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 *I like to help*
- used the illustrations in the story to identify objects and experiences
- recounted personal stories of helping others
- identified the 'h' sound at the beginning of words
- recognised the symbol for 'h'
- identified words beginning with 'h'
- read' from the book they made on how they help at home
- pointed to the words when they 'read'
- sang and recited songs
- practised the formation of the letter 'h'
- used language for learning



This assessment task may take several days to complete..

TASK

Part one

- Allow the learner to look at the pictures on each page of the story *I like to help.*
- Close the book.
- Ask the learner to tell you about two tasks that the child in the story likes helping with at home.
- Then ask the learner to tell you about two tasks the child likes helping with at school.
- Ask the learner what they do at home and at school to help.

Part Two

- Put picture cards of the following on the table: *hat, house, horse, hand, dog, pot, boat, cloud.*
- Mix up the cards. Ask the learner to 'read' the cards.
- Now ask the learner to pick up all the cards that begin with h. Remember to say the sound *'hih'* and not the letter name *'aitch'.*



Part Three

- Place the following alphabet letters on the table: c, p, t, s, h, q.
- Ask the learner to 'read' each letter.
- Ask the learner to make a word that begins with the letter sound.
- Repeat until the learner has 'read' all the letter symbols.

Part Four

- Let the learner use the *I* like to help book s/he made.
- Ask the learner to show you the front of the book and the back of the book.
- Ask the learner to open the book and point to the first picture. Let the learner tell you about the picture.
- Now ask the learner to point to the words under the picture. Let the learner 'read' the sentence.

Assessment checklist

Use this assessment checklist to assess the task above

Grade R Term 3		
Checklist for Literacy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Remember events from a story		
2. Use a story to recognise common experiences		
3. Recognise initial sounds of words using picture cards		
4. Select picture cards that begin with 'h' from a group of cards		
5. Recognise the letter 'h' from a group of letters		
6. Read single letters		
7. Role-play reading: turn pages appropriately		
8. Hold a book the right way up		
9. Look at words and pictures and understand the relationship between them		
10. Use pictures to construct ideas		
11. Distinguish pictures from print (e.g. by pointing at words rather than pictures when 'reading')		

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
- broke and built up numbers to 8
- solved verbally stated addition and subtraction problems in the range of 1-8
- used mathematical language to express problem-solving strategies and techniques.

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

Part one

- Place 10 counters on the table.
- Ask the learner to count them one by one.

Part Two

- This activity must be done on the carpet.
- You will need 8 bottle tops and a small box plus the numeral and word flashcards for numbers 1 to 8 (found in the Resource Book).
- Ask the learner to count the bottle tops and tell you how many there are. They will count 8. Let them find the matching numeral and word card for 8.
- Tell the learner to put all the bottle tops into the box, shake it and toss them onto the carpet.
- Some bottle tops will be facing upwards and others will be facing downwards when they land.
- Let the learners count those facing upward first. Ask the learner to find the matching numeral and word card.
- Now ask the learner to count the bottle tops facing downwards. Again, let the learner find the matching numeral and word card.
- Finally, ask the learner to count both groups and see how many there are all together (will add up to 8).
- Repeat.

Part Three

- Provide the learner with counters.
- Give simple theme-related story sums for the learners to solve. Some are provided for you here:
- Hanyani serves 6 cups of soup and Hannah serves 2 cups. How many cups do they serve altogether?
  - Happy helps by washing the dishes. She washes 7 plates and 1 glass. How many things does she wash altogether?
  - Hendrik walks 4 dogs in the morning and 4 dogs in the evening. How many dogs does he take for a walk every day?
  - Hussein has 8 jerseys. He gives 3 away to the poor. How many jerseys does he have left?

Grade R Term 3		
Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
1. Count objects to 10		
2. Break down and build up numbers to 8		
3. Match the numeral and word for the number of objects (to 8)		
4. Add and subtract verbally stated number problems		
5. 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 skill-linked activities that required them to talk about how they can help at home, at school and in the community. Use the checklist below to record your observations of the learners over the last two weeks.

Show learners these pictures and ask them to tell you

- Why does this person need help?
- How does this person feel?
- How can you help?
- How will this person feel after you've helped?

See if learners are able to apply what they have learnt over the past two weeks when looking at these pictures. Write your observations in your record book. These questions should help you with your observations:

- Can the learner identify that these people are in need of help?
- Can the learner recognise what help they need?
- Does the learner show empathy for these people?
- Can the learner suggest practical and achievable ways in which to help?
- Does the learner respond appropriately to the pictures?



