# ASSESSMENT: Weeks 19 and 20

Term: 2

# Gardens and bugs

## 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 *Fastest smartest, flea!*
- demonstrated understanding of the above story
- identified the 'w' sound at the beginning of words
- identified the 'z' sound at the beginning of words
- sang and recited songs
- named various insects and described their appearance
- read the sentence strips with the teacher and class
- practised the letter formation of the letters 'w' and 'z'
- 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 'w' from the Learner Resource Book on a table.
- Ask each learner to 'read' the letter 'w'.
- Now ask each learner to trace the letter 'w', 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 letter 'w'. Remember to say the sound and not the name, i.e. '*wih*' not '*double you*'.



**Part two**

- Use Poster 10 for this task.
- Ask the learner to name the various insects on the poster.
- Ask the learner to talk about the insects s/he has seen this week.
- Ask the learner to clap out the syllables in each insect's name.
- Ask the learner to think of words to describe the insects.

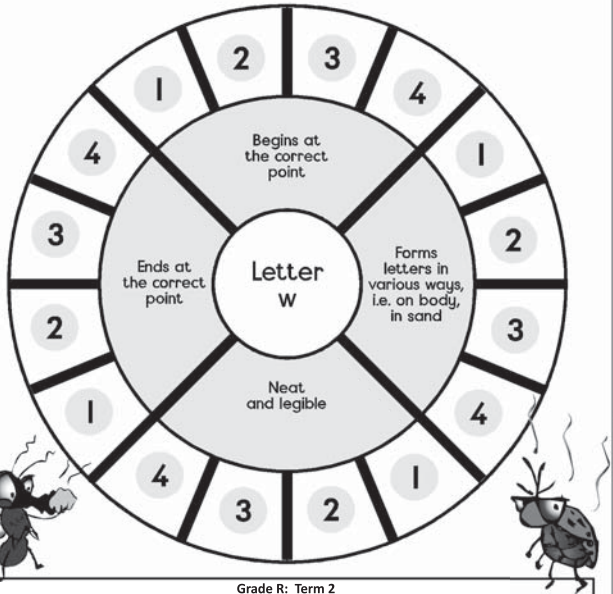
**Part three**

- Use the sentence strip: *I see the* ___ (spider, fly, bee, etc.).
- Place the insect name labels and matching pictures on the table.
- Ask: 'Do you see the ___?'. The learner replies 'I see the ___' and adds the word and the picture to complete the sentence.
- Let the learner make the sentence. Have the learner read the sentence together with you, pointing to each word as you read.



**Assessment wheel**

| 4 Well developed | 3 Age appropriate | 2 Still developing | 1 Intervention needed |
|---|---|---|---|



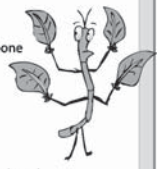

| Grade R: Term 2 | | | | |
|---|---|---|---|---|
| **Holistic rubric for Literacy Assessment Task Parts Two and Three** | | | | |
| | **1** Not achieved | **2** Partial achievement | **3** Satisfactory achievement | **4** Outstanding achievement |
| *The learner is able to:* | | | | |
| **Oral:** | | | | |
| 1. Follow the instructions | | | | |
| 2. Answer the questions | | | | |
| 3. Talk about personal experiences | | | | |
| **Phonics:** | | | | |
| 4. Identify the 'w' sound at the beginning of words | | | | |
| 5. Identify 'w' sounds in the environment | | | | |
| **Reading:** | | | | |
| 6. Read the insect labels | | | | |
| 7. Point to the words as you read the sentence strip | | | | |
| 8. Complete a sentence with a matching picture | | | | |
| 9. Recognise the 'w' letter in print | | | | |
| | 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 |

*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:

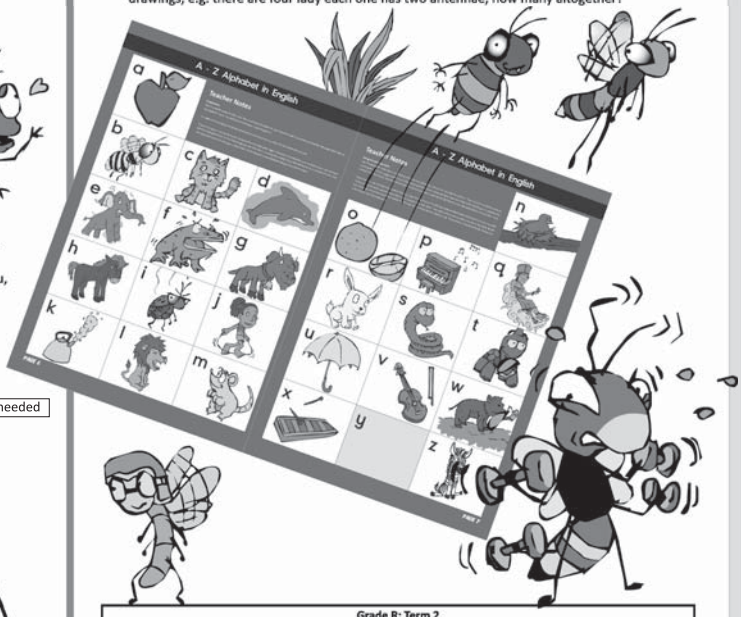
- counted to 10
- revised numbers 1 to 6 and number words one to six
- revised all shapes and colours
- solved oral addition and subtraction problems with solutions to at least 6



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 toothpicks, a dice and six ladybug pictures (without legs).
- Tell the learner to throw the dice, and to identify the number.
- Have the learner match the number on the dice to the correct number word flashcard (one to six).
- The learner then counts out the same number of toothpicks as the number on the dice and attaches these 'legs' to one of the ladybug bodies.
- Continue in the same way, with the learner identifying the number on the dice, matching it to the word, and adding the correct number of legs until all six ladybug pictures have been used.
- Present learners with opportunities to solve problems using concrete apparatus or drawings, e.g. there are four lady each one has two antennae, how many altogether?




| 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. Match number, word and picture (dots on the die) | | |
| 4. Count out matching items | | |
| 5. Solve verbal problems using counters or other concrete apparatus | | |

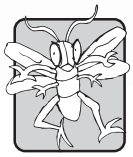
*Copy this rubric. You will need one for each learner.*

## 3. Life skills assessment

Over the last two weeks learners engaged in various life skills-linked activities that required them to learn all about gardens and bugs. Learners have classified insects as having six legs and spiders as having eight legs. They are also able to describe what insects look like and where they live.

**Show learners the following pictures and ask them to:**

- name each insect
- describe each insect (in terms of appearance)
- say what it eats
- say where it lives
- say if it is dangerous



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

