notes make eighty rupees? Make it and answer.	Could make it and answer <input type="checkbox"/> Could not answer <input type="checkbox"/>									

About Q. 5	 <p>Currency notes provide everyday context to children . Single digit numbers including zero, two digit numbers having zeros and other two digit numbers get tested in this question.</p>						 <p>Currency notes provide everyday context to children .</p>		
5	Play two digit numbers dominoes level 1 – numbers upto 20	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>	Play two digit numbers dominoes level 1 – numbers upto 20	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>	Play two digit numbers dominoes level 2 – numbers upto 50	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>			
About Q. 6	This question tests the understanding of position of a two-digit number.								
6	Stand on thirty five on the number grid drawn on the floor. (else place a manchadi on the board of 1 to 100 grid)	Could do it without counting <input type="checkbox"/> Could do it by counting <input type="checkbox"/> Could not do it <input type="checkbox"/>	Stand on thirty eight on the number grid drawn on the floor. (else place a manchadi on the board of 1 to 100 grid)	Could do it without counting <input type="checkbox"/> Could do it by counting <input type="checkbox"/> Could not do it <input type="checkbox"/>	Stand on seventy eight on the number grid drawn on the floor. (else place a manchadi on the board of 1 to 100 grid)	Could do it without counting <input type="checkbox"/> Could do it by counting <input type="checkbox"/> Could not do it <input type="checkbox"/>			

About Q. 7	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 25%;">2</td><td style="width: 25%;">3+2</td><td style="width: 25%;">5</td><td style="width: 25%;">2+4</td></tr> <tr><td>6</td><td>4+0</td><td>4</td><td>6+2</td></tr> <tr><td>8</td><td>0+7</td><td>7</td><td>1+2</td></tr> <tr><td>3</td><td>4+5</td><td>9</td><td>0+2</td></tr> </table> <p>Single digit additions having answers upto 9. Adding 0 and 1 is also tested. When children complete the loop, they have solved all these problems.</p>		2	3+2	5	2+4	6	4+0	4	6+2	8	0+7	7	1+2	3	4+5	9	0+2			<table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 25%;">14</td><td style="width: 25%;">10+3</td><td style="width: 25%;">13</td><td style="width: 25%;">7+8</td></tr> <tr><td>15</td><td>6+6</td><td>12</td><td>8+8</td></tr> <tr><td>16</td><td>9+8</td><td>17</td><td>10+9</td></tr> <tr><td>19</td><td>8+3</td><td>11</td><td>7+7</td></tr> </table> <p>Single digit additions having answers upto 18. Adding 10 and adding same number to itself is also tested. When children complete the loop, they have solved all these problems.</p>		14	10+3	13	7+8	15	6+6	12	8+8	16	9+8	17	10+9	19	8+3	11	7+7
2	3+2	5	2+4																																			
6	4+0	4	6+2																																			
8	0+7	7	1+2																																			
3	4+5	9	0+2																																			
14	10+3	13	7+8																																			
15	6+6	12	8+8																																			
16	9+8	17	10+9																																			
19	8+3	11	7+7																																			
7	Play addition dominoes level 1 (answer upto 9)	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>	Play addition dominoes level 1 (answer upto 9)	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>	Play addition dominoes level 2 (answer upto 18)	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>																																
About Q. 8	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 25%;">4</td><td style="width: 25%;">5-2</td><td style="width: 25%;">3</td><td style="width: 25%;">5-3</td></tr> <tr><td>2</td><td>9-0</td><td>9</td><td>8-8</td></tr> <tr><td>0</td><td>9-4</td><td>5</td><td>7-0</td></tr> <tr><td>7</td><td>7-1</td><td>6</td><td>8-4</td></tr> </table> <p>Single digit subtraction, subtracting zero, subtracting the same number from itself all these types get tested here.</p>		4	5-2	3	5-3	2	9-0	9	8-8	0	9-4	5	7-0	7	7-1	6	8-4			<table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 25%;">0</td><td style="width: 25%;">12-9</td><td style="width: 25%;">3</td><td style="width: 25%;">12-3</td></tr> <tr><td>9</td><td>16-8</td><td>8</td><td>17-10</td></tr> <tr><td>7</td><td>12-6</td><td>6</td><td>13-8</td></tr> <tr><td>5</td><td>17-7</td><td>10</td><td>15-15</td></tr> </table> <p>Subtracting a single digit number from numbers upto 18, subtracting zero, subtracting the same number from itself all these types get tested here. When</p>		0	12-9	3	12-3	9	16-8	8	17-10	7	12-6	6	13-8	5	17-7	10	15-15
4	5-2	3	5-3																																			
2	9-0	9	8-8																																			
0	9-4	5	7-0																																			
7	7-1	6	8-4																																			
0	12-9	3	12-3																																			
9	16-8	8	17-10																																			
7	12-6	6	13-8																																			
5	17-7	10	15-15																																			

	When children complete the loop, they have solved all these problems.				children complete the loop, they have solved all these problems.	
8	Play subtraction dominoes level 1 (subtracting from numbers upto 9)	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>	Play subtraction dominoes level 1 (subtracting from numbers upto 9)	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>	Play subtraction dominoes level 1 (subtracting from numbers upto 18)	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>
About Q. 9	Here we test whether children know or find pairs that make 10. Using blocks if necessary.				Pairs that make ten – Doing Mentally	
9	Make 10 game – I give a number using blocks, you give a number to make 10	Could do it without counting <input type="checkbox"/> Could do it by counting <input type="checkbox"/> Could not do it <input type="checkbox"/>	Make 10 game – I give a number using blocks, you give a number to make 10	Could do it without counting <input type="checkbox"/> Could do it by counting <input type="checkbox"/> Could not do it <input type="checkbox"/>	I say a number, you say a number to make ten.	Could answer without counting <input type="checkbox"/> Could answer by counting <input type="checkbox"/>
About Q. 10	Knowing two digit numbers in sequence – Two numbers after the given numbers.				Knowing two digit numbers in sequence – Two numbers after the given numbers.	
10	Look at the numbers. Write two numbers which follow 61, 62, 63, ...,	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>			Look at the numbers. Write two numbers which follow 61, 62, 63, ...,	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>
About Q. 11	Knowing two digit numbers in sequence – Two numbers after the given numbers. (crossover of completing tens)					

11	Look at the numbers. Write two numbers which follow 37, 38, 39, ...,	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>			Look at the numbers. Write two numbers which follow 87, 88, 89, ...,	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>
About Q.12			<p>These blocks have to be arranged to make a pattern shown on the card. These exercises are also used to test child's mindset, whether the child takes up challenging tasks or sticks to the easy ones. Here we are testing their logic, knowledge of shapes and orientation and mindset.</p>			
12	<p>Pattern blocks – make patterns like two cards (one having plane and circles and the other having triangles only)</p> <p>Card no</p> <p>And</p> <p>Card no ...</p>	<p>Could make pattern 1 <input type="checkbox"/></p> <p>Could not make pattern 1 <input type="checkbox"/></p> <p>Could make pattern 2 <input type="checkbox"/></p> <p>Could not make pattern 2 <input type="checkbox"/></p>			<p>Pattern blocks – make patterns like two cards (one having plane and circles and the other having triangles only)</p> <p>Card no</p> <p>And</p> <p>Card no ...</p>	<p>Could make pattern 1 <input type="checkbox"/></p> <p>Could not make pattern 1 <input type="checkbox"/></p> <p>Could make pattern 2 <input type="checkbox"/></p> <p>Could not make pattern 2 <input type="checkbox"/></p>

Special note at the time of baseline :

Special note at the time of endline :

