ASSESSMENT: Weeks 27 and 28



Term: 3 **People who help us**

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 *Our goat Godfrey*
- demonstrated understanding of the above story
- identified the 'p' and 't' sounds at the beginning of words
- identified initial and end sounds of names of community workers
- recognised (read) initial sounds learned so far
- sang and recited songs
- shared personal stories of being lost
- identified people in the community who help us
- read the sentence strips with the teacher and class
- practised the letter formation of the letters 'p' and 't'
- used language for learning.



This assessment task may take several days to complete. Depending on the ability of the learners, you may choose to assess one letter on one day and the other letter on a different day.



TASK

Part one

- Use the letter formation assessment wheel to assess this activity.
- Draw a large 'p' and 't' on the ground with chalk. Mark the starting points with a green card that reads 'go'. Mark the ending point with a red card that reads 'stop'.
- Ask the learners to 'read' the letters 'p' and 't'.
- Then ask the learners to trace the letter by walking it. They must say how they are moving, e.g. *I'm standing at the starting point. Now I'm walking around and down*, etc. Check that the learners start and finish in the correct positions.
- Finally ask the learners if they know any words that begin with 'p' and 't'. Remember to say the sound and not the name, i.e. *'pih'* not *'pee'* and *'tih'* not *'tee'*.



Part two

- Use the letter dice you made previously.
- Ask each learner to throw the dice and 'read' the letter facing upwards.
- Ask each learner to make a word that begins with that sound.
- Repeat until each learner has thrown all the letter symbols.

Part three

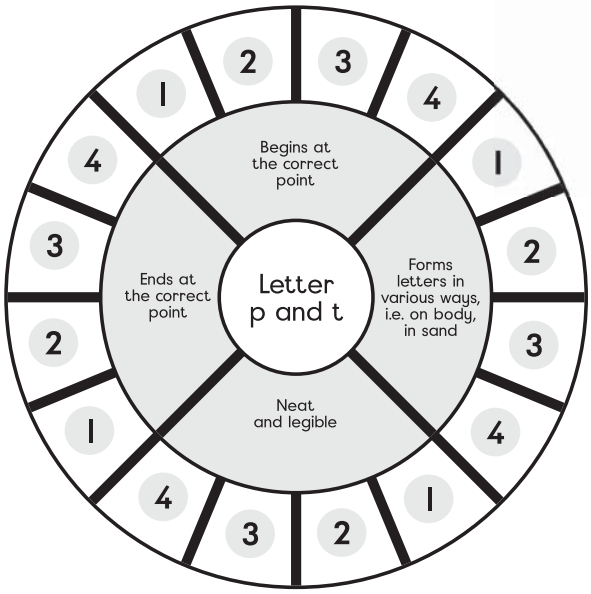
This activity is an oral (spoken) assessment to determine how the learners listen and speak.

- Use Poster 14 again.
- Ask each learner to point to a particular person in the picture, e.g. 'Show me the policeman'.
- Ask each learner what this person does, where he works and what he wears.
- Repeat with the other people on the poster.

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		
Checklist for Phonics Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. identify a learnt letter and say the letter sound (c, q, p, t, f, m, a):		
1.1 c		
1.2 q		
1.3 t		
1.4 f		
1.5 m		
1.6 a		
2. hear a sound spoken by the teacher and say a word beginning with that sound.		

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

2. Numeracy 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:

- counted to 10
- shared concrete apparatus to determine if there are leftovers (odd) /no leftovers (even) (to at least 6)
- used concrete apparatus to subtract (from at least 6).
- explained solutions to problems

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

- Place 10 buttons in a row on the table. Ask the learner to count them.
- Ask them to match the numeral and word card for 10.
- Repeat with other numbers in the one to six range.

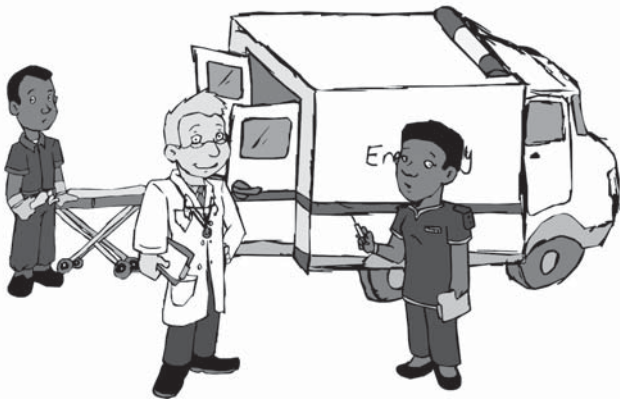


Part two

- Put six buttons on the table. Ask how many there are.
- Ask the learner to count out the buttons.
- Ask how many buttons will be left if we take away two.
- Let the learner remove two buttons and say their answer.
- Let them count the buttons to check their answer.
- Repeat with different subtractors.

Part three

- Prepare five paper pizzas or cakes (just trace around a saucer onto paper five times). Divide the circles into 2, 3, 4, 5 and 6 slices respectively. Place each one in a small box or an envelope.
- Place two paper or plastic plates on the table.
- Talk about leftovers after a meal. Ask: What is a leftover? What do you do with leftovers?
- Take out the pizza/cake cut into two. Tell the learner that that they are going to be a waiter/waitress. Allow the learner to count the pieces and put them together.
- Ask them if they think there will be any leftovers when they share them between the plates. Let them share out the pieces and check their prediction.
- Let the learner talk about what they are doing.
- Repeat with the other pizzas/cakes. Learners do not need to know or use the terms even or odd.



Grade R: Term 3				
Holistic rubric Numeracy Assessment Task				
Name:	1	2	3	4
Date:	Not achieved	Partial achievement	Satisfactory achievement	Outstanding achievement
Is the learner able to:				
Counting				
1. Can count out objects to ten?				
2. Can identify the numerals 1 to 6?				
3. Identify the number words one to six?				
Concept development				
4. Subtract verbally stated problems involving single digit numbers? (within the 0-6 range)	Any two correct	Any three to five correct	Any five to eight correct	All nine correct
5. Use concrete apparatus to solve problems?				
6. Breaks down and builds numbers? (within the 1-6 range)				
7. Solve problems involving sharing and grouping within the 1-6 number range, using concrete objects?				
8. Explain solutions using concrete objects ?				
9. Uses mathematical language?				

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

3. Life skills assessment

Over the last two weeks learners investigated various people who help them (and us) at home, at school and in the environment. They were encouraged to think about where these people work, what they do in the course of their work, the special skills that they have and how they impact on our daily lives. This topic links closely to Life Orientation LO1 and learners need to understand how (many of) these people keep them safe.

Let learners look at the following pictures and say how these people help to keep them safe. Show learners these pictures and ask them to tell you

- Who is he/she?
- Where do they work?
- How does this person help keep you safe/healthy?

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