Class 3 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.)

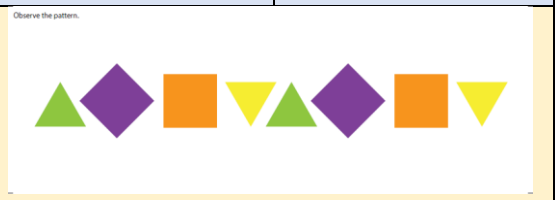
MAKE SURE THAT EVERY CHILD IS FAMILIAR WITH DOMINOES. THEY SHOULD KNOW HOW TO PLAY DOMINOES.

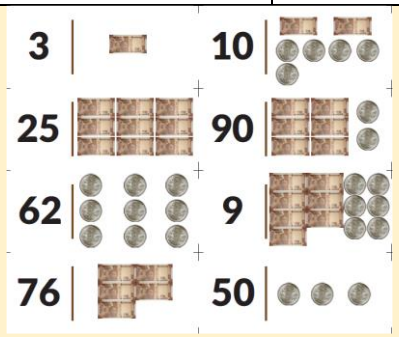
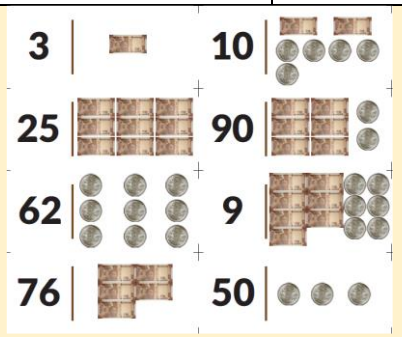
Dominoes used here are of two types. 1) Start to end 2) Loop

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.

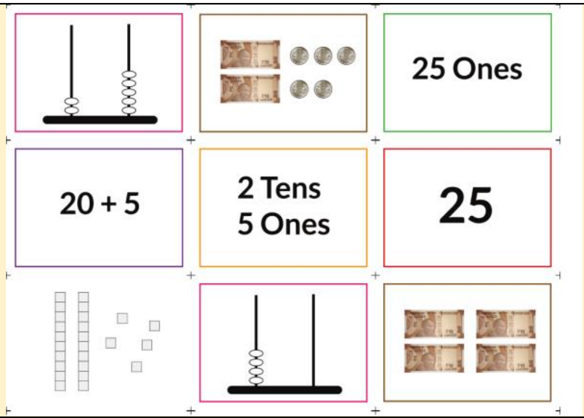
LOOP – The child can start with any card and complete the loop.

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						
1	Give a pattern card and rangometry pieces. Ask the child to repeat the pattern further.	**Approach** Enthusiastic ☐ Engrossed ☐ Comfortable ☐ Little awkward ☐	-	-	Give a pattern card and rangometry pieces. Ask the child to repeat the pattern further.	**Approach** Enthusiastic ☐ Engrossed ☐ Comfortable ☐ Little awkward ☐

	Ask the child to describe the pattern (e.g. two triangles, one square, two triangles, one square etc)	Didn't want to do ☐ **Outcome** Could do it ☐ Could not do it ☐ Described the pattern ☐ Did not describe the pattern ☐			Ask the child to describe the pattern (e.g. two triangles, one square, two triangles, one square etc)	Didn't want to do ☐ **Outcome** Could do it ☐ Could not do it ☐ Described the pattern ☐ Did not describe the pattern ☐
About Q.2						
2	Play dominoes which is a mix of single digit and two digit numbers (currency pictures and numbers)	Could complete the loop ☐ Could not complete the loop ☐			Play dominoes which is a mix of single digit and two digit numbers (currency pictures and numbers)	Could complete the loop ☐ Could not complete the loop ☐
About Q. 3	Translation From alphanumeric to currency (real life)					

3	Read the number on your card and give those many rupees using ten rupees and one rupees (62)	Could read the number ☐ Could not read the number ☐ Could give the amount ☐ Could not give the amount ☐	Read the number on your card and give those many rupees using ten rupees and one rupees (74)	Could read the number ☐ Could not read the number ☐ Could give the amount ☐ Could not give the amount ☐	Read the number on your card and give those many rupees using ten rupees and one rupees (89)	Could read the number ☐ Could not read the number ☐ Could give the amount ☐ Could not give the amount ☐
About Q. 4	3 digit numbers - Translation from currency to number name and numeral					
4	Animator gives some rupees (325) using 100, 10 and 1 rupee notes. Children count and say the number and write it.	Could say the number ☐ Could not say the number ☐ Could write the number ☐ Could not write the number ☐	Animator gives some rupees (703) using 100, 10 and 1 rupee notes. Children count and say the number and write it.	Could say the number ☐ Could not say the number ☐ Could write the number ☐ Could not write the number ☐	Animator gives some rupees (609) using 100, 10 and 1 rupee notes. Children count and say the number and write it.	Could say the number ☐ Could not say the number ☐ Could write the number ☐ Could not write the number ☐

About Q. 5		Understanding two digit numbers in various representation and all forms – 1) Abacus, 2) Currency, 3) Loose form, 4) Tens and ones 5) Tight form 6) Numeral, 7) Rods and cubes . It's in the game form. Therefore children do 9 numbers in all these forms to complete the game. These numbers have all types (single digit, two digit having zero units, two digit having same number of tens and units, two digit having different tens and units etc)				
5	Play the card game of two digit numbers in all forms (e.g. 23, 20+3, 2 tens 3 ones, 23 ones, a picture of currency, a picture of abacus) for 3 numbers	Could do it without help ☐ Could do it with help ☐ Could not do it ☐	Play the card game of two digit numbers in all forms (e.g. 23, 20+3, 2 tens 3 ones, 23 ones, a picture of currency, a picture of abacus) for 3 numbers	Could do it without help ☐ Could do it with help ☐ Could not do it ☐	Play the card game of two digit numbers in all forms (e.g. 23, 20+3, 2 tens 3 ones, 23 ones, a picture of currency, a picture of abacus) for 3 numbers	Could do it without help ☐ Could do it with help ☐ Could not do it ☐
About Q. 6	Doing addition without exchange mentally (and using currency notes if necessary). If the child cannot do it mentally, it is expected that while doing it using currency she will understand the logic of doing mentally.				Doing addition with exchange mentally (and using currency notes if necessary). If the child cannot do it mentally, it is expected that while doing it using currency she will understand the logic of doing mentally.	

6	Read the addition on your card (45 + 23). What is the answer? Do it using currency notes if necessary.	Could answer mentally ☐ Could answer after doing it using currency Could not answer☐	Read the addition on your card (32 + 46). What is the answer? Do it using currency notes if necessary.	Could answer mentally ☐ Could answer after doing it using currency Could not answer☐	Read the addition on your card (45 + 25). What is the answer? Do it using currency notes if necessary.	Could answer mentally ☐ Could answer after doing it using currency Could not answer☐
About Q. 7	Positions of numbers. What happens when we add a number to it. As the number sense gets stronger children will not count one by one.					
7	Stand on thirty five on the number grid drawn on the floor. Add 12. Where did you reach?	Could do it without counting ☐ Could do it by counting ☐ Could not do it☐	Stand on thirty five on the number grid drawn on the floor. Add 12. Where did you reach?	Could do it without counting ☐ Could do it by counting ☐ Could not do it☐	Stand on thirty five on the number grid drawn on the floor. Add 19. Where did you reach?	Could do it without counting ☐ Could do it by counting ☐ Could not do it☐
About Q. 8	Doing subtraction mentally. Doing using currency notes if required. If the child cannot do mentally, she will figure out the logic of how to do mentally while 'doing' subtraction using currency notes.					
8	Read the subtraction on your card (35 - 23). What is the answer? Do it using currency notes if necessary.	Could answer mentally ☐ Could answer after doing it using currency Could not answer☐	Read the subtraction on your card (38 - 37). What is the answer? Do it using currency notes if necessary.	Could answer mentally ☐ Could answer after doing it using currency Could not answer☐	Read the subtraction on your card (50 - 26). What is the answer? Do it using currency notes if necessary.	Could answer mentally ☐ Could answer after doing it using currency Could not answer☐

About Q. 9	Understanding positions of numbers and what happens when we subtract a number.					
9	Stand on thirty five on the number grid drawn on the floor. Subtract 12. Where did you reach?	Could do it without counting ☐ Could do it by counting ☐ Could not do it☐	Stand on thirty five on the number grid drawn on the floor. Subtract 12. Where did you reach?	Could do it without counting ☐ Could do it by counting ☐ Could not do it☐	Stand on fifty on the number grid drawn on the floor. Subtract 19. Where did you reach?	Could do it without counting ☐ Could do it by counting ☐ Could not do it☐
About Q.10	Make 100 game. Completing 100 is an important milestone. Children should be able to answer how many more are required to make 100 for any number. (5s, 8-2s, 6-4s such pairs are to be known)					
10	Make 100 game – I give a number using currency (45), you give a number to make 100	Could do it without counting ☐ Could do it by counting ☐ Could not do it ☐	Make 100 game – I give a number using currency (45), you give a number to make 100	Could do it without counting ☐ Could do it by counting ☐ Could not do it ☐	Make 100 game – I give a number using currency (18), you give a number to make 100	Could do it without counting ☐ Could do it by counting ☐ Could not do it ☐
About Q. 11	Making a number in all possible forms using currency notes help children to understand the tight and loose form of numbers. E.g. 35 is 3 tens and 5 units or 2 tens and 15 units or 1 ten and 25 units or 35 units. Knowing these structures builds stronger number sense.					
11	Make number 35 in all possible forms using currency notes of 10 and 1	Could do it without help ☐ Could do it with help ☐ Could not do it. ☐	Make number 35 in all possible forms using currency notes of 10 and 1	Could do it without help ☐ Could do it with help ☐ Could not do it. ☐	Make number 100 in 3 different forms using currency notes of 100, 10 and 1	Could do it without help ☐ Could do it with help ☐ Could not do it. ☐

About Q. 12		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.				
12	Pattern blocks – make patterns like two cards (one having plane and circles and the other having triangles only) Card no …. And Card no …	Could make pattern 1 Could not make pattern 1 Could make pattern 2 Could not make pattern 2	Pattern blocks – make patterns like two cards (one having plane and circles and the other having triangles only) Card no …. And Card no …	Could make pattern 1 Could not make pattern 1 Could make pattern 2 Could not make pattern 2	Pattern blocks – make patterns like two cards (both having triangles only) Card no …. And Card no …	Could make pattern 1 Could not make pattern 1 Could make pattern 2 Could not make pattern 2

Special note at the time of baseline :

Special note at the time of endline :