ASSESSMENT: Weeks 9 and 10

Term: 1

Healthy eating

1. Literacy assessment

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:

- listened to the story *Mmm, mud pies!*
- demonstrated an understanding of the above story
- identified the 'k' sound at the beginning of words
- identified the 'i' sound at the beginning of words
- sang and recited songs
- talked about how to make good food choices
- read the sentence strips with the teacher and class
- practised the letter formation of the letters 'k' and 'l'
- 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 'k' from the African Alphabet series on a table.
- Ask each learner to 'read' the letter 'k'.
- Now ask learners to trace the letter 'k' saying what they are doing. Check that they start and end in the correct positions.
- Finally ask learners if they know words that begin with 'k'. Remember to say the sound and not the name, i.e. *'kih'* not *'kay'*.

Part two

- Use Worksheet 4 for this part of the task.
- Ask learners to identify each picture.
- Ask learners to say just the initial sound for each picture.
- Read the sentences with the learners. They must correctly identify each colour.
- They must colour in the food item appropriately.

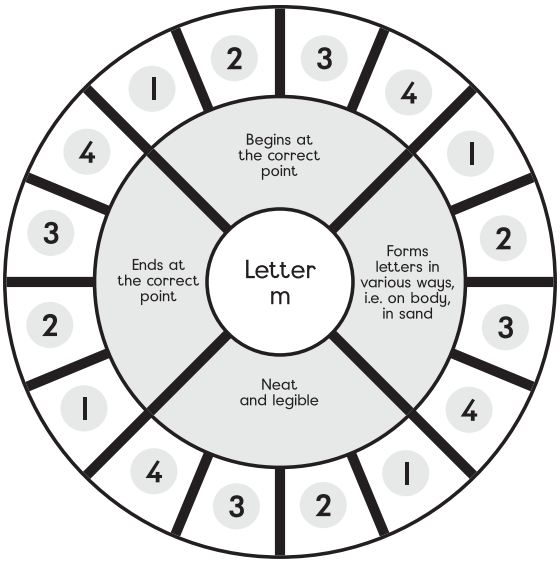
Part three

- Use the sentence strip: *I like* ___ (chicken, eggs, etc.)
- Place the ending words and matching food pictures on the table.
- Ask: What do you like? Then point to a picture. The learner replies "*I like* ___" and matches the word and picture.
- Let the learner make the sentence. Have the learner read the sentence together with you, pointing to each word as 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



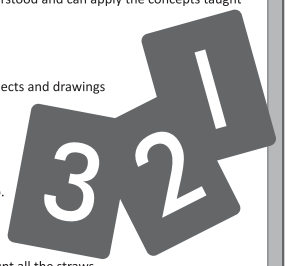
Grade R: Term 1				
Holistic rubric for Literacy Assessment Task Parts Two and Three				
	1 Not achieved	**2** Partial achievement	**3** Satisfactory achievement	**4** Outstanding achievement
The learner is able to:	Only able to achieve one or two of the criteria	Only able to achieve any three to five of the criteria	Able to achieve any six to eight of the criteria	Able to achieve all nine of the criteria
Oral:				
1. Follow the instructions				
2. Answer the questions				
3. Listen without interruption				
Phonics:				
4. Identify the 'k' sound at the beginning of words				
5. Identify 'k' sounds in the environment				
Reading:				
6. Name the various food items				
7. Complete the sentence				
8. Match the word and the picture				
9. Recognise the 'k' letter in print				

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

2. Numeracy assessment

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

- Counted to 5 and more
- Revised numbers 1 to 3
- Were introduced to the heart shape
- Copied and extended simple patterns, using concrete objects and drawings
- Followed instructions and directions
- Collected data – food pictures
- Sorted food into the correct groups



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

- Give the learner six straws in a cup. The learner must count all the straws.
- Call out addition and subtraction problems. Learners must use the straws to show the solution.
- Learners use the straws to form the following shapes: circle, square, triangle and rectangle.

Grade R: Term 1		
Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to	**Yes**	**No**
1. Recognise numbers 1 to 3 and number words one to three		
2. Count up to at least six		
3. Count a variety of objects		
4. Answer oral addition and subtraction problems		

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

3. Life skills assessment

Over the last two weeks learners engaged in various life skills-linked activities that required them to make healthy food choices. They discussed the different food groups and how much to eat from each group. They also understood the importance of drinking only clean water and eating fresh food.

Show learners the following pictures and ask them to:

- Name the various foods.
- Divide the foods into two groups and explain why.

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

