CHECKING PUPILS' UNDERSTANDING USING STUDENT RESPONSE SYSTEM

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Pupils' understanding of lessons is an essential factor of classroom teaching. Assessment is a crucial part of the lesson. It is vital to have multiple methods of checking the understanding and knowledge of the pupils about the content of the lesson all throughout. This will help you monitor the progress of the pupils in terms of their academics

There are three (3) general types of methods teachers can use to assess pupils' understanding of a lesson. First is verbal, where pupils state their response to a question. The next is written where pupils write their response. And lastly is demonstration where pupils do an activity, provide examples, use or make models, to represent what they have learned.

For the verbal strategy, there is one popular method which is called Student Response System (SRS). The method presents questions, usually in true or false or multiple-choice form for pupils to answer in real time. The teacher prepares pre-made cards with A,B,C,D, True, False, or other answer to specify their answer choice written on the board or a screen in front of the class. There is also available digital format that can be used in choosing the answer which can also be used to make the SRS more interactive.

In using the SRS, the teacher first prepares a set of questions that are aligned with the lesson content and the objectives. It is vital that the teacher explains well to the pupils the need for them to immediately answer the question upon showing it to them. Encourage full participation of the class. Remind pupils that they should only look in

front to avoid copying others' answers. Flash the question or read the question aloud. Allow pupils' response and tally the responses. Analyze the correct and incorrect responses and re-teach content which needs remediation.

The SRS is a quick and easy way to swiftly check pupils' understanding of lessons presented. It can help as a good review tool before a graded assessment during daily classroom lessons.

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