ASSESSMENT: Weeks 17 and 18

Term: 2

Opposites

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 *Friends*
- demonstrated understanding of the above story
- identified the 'x' sound at the beginning of words
- sang and recited songs
- named words and their opposites
- read the sentence strips with the teacher and class
- practised the letter formation of the letter 'x'
- 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

- Put the letter 'x' from the Learner Resource Book on a table.
- Ask each learner to 'read' the letter 'x'.
- Now ask each learner to trace the letter 'x', saying what they are doing. Check that they start and end in the correct positions.

Part two

- Use the 'opposite' cards from the theme table for this task.
- Read a word on a card. Ask the learner to find the opposite. Learners can also find items on the theme table to show the opposite meaning.
- Call out a word. Ask the learner to say the opposite.
- Put out several cards making pairs of opposites. Mix them up. Now read them with the learner. Learner matches the opposites.

Part three

- Use the sentence strip: *Look at the* ___ (tall man, fat cat, etc.).
- Place the ending words and matching pictures on the table.
- Say: 'Look at the ___' (give an oral description of a picture). The learner replies, 'Look at the ___' and completes the sentence by finding the matching picture.
- Let the learner make the sentence. Have the learner read the sentence together with you, pointing to each word as you read.

Use this assessment checklist to assess the above task.

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. Say the opposite of a variety of words				
Phonics:				
4. Identify the 'x' sound at the beginning of a few words				
Reading:				
5. Read the opposite words				
6. Point to the words as you read the sentence strip				
7. Complete a sentence with a matching picture				
8. Recognise the 'x' letter in print				
9. Trace the letter 'x' using the correct letter formation				

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:

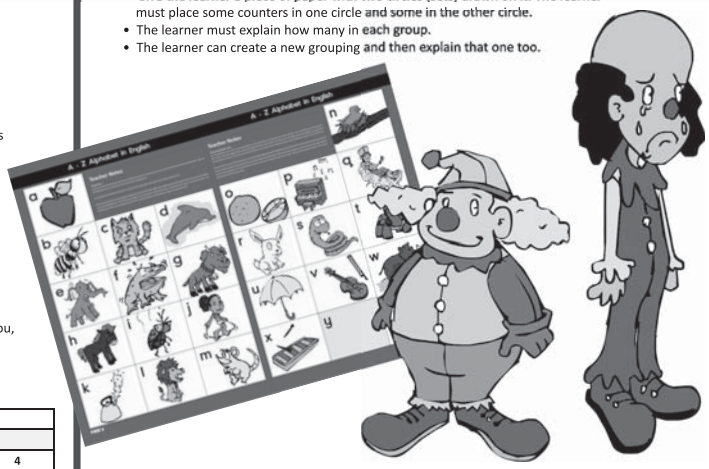
- counted to 10
- revised numbers 1 to 6 and number words one to six
- revised all shapes and colours
- solved oral addition and subtraction problems with solutions to at least 6
- explained own solutions to problems



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

TASK

- Give the learner a pile of 10 counters. Ask the learner to count out 6 counters. How many are left?
- Now the learner must break up the 6 counters into two groups. How many in each group?
- Give the learner a piece of paper with two circles (sets) drawn on it. The learner must place some counters in one circle and some in the other circle.
- The learner must explain how many in each group.
- The learner can create a new grouping and then explain that one too.



Grade R: Term 2		
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. Break up 6 into groups		
4. Explain own groupings		

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 about opposites. They were able to name the opposite word for various actions. Learners also explored various ways of moving their bodies, including rotate, elevate and balance.

Show learners the following pictures and ask them to:

- name the pictures
- match the pictures to their opposites
- name other opposites not illustrated here

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

