

Class 7 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.)

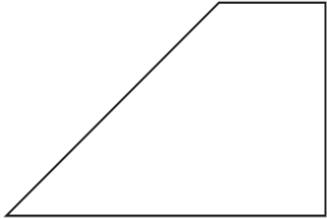
MAKE SURE THAT EVERY CHILD IS FAMILIAR WITH DOMINOES. THEY SHOULD KNOW HOW TO PLAY DOMINOES.

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	<p>Use 5 tangram pieces to make the given shape</p> 				Use all tangram pieces to make a square.	
1	Tangram puzzle card 1	<p>Approach</p> <p>Enthusiastic <input type="checkbox"/></p> <p>Engrossed <input type="checkbox"/></p> <p>Comfortable <input type="checkbox"/></p> <p>Little awkward <input type="checkbox"/></p> <p>Didn't want to do <input type="checkbox"/></p>			Tangram puzzle – Use all tangram pieces to make a square.	<p>Approach</p> <p>Enthusiastic <input type="checkbox"/></p> <p>Engrossed <input type="checkbox"/></p> <p>Comfortable <input type="checkbox"/></p> <p>Little awkward <input type="checkbox"/></p> <p>Didn't want to do <input type="checkbox"/></p>

		Outcome Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>				Outcome Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>
About Q. 2	Important stumbling points in number sense					
2	Write the number before 100000	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>	Write the number before 100000	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>	Write the number before 1000000	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>
About Q. 3	Reading large numbers					
3	Read the number on your card (650656565)	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>	Read the number on your card (650656565)	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>	Read the number on your card (5600656565)	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>
About Q. 4	Number from loose form to tight form					
4	If I have 13 notes of 1000 and 25 notes of 100, how many rupees do I have?	Could answer mentally <input type="checkbox"/> Could answer by writing and calculating <input type="checkbox"/> Could not answer <input type="checkbox"/>	If I have 15 notes of 1000 and 25 notes of 100, how many rupees do I have?	Could answer mentally <input type="checkbox"/> Could answer by writing and calculating <input type="checkbox"/> Could not answer <input type="checkbox"/>	If I have 25 notes of 1000 and 250 notes of 100, how many rupees do I have?	Could answer mentally <input type="checkbox"/> Could answer by writing and calculating <input type="checkbox"/> Could not answer <input type="checkbox"/>

About Q. 5	<p>Start 400 + 320 720 4020 + 500</p> <p>4520 650 + 1350 2000 1500 - 450</p> <p>1050 6000 - 200 5800 3020 - 40</p> <p>2980 END</p>	Doing 4 digit additions and subtractions mentally (6 graded problems). The child can complete the loop only when she gets all six correct. While doing these, children will observe the patterns.				
5	Play addition and subtraction dominoes – 3D and 4 D numbers – mental math	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>			Play addition and subtraction dominoes – 3D and 4 D numbers – mental math	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>
About Q.6	<p>Start 400 x 20 8000 5000 / 100</p> <p>50 250 x 2 500 1500 x 4</p> <p>6000 7000 / 20 350 END</p>	Doing multiplications and divisions of 3 and 4 digit numbers mentally (5 graded problems). The child can complete the loop only when she gets all five correct. While doing these, children will observe the patterns.				
6	Play multiplication and division dominoes – 3D and 2D numbers – mental math	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>			Play multiplication and division dominoes – 3D and 2D numbers – mental math	Could complete the loop <input type="checkbox"/> Could not complete the loop <input type="checkbox"/>

About Q. 7	Understanding connection of factors, multiplication, division and rectangles. Knowing the meaning of factors.					
7	Take 36 cubes. Make all possible rectangles. Write all factors of 36	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>			Take 36 cubes. Make all possible rectangles. Write all factors of 36	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>
About Q. 8	Understanding mixed fractions (area model) – Connection of numeral in two forms and picture. 					
8	Play card game of mixed fractions.	Could do it without help <input type="checkbox"/> Could do with help <input type="checkbox"/> Could not do it <input type="checkbox"/>			Play card game of mixed fractions.	Could do it without help <input type="checkbox"/> Could do with help <input type="checkbox"/> Could not do it <input type="checkbox"/>
About Q. 9	Creating equivalent fractions using appropriate pieces of a square whole					
9	Make two equivalent fractions of 1/2 using pieces of fraction kit	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>			Make two equivalent fractions of 1/4 using pieces of fraction kit.	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>

About Q. 10	Picking up a quadrilateral as per the described property from many different quadrilaterals.					
10	Show me a quadrilateral which has two sides equal and two angles equal.	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>			Show me a quadrilateral which has opposite sides equal and opposite angles equal.	Could do it <input type="checkbox"/> Could not do it <input type="checkbox"/>

Special note at the time of baseline :

Special note at the time of endline :