ASSESSMENT: Weeks 5 and 6

Term: 1

My family



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 *A surprise for gogo*
- demonstrated understanding of the above story
- identified the 'g' sound at the beginning of words
- sang and recited songs
- talked about the different members of a family and the roles they have
- matched 'personal' items to a particular family member and explained their reasoning
- read the sentence strips with the teacher and class
- practised the letter formation of the letter 'g'
- 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 'g' from the Learner Resource Book on a table.
- Ask the learner to 'read' the letter 'g'.
- Now ask learners to trace the letter 'g' 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 'g'. Remember to say the sound and not the name, i.e. 'gih' not 'gee'

Part two

- Use Worksheet 3.
- Ask the learner to name each member of the family.
- Read the label of each picture and ask the learner to clap out its syllables.
- Ask the learner to read the single words and then match these to the family members.

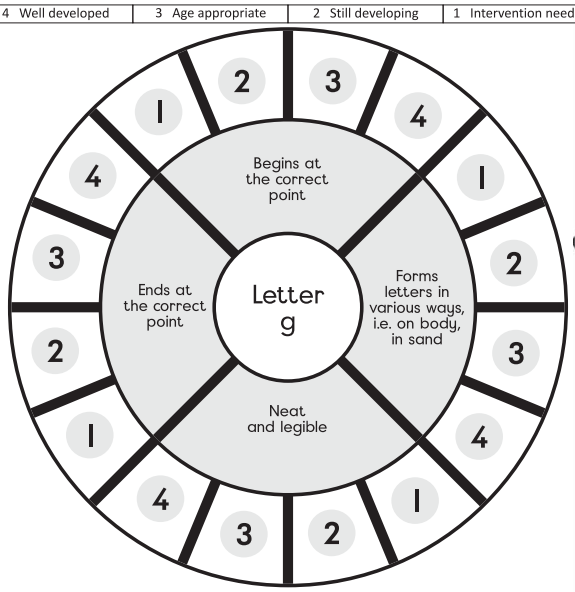
Part three

- Use the sentence strip: I am the ___ (grandmother, mother etc).
- Place the ending words and matching family member's pictures on the table.
- Say,"Who am I?" and point to a picture. The learner replies "I am the..." and matches the word and picture.
- Let the learner make the sentence. Ask the learner to read it with you and to point to the words while you read.

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 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 'g'-sound at the beginning of words?				
5. Identify 'g'-sounds in the environment				
Reading:				
6. Recognise the various members of the family?				
7. Explain the role of each family member?				
8. Match word and picture and complete own sentence?				
9. Recognise 'g' 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 3/three
- were introduced to the triangle
- answered verbal addition and subtraction problems with solutions to 4
- sorted objects according to size
- collected objects and sorted them and displayed them to make a pictograph

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 cardboard cut-outs of these a circle, square and triangle.
- Ask the learner to name the three shapes.
- Let the learner describe each shape in terms of its sides and corners.
- Ask the learner to draw each shape on paper.
- Then ask the learner to draw another circle, bigger than the first. Ask the learner to draw another circle, smaller than the other two. Repeat this for the square and the triangle shapes.

Grade R: Term 1 Checklist for Numeracy Assessment Task		
Name:	Date:	
Is the learner able to:	Yes	No
1. Name the three shapes?		
2. Describe the properties of each shape?		
3. Draw the three shapes?		
4. Draw a bigger and smaller shape than the first one?		

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 various members of the family and their roles. They also learnt what it means to be part of a family and how to look after their family.

Show learners the following pictures and ask them to:

- name the family members
- describe each family member in terms of their role within the family

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

