

1. Literacy assessment

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

- listened to the story *A boy's best friend*
- demonstrated understanding of the above story
- identified the 'f' sound at the beginning of words
- sang and recited songs
- used picture clues to investigate safe and unsafe situations
- interpreted common warning symbols, e.g. STOP
- segmented words into syllables
- read the sentence strips with the teacher and class
- practised the formation of the letter 'f'
- 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 'f' from the Teacher's Guide on a table.
- Ask the learners to 'read' the letter 'f'.
- Now ask the learners to trace the letter 'f', saying what they are doing. Check that they start and end in the correct positions.
- Finally ask the learners if they know words that begin with 'f'. Remember to say the sound and not the name, i.e. 'fff' not 'ef'.



Part two

- Use Worksheet 1 again.
- Ask the learner to 'read' each of the pictures.
- Ask the learner to use each word in a (oral) sentence.
- Finally ask them to point to a picture and clap the words (into syllables).
- Ask how many claps.
- Repeat with the other pictures.

Part three

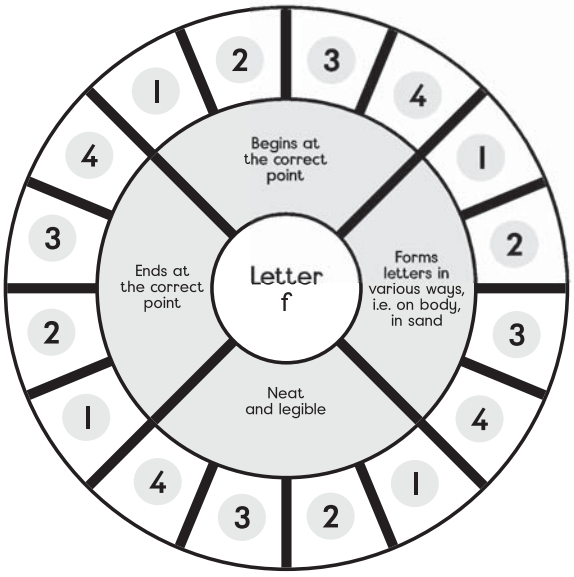
Complete this part of the assessment when doing the numeracy and life skills assessment.

- Use Worksheet 3 again. You can also draw or cut out safety signs to use for this assessment.
- Ask the learners to 'read' each warning sign.
- Ask the learners what the sign warns us about.

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 3 Holistic rubric for Literacy Assessment Task Part Two and Part Three				
Name: **Date:**	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
The learner is able to:	Only able to achieve any 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 criteria
Oral:				
1. Follow the instructions				
2. Answer the questions				
3. Hear and clap syllables in words				
Phonics:				
4. Identify the 'f' sound at the beginning of words				
5. Identify 'c' sounds in the environment				
Reading:				
6. Recognise (high frequency) warning symbols				
7. Explain the meaning of warning symbols				
8. Use word in own sentence				
9. Recognise the 'f' symbol in print				

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

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:

- manipulated household containers, e.g. detergent boxes, shampoo bottles
- sorted the containers according to those that slide and those that roll
- described properties of objects that roll and slide
- identified boxes
- described properties of boxes



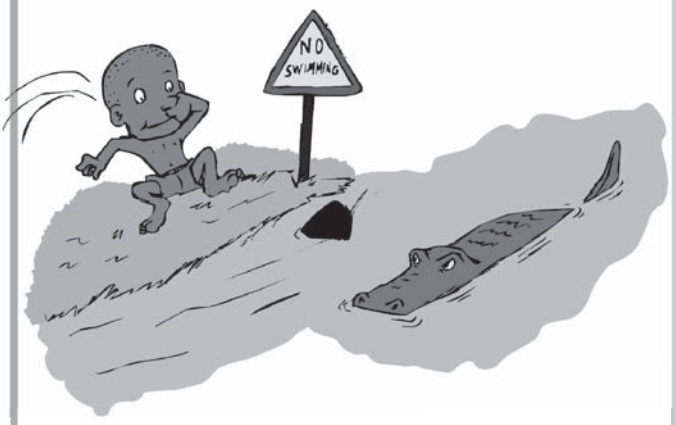
This assessment task may take several days to complete.
You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Place five containers used for this theme on a table.
- Ask the learners to tell you how many containers there are altogether.
- Then let the learners count the items.
- Ask the learners to point to the items that slide and those that roll. Allow them to manipulate the items if they are unsure.
- Ask them to explain the properties of those that slide (flat sides) and those that roll (round edges).
- Now ask the learners to show you the boxes.
- Finally ask the learners to tell you why the item is a box.

Grade R: Term 3 Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to:	Yes	No
1. Tell how many items are on the table		
2. Count the items		
3. Identify items that roll		
4. Identify items that slide		
5. Identity boxes from other 3D objects		
6. Use mathematical language to describe understanding of concepts		

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 identify safe and unsafe situations in the home, at school and in the environment. Use the checklist below to record your observations of the learners over the last two weeks.

Show learners the following pictures and ask them to tell you:

- where they are used
- when they are used
- why they are used

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



