Foundations for Learning

Assessment Framework

Grade R

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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A LETTER FROM THE MINISTER: BASIC EDUCATION AND TRAINING

Dear Grade R teacher

I am pleased to be able to offer you the Foundations for Learning Assessment Framework for Grade R.

This document forms an integral part of the Foundations for Learning Campaign, which, as you know, was launched in 2008 as a national response to support learners in the execution of tasks that demonstrate key skills. The campaign aims to provide directives to teachers and schools with minimum expectations at each level of performance to improve learning outcomes in Grades 1-6.

The Foundation Phase document did not include Grade R. This document aims to address the gap. As with the Foundations for Learning Assessment Framework for Grades 1-6, this document is intended to help you with your planning and in determining what your learners should be working towards and demonstrating at any given point in the year.

I am particularly excited to be providing you with this document at this time in our history: During 2010, as South Africa hosts the Soccer World Cup, the world's eyes will be on our country, our people and our greatest asset … our children, our future leaders.

I trust that this document, in your hands, will help unleash the full potential of our youngest learners.

I wish you luck as you engage with and make use of it.

Ms Angie Motshekga
Minister of Basic Education
January 2010

HOW TO USE THIS DOCUMENT

The Foundations for Learning Framework document has a two-fold purpose. In the first place it organises the Assessment Standards contained in the National Curriculum Statement into manageable 'sections'. This will help you with your planning and will structure your learners' learning. It also provides suggested progression so that over the course of four terms learners progressively build on what has come before and also prepares them for future learning.

The document will help you assess whether your learners have achieved the Milestones listed per term. Assessment in Grade R should be conducted informally and learners should not be subjected to a 'test-type' situation (see pages 10 and 15 of this document on how to plan an Assessment Task). For this reason Assessment Tasks have not been included here. (For more ideas on assessment refer to the Laying Solid Foundations for Learning Grade R Kit.)

Additional features:

- Cross-curricular links are marked for your convenience.
- Italicised text suggests perceptual activities for you to do with your learners. In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure that you spend sufficient time building these perceptual skills daily and throughout the course of the school year.

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TERM ONE	TERM TWO	TERM THREE	TERM FOUR
ORAL			
TERM ONE	**TERM TWO**	**TERM THREE**	**TERM FOUR**
• **Listens to simple questions and announcements and responds appropriately** • **Listens to simple instructions and acts on them** • *Listens to and repeats rhythmic patterns, e.g. clap, clap-clap, clap and copies correctly* • **Listens without interrupting** • **Listens to short stories with enjoyment and joins in choruses at the appropriate time** • **Sings simple songs and does actions with help** • **Recites simple rhymes and does actions with help** • *Listens to and recalls simple word sequences, in order, e.g. big, beg, bag (start with three words and build up to four or more) Auditory figure ground activities* • **Uses language to develop concepts:** » Uses language to develop concepts (e.g. shape, colour, time, age, sequence) • **Uses language to think and reason:** » Identifies and describes similarities and differences	• **Listens to questions and gives answers** • **Listens to announcements and responds appropriately** • **Listens to two or three instructions and acts on them (e.g. collect the crayons and put them on the shelf)** • **Listens without interrupting showing respect for the speaker** • **Enjoys stories and shows understanding (e.g. acts out the story)** • **Sings songs and does actions with the class** • **Recites rhymes and does actions in a group** • **Uses language to develop concepts:** » Uses language to develop concepts (e.g. quantity, direction, time, sequence) • **Uses language to think and reason:** » Identifies and describes similarities and differences	• **Listens attentively to questions and gives answers** • **Listens to announcements and responds appropriately** • **Listens to a complex string of instructions and acts on them** • **Listens without interrupting, showing respect for the speaker and takes turns to speak** • **Listens to longer stories with enjoyment and shows understanding (e.g. can answer questions related to the story)** • **Recalls details and states main idea** • **Sings songs and does actions on own** • **Recites rhymes and poems and does actions with growing confidence** • **Uses language to develop concepts:** » Uses language to develop concepts (e.g. quantity, size, speed, time) • **Uses language to think and reason:** » Identifies and describes similarities and differences	• **Listens attentively to questions and gives answers** • **Listens to announcements and responds appropriately** • **Listens to a complex string of instructions and acts on them** • **Listens without interrupting, shows respect for the speaker, and takes turns to speak** • **Listens to longer stories with enjoyment and shows understanding, e.g. comments on a story** • **Sings songs and does actions with confidence** • **Recites rhymes and poems and does actions with confidence** • **Uses language to develop concepts:** » Uses language to develop concepts (e.g. quantity, size, speed, time) • **Uses language to think and reason:** » Identifies and describes similarities and differences

» Matches things that go together, and compares things that are different » Classifies familiar items (e.g. puts all toys in box, books on shelves, crayons in tins) » Identifies parts from the whole (e.g. names and points to parts of the body) • **Uses language to investigate and explore:** » Asks questions » Gives explanations » Solves and completes 5-piece puzzles • **Processes information:** » Picks out selected information from a description	» Matches things that go together, and compares things that are different » Classifies things according to colour, shape or size » Identifies parts from the whole (e.g. parts of the body) • **Uses language to investigate and explore:** » Asks questions and asks for explanations » Gives explanations and offers solutions » Solves and completes 10-piece puzzles • **Processes information:** » Picks out selected information from a description	» Matches things that go together, and compares things that are different » Classifies things according to own set of criterion » Identifies parts from the whole (e.g. parts that make up a picture) **Uses language to investigate and explore:** » Asks questions and looks to books for explanations » Gives explanations and offers solutions » Solves and completes 20-piece puzzles • **Processes information:** » Picks out selected information from a description	» Matches things that go together, and compares things that are different » Classifies more according to more complex criteria objects, e.g. textures • Identifies parts from the whole in a 2D format and constructs in 3D, e.g. copies a picture using blocks **Uses language to investigate and explore:** » Asks questions and looks for explanations from print, television etc » Gives explanations and offers solutions » Solves and completes 20-piece puzzles • **Processes information:** » Picks out selected information from a description
READING			
• **Uses visual and pictorial cues to make meaning:** » Recognises and points out common objects in pictures *Visual figure-ground activities (e.g. finds an image/object in a busy picture. Game: - move an object, e.g. a vase, to different locations in classroom and ask learners to find it)* » Identifies a picture from a simple background, e.g. a line drawing *Visual figure-ground activities*	• **Uses visual and pictorial cues to make meaning:** » Looks carefully at pictures and photographs to recognise and talk about common experiences » Identifies a picture or figure from the background	• **Uses visual and pictorial cues to make meaning:** » Understands that pictures and photographs convey meaning about events, people, places and things » Can isolate images from the foreground and/ or background in pictures and simple designs	• **Uses visual and pictorial cues to make meaning:** » Understands that pictures and photographs convey meaning about events, people, places and things » Uses picture clues to anticipate the content of a story

READING

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
(e.g. learners find the odd picture from a row of images that appear to be identical) » Can 'read' a simple picture story sequence » *Visual sequencing activities (e.g. Learners sequence three pictures cards)* » Can match words to objects, e.g. names to learners, flashcards to classroom fixtures » Looks at a picture to understand single word texts in books (e.g. picture of a dog and the word 'dog')	» Can 'read' and 'tell' a picture story » Can match words to objects (e.g. labels to products, theme flashcards to items on theme table) » Uses pictures to understand simple caption in a story book (e.g. picture of a dog and a caption that reads 'The dog')	» Makes sense of picture stories » Can match words to objects (e.g. signs in the environment/community) » Uses pictures to understand simple sentence in a story book (e.g. a picture of a dog and a sentence that reads 'Look at the dog')	» Can identify the foreground and background in pictures as separate elements » Understands that pictures 'tell' stories, i.e. relate experiences, and can 'read' stories » Can match words to pictures in print (e.g. worksheets, simple stories, puzzles » Understand that pictures provide clues to texts and begins to use this as a reading strategy (tool)
• **Role-plays reading:** » Holds the book the right way up, turns pages appropriately » *Directionality activities (e.g. tracing patterns, eye training - following a ball moved from left to right)* » Understands that pictures and print are related but different (e.g. points to pictures when 'reading')	• **Role-plays reading:** » Looks at words and pictures and understands the relationship between them » Understands that pictures and print are related but different (e.g. points to words when 'reading')	• **Role-plays reading:** » Uses (interprets) pictures to construct ideas, i.e. make up own stories » Distinguishes pictures from print (e.g. points to a word and asks for its meaning)	• **Role-plays reading:** » Uses (interprets) pictures to construct ideas, i.e. make up own stories » Distinguishes pictures from print (e.g. points to words and asks for it to be read)
• **Begins to make meaning of written text:** » Understands that print (text) communicates meaning (e.g. a written word can signify own name)	• **Makes meaning of written text:** » Understands that print (text) communicates meaning (e.g.In the environment - shop and street signs)	**Makes meaning of written text:** » Understands that print (text) communicates different kinds of information (e.g. stories, news, directions, street names)	• **Makes meaning of written text:** » Understands that print (text) communicates meaning and that there are different kinds of print and that different types have different audiences (e.g. mother reads the newspapers)

» 'Reads' learner names and sentence strips in a group with the teacher » Makes links to own experience when reading with the teacher » Describes characters in stories • **Starts recognising and making meaning of letters and words:** » Understands that written words refer to spoken words » 'Reads' high frequency words, e.g. own name, popular brand names, television programme titles 'Reads' picture books with one word captions (e.g. a picture of a dog and the word 'dog') » Draws a picture of the story, song or rhyme » Sequences pictures in a story	» 'Reads' theme-related flashcards, sentence strips and captions in a group with the teacher » Makes links to own experience when reading with the teacher and viewing pictures » Gives opinions of characters in stories • **Starts recognising and making meaning of letters and words:** » Understands that written words refer to spoken words » 'Reads' high frequency words in the school environment, e.g. calendar and weather names, peer and teacher names » 'Reads' picture books with three to four word sentence structures (e.g. 'It is a dog' or 'Look at the dog') » Acts out parts of a story, song or rhyme » Recalls details and states main idea » Draws a picture of the story, song or rhyme » Sequences pictures in a story	» 'Reads' class-generated texts (e.g. sentences scribed by the teacher) in a group with the teacher » Makes links to own experience when reading with the teacher, viewing television or pictures » Describes the characteristics of characters in stories or television programmes and gives an opinion • **Starts recognising and making meaning of letters and words:** » Understands that written words refer to spoken words » 'Reads' high frequency words in the community, e.g. street signs, shop names » Reads' picture books with two or three short sentences (e.g. 'Look. Look at the dog. It is a big dog.') » Acts out a story, song or rhyme » Recalls details and states main idea » Draws a picture of the story, song or rhyme » Sequences pictures in a story	» 'Reads' personal texts (e.g. sentences scribed by the teacher) » Makes links to own experience when reading with the teacher, viewing television, pictures and other texts » Explains/substantiates opinions of characters in stories or television programmes • **Starts recognising and making meaning of letters and words:** » Understands that written words refer to spoken words » Begins to 'read' high frequency words presented at school, e.g. Dolch or 'sight' words » Attempts to 'read' picture books of increasing complexity » Acts out a story, song or rhyme » Recalls details and states main idea » Draws pictures to show sequence of story or song » Sequences pictures in a story
PHONICS			
• **Develops phonic awareness:** » Distinguishes (aurally) between different letter sounds especially at the beginning of own name *Auditory figure-ground*	• **Develops phonic awareness:** » Recognises that words are made up of sounds » Distinguishes (aurally) between different sounds, especially at the beginning of words	• **Develops phonic awareness:** » Recognises that words are made up of sounds » Distinguishes (aurally) between different sounds especially at the ends of words	• **Develops phonic awareness:** » Recognises that words are made up of sounds » Distinguishes (aurally) between different sounds, especially at the beginning and ends of words

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
PHONICS			
activities (e.g. odd Man Out: what sound does not belong ... b, b, p, b or d, d, d, b) » Can identify that oral sentences are made up of individual words (using words of one syllable at first) *Auditory analysis activities (e.g. teacher slow speaks: S-a-m. Learners say Sam)* » Chunks multi-syllabic words into syllables (e.g. own name Tha-ba-ni) using clapping or drumbeats » Recognises and identifies rhyming words in common songs and rhymes » *Auditory discrimination activities (e.g. odd Man Out: what word does not belong ... shoe, blue, cat, Hugh, flu)*	» Chunks multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats » Can anticipate rhyming words in new songs and rhymes and complete the line (sentence)	» Segments oral sentences into individual words (using words of one syllable at first) » Chunks multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats » Can substitute rhyming words in common songs and rhymes when asked to do so	» Segments oral sentences into individual words (using words of one syllable at first) » Chunks multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats » Can rhyme with common words, and identify rhymes in more complex rhymes and songs
• **Begins to develop phonic awareness:** » Recognises (spoken) initial consonant sounds (e.g. b, c, d, f) especially at the beginning of own name *Auditory discrimination (analysis) and figure-ground activities (e.g.slow speak game - say a word slowly ... c-a-t. Learners say cat) Auditory discrimination (analysis) and figure-ground activities (e.g. Odd One Out: call out three words. Learner says which begins*	• **Begins to develop phonic awareness:** » Recognises (spoken) initial vowel sounds (i.e. a, e, i, o, u) especially at the beginning of own name	• **Begins to develop phonic awareness:** » Recognises, aurally and visually, some initial consonant and vowel sounds especially at the beginning of common words » Recognises and names some letters of the alphabet especially in own name – e.g. my name begins with d (dee)	• **Begins to develop phonic awareness:** » Recognises, aurally and visually, an increasing number of initial consonant and vowel sounds » Begins to understand that letters have names and sounds which are different (e.g. the letter c says 'cah' but its name is 'see')

with a different sound – e.g. pot, pan, Sam) • **Relates sounds to letters and words:** » Begins to recognise that words are made up of sounds, e.g. the beginning letter of own name » Can recognise sounds at the beginnings of some words, e.g. own name	• **Relates sounds to letters and words:** » Understands that words consist of more that one sound » Can recognise sounds at the beginning of some words, e.g. friends; names	• **Relates sounds to letters and words:** » Understands that words consist of more that one sound » Can recognise sounds at the beginnings of some familiar words e.g. own name	• **Relates sounds to letters and words:** » Understands that words consist of more that one sound » Can recognise single sounds at the beginning of some words
WRITING			
• **Experiments with writing:** » Draws pictures and uses them to convey a message, e.g. own news	• **Experiments with writing:** » Draws pictures and uses them to convey a message, e.g. own news	• **Experiments with writing:** » Draws pictures and uses them as a starting point for writing, e.g. with help adds a word	• **Experiments with writing:** » Draws pictures and uses them as a starting point for writing, e.g. with help adds a caption or sentence
» Forms letters in various ways with a gross-motor/whole body focus (e.g. by using own body, hands, feet) *Fine motor skill activities to strengthen fingers (e.g. makes plasticine snakes or rolls small paper balls between fingers)*	» Forms letters in various ways with a fine-motor focus (e.g. with fingers, paint brushes, chunky crayons, plasticine)	» Forms letters in various ways with an integrated focus (e.g. using pegboards, elastic boards)	» Forms letters in various ways with a variety of writing tools (e.g. crayons, pencils, chalk) holding the writing tool correctly (shows a hand preference for holding the pen)
» Understands that writing and drawing are different, e.g. pretend writes, squiggles *Fine motor skill activities (e.g. tracing patterns, mazes, finger plays)*	» Understands that writing and drawing are different and copies letters	» Understands that writing and drawing are different and copies letters and words	» Understands that writing and drawing are different and copies letters and words
		» 'Writes' and asks others to give the meaning of what has been written	» 'Writes' and asks others to give the meaning of what has been written

WRITING

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
» Talks about ('reads') own drawing » Role-plays 'writing' for a purpose (e.g. telephone message, shopping list) » Copies known letters and numerals to represent writing, e.g. copies own name *Visual discrimination/ integration and fine motor skill activities (e.g. completes simple step-by-step drawings, pegboard patterns)*	» Talks about ('reads') own drawing and 'writing' » Role-plays 'writing' for a purpose (e.g. writes post cards, greeting cards, letters) » Copies letters and numerals to represent writing, e.g. copies from the classroom environment	» Talks about own 'writing' » Role-plays 'writing' for a purpose (e.g. completing lists) » Copies letters and numerals to represent writing, e.g. copies from the classroom environment	» 'Reads' own 'writing' » Role-plays 'writing' for a purpose (e.g. telephone message, shopping list) » Copies letters and numerals to represent writing, e.g. copies from the classroom environment
» 'Reads' own emerging writing when asked to do so » 'Writes' from left to right and top to bottom » Directionality activities/mid-line activities (e.g. catches/ throws bean bag with both hands/one hand)	» 'Reads' own emerging writing when asked to do so » Writes' from left to right and top to bottom	» 'Reads' own emerging writing » Writes' from left to right and top to bottom	» 'Reads' others emerging writing » 'Writes' from left to right and top to bottom
» Copies print from the environment, e.g. labels in the classroom	» Copies print from the environment, e.g. labels on common household products	» Copies print from the environment (e.g. labels from advertisements)	» Copies print from the environment
» Makes attempts at familiar forms of writing, using known letters, e.g. own name and age » *Visual discrimination/ integration and fine motor skill activities (e.g. copies letters/shapes/simple pictures from plasticine)*	» Makes attempts at familiar forms of writing, using known letters, e.g. lists, letters	» Makes attempts at familiar forms of writing, using known letters (e.g. own signatures)	» Makes attempts at familiar forms of writing, using known letters (e.g. story)
» Manipulates writing tools like paint brushes, chunky	» Manipulates writing tools like crayons	» Manipulates writing tools like crayons	» Manipulates writing tools like pencils

crayons and Koki pens *Fine motor activities (e.g. clothes peg play - fasten pegs around a plastic lid)*			
• **Works with words:** » Groups words, e.g. words which rhyme » Identifies a word, in print, e.g. own name	• **Works with words:** » Groups words, e.g. words that share the same initial sound » Identifies a letter and a space in print, e.g. in own name and familiar words	• **Works with words:** » Groups words, e.g. words which belong to the same word family (hat, mat, cat, fat) » Identifies a word, a letter and a space in print	• **Works with words:** » Groups words, e.g. words which describe a group of like objects (fruit, vegetables) » Identifies a word, a letter and a space in print
• Works with sentences: with help (of a scribe) communicates ideas using descriptions and action words	• Works with sentences: with help (of a scribe) communicates ideas using descriptions and action words	• Copies sentences dictated to and scribed by the teacher	• Copies sentences dictated to and scribed by the teacher
• Works with texts: talks about texts (e.g. stories) using terms like 'beginning', 'middle' and 'end'.	• Works with texts: talks about texts (e.g. stories) using terms like 'beginning', 'middle' and 'end'.	• Works with texts: talks about texts (e.g. stories) using terms like 'beginning', 'middle' and 'end'.	• Works with texts: talks about texts (e.g. stories) using terms like 'beginning', 'middle' and 'end'.
• Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end)	• Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end)	• Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end)	• Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end)

What are Milestones?
The Milestones for Literacy on pages 2-9 list per term what you should be teaching and what your learners should be able to demonstrate. The Milestones are simply the National Curriculum Assessment Standards re-organised into more manageable 'bits' and spread out over the four terms of the school year. The milestones describe the knowledge and skills that your Grade R learners should be developing each term. You should therefore be familiar with them so that you can plan your lessons for the term based on exactly what knowledge and skills your learners need to acquire at that stage of the year.

It is very important to remember that the milestones included here are not intended as a check list for you to tick off. Your planning should ensure that the skills and concepts that underpin each milestone are addressed on an ongoing basis – in a sequential and building manner.

Assessment in Grade R
Assessment is important because it provides us with valuable feedback about how we teach, how learners learn and of course about what they know. It helps us adapt our teaching to accommodate all learners' needs. However, the way in which you assess a Grade R child needs to be carefully considered. Each assessment task should be carefully planned so that they integrate a variety of skills in a captivating manner.

There are 16 Literacy Assessment Tasks for learners in Grade R. You therefore need to conduct 4 formal assessments each term.

Learning Programme	Term 1	Term 2	Term 3	Term 4	TOTAL
Literacy	4	4	4	4	16

How to design a Literacy Assessment Task

Let's see how we do this in the context of a literacy concept:

1. Assessment begins with planning and as such should never be an afterthought. You should therefore, at the planning stage, establish the outcomes you and your learners are working towards and design your assessment task. This will ensure that everything you do with your learners is in fact helping them prepare for the eventuality of the assessment task.
2. The assessment task should not differ in its presentation from the way you would normally engage with learners. In other words, you are not trying to create a 'test' or 'exam' situation. It is very important that the way in which you present the assessment task is familiar to learners.

Literacy Assessment

Here is a sample assessment task for literacy, taken from theme 11, Time and Weather, of the Laying Solid Foundations for Learning Grade R Resource Kit:

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- Listened to stories;
- Identified the c sound at the beginning of words;
- Sang and recited songs;
- Used picture clues to predict the story;
- Read the sentence strips with the teacher and class;
- Wrote simple sentences, with the help of the teacher, and read them to the class; and
- Used language for learning.

This assessment task could take several days to complete. You could do it on a one-to-one basis with learners or in a small group.

Task

Part 1
- Put the following picture cards on a table: cloud, carrot, cat, queen, dog, apple
- Now ask the learner to 'read' the pictures.
- Now ask learners to point to one of the cards, e.g. 'Point to the cat.'
- Then ask what sound the picture begins with, e.g. 'Let's slow-speak cat. C-a-t. What sound does cat start with?'
- Finally, ask the learner if they know other words that begin with 'c'. Remember to say the sound and not the name, i.e. 'cuh' not 'see'.
- Repeat the same process with the other cards.

Part 2
- Ask the learner to sing 'Good morning' or 'This is the way we wash our clothes'.

Part three
- Ask the learner to tell you what the weather is like.
- Next, let the learner complete the weather chart.
- Now let the learner read the sentence on the weather chart together with you.

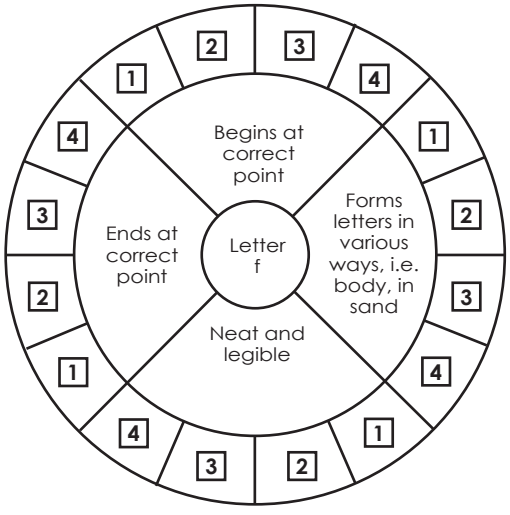
Part 4
- Ask the learner to retell a story you have read to the class over the past two weeks.

As you can see, the assessments are activity based and mirror exactly the type of things they have been doing in the classroom.

Sample rubrics for Literacy

Grade R: Term 3				
Holistic rubric for Literacy Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:	Only able to achieve any four of the criteria	Only able to achieve any five to seven of the criteria	Only able to achieve any eight to ten criteria	Able to chieve all twelve criteria
Oral:				
1. Follow the instructions?				
2. Answer questions?				
3. Describe where an object is using the correct vocabulary?				
4. Sing a song they have learned?				
Phonics:				
1. Identify the c-sound at the beginning of words?				
2. Identify c-sounds in the environment?				
Reading:				
1. Read a sentence strip together with the teacher?				
2. Use pictures to predict text?				
3. Retell a story in the correct sequence?				
4. Use known phonics to decode unknown words when reading?				
Handwriting:				
1. Manipulate writing tools?				
Writing:				
1. Experiment with writing?				
2. Read own writing?				

Phonics and handwriting assessment wheel



KEY:

4 = Well developed
3 = Age appropriate
2 = Still developing
1 = Intervention needed

Grade R Term 3		
Checklist for Literacy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Remember events from a story		
2. Use a story to recognise common experiences		
3. Recognise initial sounds of words using picture cards		
4. Select picture cards that begin with a particular letter, e.g. 'h' from a group of cards		
5. Recognise the letter 'n' from a group of letters		
6. Read single letters		
7. Role-play reading, and turn pages appropriately		
8. Hold a book the right way up		
9. Look at words and pictures and understand the relationship between them		
10. Use pictures to construct ideas		
11. Distinguish pictures from print (e.g. by pointing to words rather than pictures when 'reading')		

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
COUNTING			
TERM ONE	**TERM TWO**	**TERM THREE**	**TERM FOUR**
• Counts at least 5 everyday objects while touching or pointing to them (e.g. own body parts such as eyes, ears, fingers)	• Counts at least 10 everyday objects while pointing to them (e.g. own fingers, toes, friends body parts, classroom items, letters in own name)	• Counts at least 10 (or more) everyday objects reliably (e.g. objects in the school enviroment)	• Counts at least 10 (or more) everyday objects reliably (e.g. Objects in the environment)
• Says and uses number names in familiar contexts (e.g. own age, house number, telephone number)	• Says and uses number names in familiar contexts (e.g. in media such as SABC1, Radio 702)	• Says and uses number names in familiar contexts (e.g. emergency numbers such as 10111, 0800 055 555)	• Says and uses number names in familiar contexts (e.g. money when 'buying' during fantasy play)
• Knows the number names and symbols for 1 to 3 (or more)	• Knows the number names and symbols for 4 to 6 (or more)	• Knows the number names and symbols for 7 to 10 (or more)	• Knows the number names and symbols for 1 to 10 (or more)
• Orders object in ascending/ decending order in 1-3 range (e.g. JJJ; JJ; J/ J; JJ; JJJ)	• Orders objects in ascending/decending order in 1-6 range	• Orders objects in ascending/decending order in 1-10 range	• Orders object in ascending/ decending order in 1-10 (or more) range
• Compares collections and recognises which group has more items	• Compares collections and recognises which group has more/less/the same (equal) items	• Compares collections and recognises which group has more/less/the same (equal) items	• Compares collections and recognises which group has more/less/the same (equal) items *Uses language for learning*
• Solves and explains solutions to practical problems (in the context of self) that involve equal sharing and grouping with whole numbers of at least 4 and with solutions that include remainders. For example; I have 4 sweets. I share them with you and Saraiya. How many do we each get?)	• Solves and explains solutions to practical problems (in the context of self, friends and family) that involve equal sharing and grouping with whole numbers of at least 6 and with solutions that include remainder. for example: There are 8 biscuits in the packet. Mom shares them between the 4 of us. How many do we each get?)	• Solves and explains solutions to practical problems (in the context of everyday events) that involve equal sharing and grouping with whole numbers of at least 8 and with solutions that include remainders. for example: There are 2 packets of sweets. Each packet has 4 sweets. How many altogether?)	• Solves and explains solutions to practical problems (in the context of own home and community enviroment) that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders. For example: The taxi driver has 10 tyres. How many new tyres can he put on his 2 taxis?)
• Solves verbally-stated addition and subtraction problems with single-digit numbers and with solutions to at least 4	• Solves verbally-stated addition and subtraction problems with single-digit numbers and with solutions to at least 6	• Solves verbally-stated addition and subtraction problems with single-digit numbers and with solutions to at least 8	• Solves verbally-stated additions and subtraction problems with single-digit numbers and with solutions to at least 10

• Uses the following techniques: » Builds up and breaks down numbers to at least 4 » Uses concrete apparatus (e.g. counters)	• Uses the following techniques: » Builds up and breaks down numbers to at least 6 » Uses concrete apparatus (e.g. counters)	• Uses the following techniques: » Builds up and breaks down numbers to at least 8 » Doubles and halves to at least 6 within real life contexts » Using concrete apparatus (e.g. counters)	• Uses the following techniques: » Builds up and breaks down numbers to at least 10; » Doubling and halving to at least 10 within real life contexts » Uses concrete apparatus (e.g. counters)
• Explains own solutions to problems	• Explains own solutions to problems	• Explains own solutions to problems	• Explains own solutions to problems
• Copies simple colour patterns using physical objects (e.g. strings coloured beads or pegs according to a picture card)	• Copies simple colour and shape patterns using physical objects (e.g. lays out logi shapes according to called-out visual cue)	• Extends simple patterns using physical objects (e.g. lays out and extends an aural or visual sequence using logi shapes or beads)	• Copies and extends simple patterns using drawings
• *Visual sequencing/memory exercises (e.g. show a card with three colours. Hide it and ask learners to name the colour. Learners repeat with beads).*			
	• Creates own patterns	• Creates own patterns	• Creates own patterns
• Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including: » Boxes (prisms) » Balls (spheres) »	• Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including: » Boxes (prisms) » Balls (spheres)	• Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including: » Boxes (prisms) » Balls (spheres)	• Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including: » Boxes (prisms) » Balls (spheres)
• Describes, sorts and compares physical three-dimensional objects according to size (e.g. big, small)	• Describes, sorts and compares physical three-dimensional objects according to size (e.g. big, bigger, biggest)	• Describes, sorts and compares physical three-dimensional objects according to size (e.g. large, bigger than, smaller than)	• Describes, sorts and compares physical three-dimensional objects according to size (e.g. medium)
• Freely builds three-dimensional objects using concrete materials (e.g. reusable waste)	• Builds three-dimensional objects freely and to verbal instruction using concrete materials (e.g. use building blocks to build a house)	• Builds three-dimensional objects using concrete materials (e.g. building blocks)	• Builds three-dimensional objects using concrete materials (e.g. building blocks)
• Recognises symmetry in self and friends using mirrors (e.g. 2 eyes, two ears, etc) 'Do *Crossing the midline' activities (e.g. learner touches left ear with right hand, right knee with left elbow)*	• Recognises symmetry in self and friends on own bodies and in shapes (e.g. 2 arms, 2 legs)	• Recognises symmetry in nature (e.g. bugs, butterflies, leaves)	• Recognises symmetry in own environment (e.g. cars, buildings)

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
ORAL			
• Describes one three-dimensional object in relation to another (e.g. own body - self – in relation to an object)	• Describes one three-dimensional object in relation to another (e.g. self in relation to a friend)	• Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind')	• Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind')
• Follows directions (alone) in the context of a game in the classroom (e.g. 'at the front' or 'at the back') *Auditory memory (e.g. call out three simple instructions. The learner follows them)*	• Follows directions (as a member of a group or team) to move about the classroom (e.g. come and sit on the carpet)	• Follows directions (alone and/ or as a member of a group or team) to move about the classroom (e.g. 'at the front' or 'at the back')	• Follows directions (alone and/ or as a member of a group or team) to move about the classroom (e.g. 'at the front' or 'at the back')
• Talks about day and night (e.g. today/last night) during news time	• Talks about day and night (e.g. today/last night) during news time	• Talks about day and night activiities, the appearance of the sky and animal behaviour	• Talks about the day and night sky and how it determines their activities
• Orders recurring events in own daily life using appropriate language for instance during news time (e.g. first/next/then)	• Orders recurring events in own daily life using appropriate language (e.g. before, afterwards)	• Orders recurring events in own daily life using appropriate language and drawings	• Orders recurring events in own daily life
• *Sequencing activities (e.g. arranging picture story cards)*			
• Sequences events over the course of a morning (e.g. In the morning: I get up/ wash/I eat breakfast)	• Sequences the details of a particular short-term event (e.g. I put on my undies/then I put on my socks/last)	• Sequences events over the course of a day (e.g. I wake up/I go to school/I come home/I play/I bath/I go to bed	• Sequences short- and long-term events over the course of a day
• Works concretely comparing and ordering objects using appropriate vocabulary to describe length (e.g. long, short)	• Works concretely comparing and ordering objects using vocabulary to describe mass (e.g. light, heavy) and length (e.g. longer, shorter, wide, tall)	• Works concretely with objects using vocabulary to describe mass (e.g. lighter, heavier): capacity (e.g. empty, full) and length (e.g. wider, taller)	• Works concretely with objects using vocabulary to describe mass (e.g. lightest, heaviest): capacity (e.g. less than, more than) and length (e.g. longer, shorter, wider, tall, short)
• Groups objects according to features (e.g. finds objects that begin with the letter 'b')	• Collects objects according to stated features (e.g. collects 10 leaves)	• Collects objects in the according to stated features (e.g. clothing pictures)	• Collects objects according to stated features (e.g. collects 10 spring flowers)
• *Auditory memory activities (e.g. say three words and ask learner to repeat them)*	• Sorts physical objects according to one attribute (property) (e.g. white feathers)	• Sorts objects and uses pictures as a record of collected objects	• Sorts objects according to one attribute (e.g. two and four-wheeled vehicles).
• *Demonstrates understanding of 1-to-1 correspondence*	• Answers questions based on own sorted objects	• Answers questions about collections	• Records collected objects and answers questions

How to design a Numeracy Assessment Task

If you have not already familiarised yourself with page 10 in this document take time now to read through it. The principles that underpin planning towards assessment apply to Numeracy too.

In the Foundation Phase, Numeracy time consists of counting, mental work, concept development and problem-solving. This structure is useful when it comes to planning assessment time. Begin by asking yourself what concept you want to assess. Then think about what learners should do in order to demonstrate that they understand and can apply the concept. You will of course want them to demonstrate their knowledge and skills and will therefore need to provide an opportunity that allows for this to happen. Besides this, the task should be accessible and rooted in the learners' own everyday experiences. It should also be holistic so you should try to build counting and mental activities into the task. Remember, an assessment task can occur over a period of days.

There are 12 Numeracy Assessment Tasks for learners in Grade R. You therefore need to conduct 3 formal assessments each term.

Learning Programme	Term 1	Term 2	Term 3	Term 4	TOTAL
Literacy	3	3	3	3	12

Let's have a look at a numeracy assessment task and how it integrates with Literacy.

Numeracy Assessment

Here is a sample assessment task for numeracy, taken from taken from theme 11, Time and Weather, of the Laying Solid Foundations for Learning Grade R Resource Kit:

This Assessment Task will assess whether the learners have understood and can apply the concepts taught in this theme.

Over the last two weeks, learners:
- Counted the clouds in the story 'Clouds';
- Sorted cloud pictures according to size, i.e. length;
- Described morning, afternoon and night;
- Described the mass of water-filled bags, e.g. heavy and light;
- Collected, represented and analysed data, i.e. what learners were wearing and why; and
- Used mathematical language, e.g. big, small, more than, less than.

TASK

- Place three tins on the table. Each tin must be a different size, e.g. big, medium-sized and small. Fill the tins with varying amounts of sand so that two have the same mass and one is either heavier or lighter.
- Ask the learners to tell you how many tins there are altogether.
- Then let them count the tins.
- Ask them to point to the biggest/smallest tin.
- Now ask the learners to arrange the tins from biggest to smallest.
- Finally, ask learners to pick up each tin in turn. Ask which is heaviest and which is lightest.

Grade R Term 3		
Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Identify how many tins are on the table		
2. Count the tins		
3. Identify the smallest and biggest tin		
4. Arrange the tins from biggest to smallest		
5. Compare and describe the mass of the tins on picking each one up		
6. Uses mathematical language to demonstrate an understanding of concepts		

Copy this rubric. You will need one for each learner.

Sample Numeracy rubrics

Grade R: Term 3				
Holistic rubric for Numeracy Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:				
Counting				
1. Count out objects to ten?				
2. Identify the numerals 1 to 6?				
3. Identify the number words one to six?				
Concept development				
4. Subtract verbally stated problems involving single digit numbers (within the 0-6 range)?	Any two correct	Any three to five correct	Any five to eight correct	All nine correct
5. Use concrete apparatus to solve problems?				
6. Break down and build numbers (within the 1-6 range)?				
7. Solve problems involving sharing and grouping within the 1-6 number range, using concrete objects?				
8. Explain solutions using concrete objects ?				
9. Use mathematical language?				

Grade R Term 3		
Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Count objects to 10		
2. Break down and build up numbers to 8		
3. Match the numeral and word for the number of objects (to 8)		
4. Add and subtract verbally stated number problems		
5. Use mathematical language to demonstrate an understanding of concepts		

Foundations for Learning

Assessment Framework

Grade R