ASSESSMENT: Weeks 31 and 32



Term: 4

New life

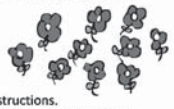
1. Literacy assessment

This assessment task will assess Learning Outcome 1: Listening. This is a very important skill which is sometimes taken for granted and overlooked. The list below details some of the things learners did over the last two weeks. (Note: the informal assessment task that follows focuses specifically on listening.) Over the last two weeks learners:

- listened to the story *A spring surprise*
- identified rhyming words in the story
- used their imagination to make up other rhyming words
- recounted personal experiences of events that surprised them or a member of their family
- identified the 'b' sound at the beginning of words
- recognised the symbol for 'b'
- identified words beginning with 'b'
- drew pictures of baby animals and their mothers and used known letters to construct meaning
- made a class reader and 'read' from the reader
- pointed to the words when they 'read'
- sang and recited songs
- practised the letter formation of the letter 'b'
- used language for learning.



This assessment task may take several days to complete. Parts 1-3 are done with each learner on their own. Part 4 is done in pairs or in a small group. Before beginning any of these tasks, make sure that you explain very clearly what you want done. Do not speak fast and make sure you use simple language that the learners understand.



TASK

Part one

- This part of the task assesses the learner's ability to follow verbal instructions.
- Prepare the following picture cards in advance. You can draw the pictures or cut them from magazines. Paste them onto cardboard.
- Place the cards in a pile on the table.
- Ask the learner to take three cards and put them in a row face-up onto the table.
- Now ask them to pick up four cards and place them in a row under the first row.
- Repeat this type of request, changing the number and position of the cards each time.
- When all the cards are packed out on the table, begin with Part Two.

Part Two

- Part Two of this task assesses the learner's ability to follow multiple instructions in a single command.
- Ask the learner to point to three of the cards, e.g. Please point to the bee, the baby and the butterfly.
- Repeat. If the learner is able to select three cards with ease, increase the number of cards that they must remove from the set.

Part Three

- This part of the activity focuses on rhyming words.
- Say a word that rhymes with at least one of the pictures on the table, e.g. *'see'.*
- The learner must find and remove the picture cards that rhyme with this word, e.g. *'bee', 'tree'.*

Part Four

- Work with two or more learners.
- Show them a picture of an animal. Ask them questions about this animal, for example:
  - What is its name?
  - Where does it live?
  - What type of body covering does it have? Why?
  - What does it eat?
  - What is the name of the baby animal?
  - Would you like to have this animal as a pet? Why?
- Observe how the learners interact with each other.



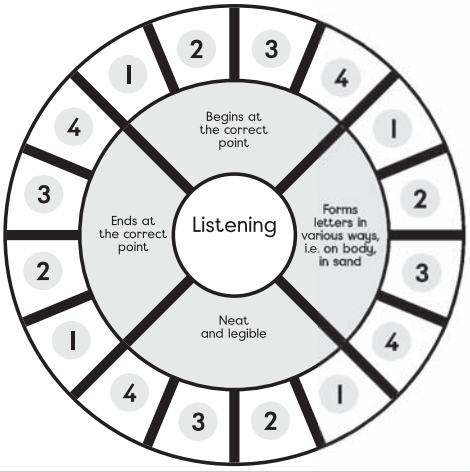
Assessment checklist

Use this assessment checklist to assess the task above

Listening checklist		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
Listen and respond to multiple instructions: Part One		
Listen and respond to multiple instructions: Part Two		
Listen and respond to multiple instructions: Part Three		
Listen to, understand and respond to multiple instructions: Part Four		

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

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



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:

- investigated symmetry in nature (the environment)
- worked concretely comparing the length of objects
- created own patterns
- 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

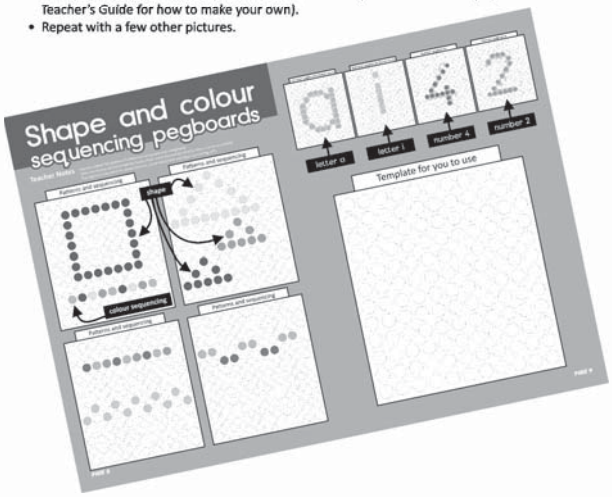
- Place 10 counters on the table.
- Ask the learner to count them one by one.

Part Two

- Place three cardboard inner tubes/rolls of different lengths (from paper towels, tin foil, toilet paper, etc,) on the table.
- Ask the learner to sort them from longest to shortest.
- Let them verbalise what they have done.
- Now ask them to point to the longest/shortest tube.

Part Two

- You will use the pegboard patterns in the Resource Book.
- Cover half of the image with a sheet of white paper and ask the learner to build this half using their pegs and pegboards. (If you do not have these in your classroom see pages 4-5 in the Teacher's Guide for how to make your own).
- Repeat with a few other pictures.



Grade R Term 4 Checklist for Numeracy Assessment Task		
Name:	**Date:**	
The learner is able to:	**Yes**	**No**
Measurement		
1. Sort objects according to their length, e.g. from shortest to longest		
2. Use language related to measurement, e.g. long, longer, longest, short, shorter, shortest		
Symmetry		
3. Copy patterns		
4. Approach the task in a logical way / use own methods to copy		
5. Complete an incomplete symmetrical picture		
6. Use mathematical language to describe what s/he is doing		

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

3. Life skills assessment

Over the last two weeks learners used their bodies to represent animals in nature and move as they do. These activities link to Life Orientation Learning Outcome 4 as well as to Arts and Culture (Dance).

Use the following statements to guide your comments in your observation book.

- Explores different ways to locomote (move), rotate (turn), elevate (lift) and balance.
- Performs expressive movements using different parts of the body. For instance, can they wriggle their arms and legs like tadpoles?
- Through play, co-ordinates simple gross and fine motor movements.
- Through play crosses the mid-line.
- Draws on play, fantasy and imagination to explore a wide variety of movement words, e.g. crouch, bend, jump, skip, run, spin.
- Draws on play, fantasy and imagination to explore a wide variety of changes in tempo, i.e. fast, slow.
- Participates in simple dances based on formations and patterns.
- Talks about own dancing using action words.
- Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards.

