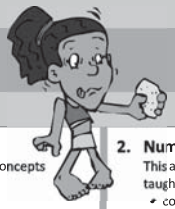
ASSESSMENT: Weeks 3 and 4



Term: 1

My senses

1. Literacy assessment

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 the story *Vusi and the vuvuzela*
- demonstrated an understanding of the above story
- identified the 'v' sound at the beginning of words
- sang and recited songs
- talked about how we experience the world through our senses
- matched items associated with particular senses, e.g. sweet smelling flower with the nose
- read the sentence strips with the teacher and class
- practised the letter formation of the letter 'v'
- used language for learning.

This assessment task may take several days to complete.
You can do it one-to-one with the learner or in a small group.

TASK

Part one

- Use the letter formation assessment wheel to assess this activity.
- Put the letter 'v' from the Learner Resource Book on a table.
- Ask the learner to 'read' the letter 'v'.
- Now ask learners to trace the letter 'v' saying what they are doing. Check that they start and end in the correct positions.
- Finally ask the learner if they know words that begin with 'v'. Remember to say the sound and not the name, i.e. 'vvv' not 'vee'.

Part two

- Use Worksheet number 2.
- Ask the learner to name each of the senses.
- Ask the learner to name the pictures that we experience with our senses.
- Learners say which senses are used to experience each item, e.g. we experience food with our senses of smell and taste (and even sight).

Part three

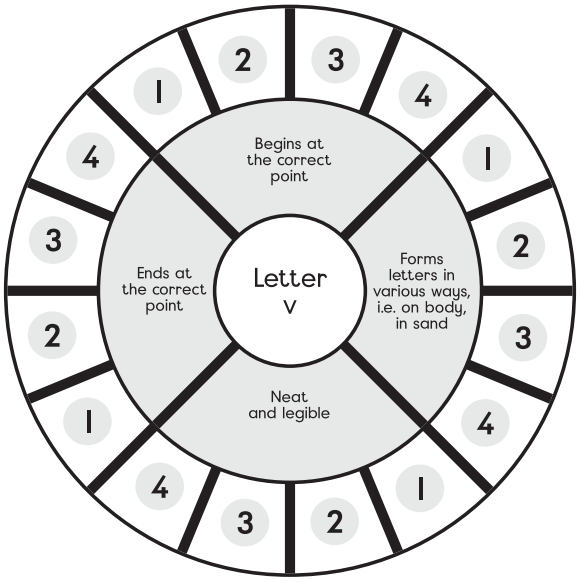
- Use the sentence strip: I (see, hear, touch, smell, taste) with my _____ (eyes, ears, hands, nose, tongue).
- Place the ending words and matching body part pictures on the table.
- Say, 'I see with my __' ask the learner to match it to the picture of eyes.
- Let the learner make the sentence. Ask learner to 'read' and point to the words.



Assessment wheel

Use this assessment wheel to assess Part One of the task on this page.

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



Grade R: Term 1				
Holistic rubric for Literacy Assessment Task Part two and three				
	1 Not achieved	**2** Partial achievement	**3** Satisfactory achievement	**4** Outstanding achievement
Is the learner able to:	Only able to achieve any two of the criteria	Only able to achieve any four to five of the criteria	Only able to achieve any eight to ten correct	Able to achieve all nine of the criteria
Oral:				
1. Follow the instructions?				
2. Answer questions?				
3. Take turns to speak?				
Phonics:				
4. Identify the 'v'-sound at the beginning of words?				
5. Identify 'v'-sounds in the environment?				
Reading:				
6. Recognise the senses?				
7. Explain what each sense can do?				
8. Can match word and picture in own sentence?				
9. Recognise the 'v' letter symbol in print?				

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

2. Numeracy assessment

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:

- counted to 5 and more
- were introduced to the number 2/two
- were introduced to the square
- sorted objects into groups of two
- created and continued patterns
- described and compared objects according to mass – heavy, heavier, light, lighter etc

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

TASK

- Provide the learner with coloured counters, pegs and a board or even coloured Unifix cubes.
- Start a basic pattern with the two colours. Ask the learner to describe what you did.
- Ask the learner to continue the pattern with more coloured counters.
- Now ask the learner to create a new pattern using three colours.
- Place all the counters in a pile, ask the learner to sort them into groups. The learner must explain how they were sorted.

Grade R: Term 1		
Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Continue the pattern of two colours?		
2. Describe what was done?		
3. Create a pattern of three colours?		
4. Explain reasons for sorting?		

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

3. Life skills assessment

Over the last two weeks learners engaged in various life skill-linked activities that required them to name the five senses and how their bodies use these senses to explore their world. They began to describe and be aware of what they experience with their senses.

Show learners the following pictures and ask them to:

- name the five senses
- list five items they experience with each sense
- explain how they can experience something with more than just one sense; they should be able to provide examples

See if learners are able to apply what they have learned over the past two weeks when looking at these pictures.

