ASSESSMENT: Weeks 13 and 14

Term: 2

This is what I wear

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 *Ntombi Hippo*
- demonstrated understanding of the above story
- identified the 'e' sound at the beginning of words
- sang and recited songs
- described various items of clothing and when they are worn
- read the sentence strips with the teacher and class
- practised the letter formation of the letter 'e'
- 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 'e' and the other letters introduced so far from the Learner Resource Book on a table.
- Ask each learner to find the letter 'e'. Ask the learner to find the other letters, one at a time.
- Let the learner read each letter.
- Now ask each learner to trace the letter 'e', 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 'e'. Remember to say the sound and not the name, i.e. '*eh*' not '*eee*'.

Part two

- Use clothing from the theme table for this task.
- Ask the learner to identify and describe the various items of clothing.
- Ask the learner to name the season in which we would wear the clothes.
- Ask the learner to describe the place/occasion when such clothes would be worn.

Part three

- Use the sentence strip: *I have a* ___ (scarf, hat, shirt, etc.)
- Place the ending words and matching pictures (or clothes) on the table.
- Ask: 'What do I have in my suitcase?' and point to a picture. The learner replies 'I have a ___' and matches the name label and the item of clothing.
- Let the learner make the sentence. Have the learner read the sentence together with you, pointing to each word as you read.

Assessment checklist

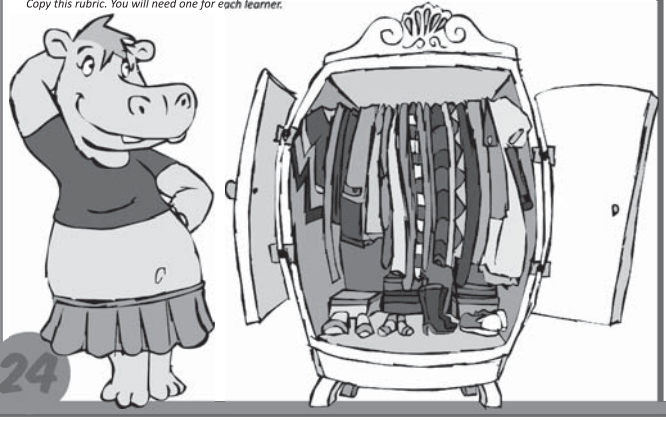
Use this assessment checklist to assess the above task.

Grade R: Term 1		
Checklist for Literacy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Recognise initial sounds of words using picture cards		
2. Select cards that begin with 'h' from a group of cards		
3. Recognise the letter 'e' from a group of letters		
4. Read single letters		

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

Grade R: Term 2				
Holistic rubric for Literacy Assessment Task Parts Two and Three				
	1	**2**	**3**	**4**
	Not achieved	Partial achievement	Satisfactory achievement	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. Describe the season and occasion for clothing items				
Phonics:				
4. Identify the 'e' sound at the beginning of words				
5. Identify 'e' sounds in the environment				
Reading:				
6. Read the names of the items of clothing				
7. Point to the words as you read the sentence strip				
8. Match words and clothing items				
9. Recognise the 'e' letter in print				

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



2. Numeracy 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:

- counted to 10
- were introduced to the number 5/five
- were introduced to the oval shape
- began to conceptualise the concept of equal sharing and grouping to 6
- worked concretely comparing and ordering objects using appropriate vocabulary to describe length (e.g. long, longer, short, shorter, etc.).

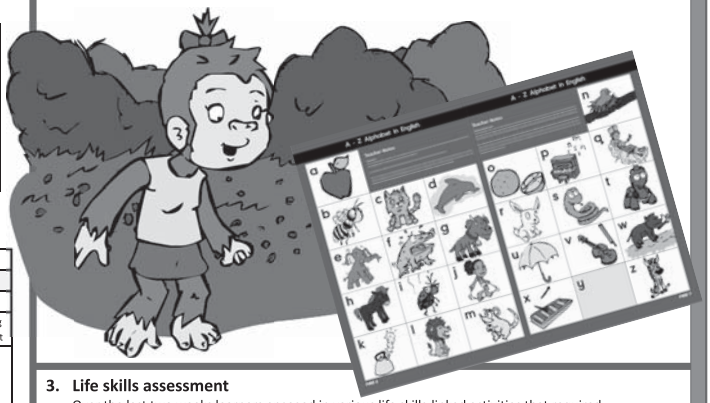
This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

TASK

- Give the learner a pile of socks. Ask the learner to count them all. How many?
- The learner must then pair up the socks, and count the pairs. How many?
- Ask the learner to describe the socks in terms of length: Which one is longer, shorter, the shortest, the widest, etc.

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

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 learn all about what we wear. They described various items of clothing in terms of their function and occasion. Learners were also introduced to the different materials used to make clothes.

Show learners the following pictures and ask them to:

- name the various items of clothing
- explain who would wear each item and why
- identify the season in which we would wear the clothing
- describe where we would wear the clothing, and for what occasion

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

