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 *Yellow Yolanda*
- demonstrated understanding of the above story
- identified the 'y' sound at the beginning of words
- identified the 'o' sound at the beginning of words
- sang and recited songs
- named various shapes and their properties
- read the sentence strips with the teacher and class
- practised the letter formation of the letters 'y' and 'o'
- 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 'y' from the Learner Resource Book on a table.
- Ask each learner to 'read' the letter 'y'.
- Now ask each learner to trace the letter 'y', 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 the letter 'y'. Remember to say the sound and not the name, i.e. '*yuh*' not '*why*'.

Part two

- Use Worksheet 1 for this task.
- Ask the learner to name each shape on the worksheet.
- Ask the learner to read the sentence with you: *This is a* ___. Learner must complete the sentence.
- Ask the learner to read and name each colour.
- Call out a colour and a shape. The learner must draw it accordingly.

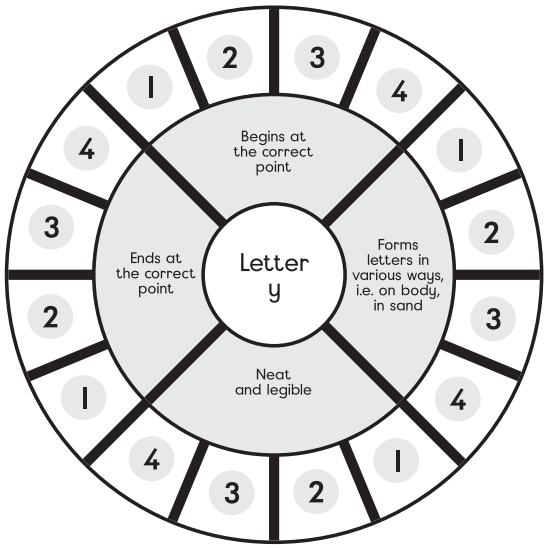
Part three

- Use the sentence strip: *This is a* ___ (circle, square, etc.).
- Place the ending words and matching shapes on the table.
- Ask: 'What is this?' and point to a shape. The learner replies, 'This is a ___' and matches the word and the shape.
- 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 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 shape and name the colour				
Phonics:				
4. Identify the 'y' sound at the beginning of words				
5. Identify 'y' sounds in the environment				
Reading:				
6. Read the names of the shapes and colours				
7. Point to the words as you read the sentence strip				
8. Match words and shapes / words and colours				
9. Recognise the letter 'y' 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 number 6/six
- revised all shapes and colours
- created and completed simple patterns
- solved orally stated addition and subtraction problems up to 6
- collected and sorted data.

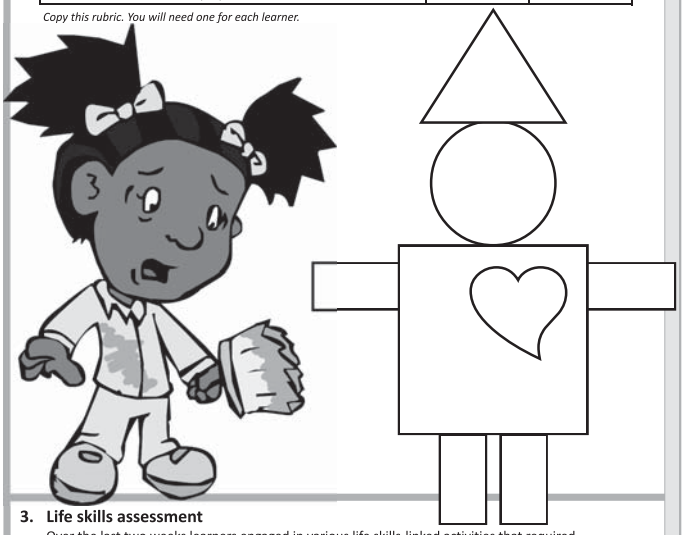


TASK

- Provide the learner with a pile of shapes. Ask the learner to sort the shapes into groups and to explain the groupings.
- Start a simple pattern with two shapes. Ask the learner to continue the pattern.
- Ask the learner to create a new pattern using three shapes.
- Ask the learner to use the shapes to create a picture. Ask the learner to describe the picture.

Grade R: Term 1		
Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Count to 10		
2. Write numbers 1 to 6		
3. Sort shapes into groups according to a set of criteria, e.g. four sides, three sides, round, flat		
4. Create and continue simple patterns		

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 become aware of colours and shapes around them. They used shapes to create pictures and patterns. They also learnt about colour mixing, using primary colours to create secondary colours.

Show learners the following pictures and ask them to:

- name the shapes
- name the colours
- describe the characteristics of each shape
- say which of the colours are primary colours
- name the colour made when the two primary colours are mixed together

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

