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Foundations for Learning

Assessment Framework

Intermediate Phase

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Design and layout: Formeset Digital Tshwane, Tel.: (012) 324 0607

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A Letter from the Deputy Director-General: General Education and Training

Dear Teacher

The Foundations for Learning Campaign has been launched to focus the system on the improvement of learner performance in literacy and numeracy. The enclosed document provides you with support as you monitor learner progress in these learning areas.

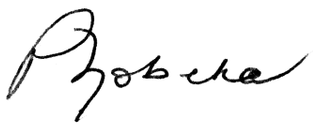
In this document you will find that:

- The milestones[1] (knowledge and skills) derived from the Learning Outcomes and Assessment Standards from the National Curriculum Statement for Languages and Mathematics (Grades 4-6) have been packaged into four terms for each grade to facilitate planning for teaching. These milestones explain the content embedded in the Learning Outcomes and Assessment Standards.
- These milestones have been further written into manageable units to assist you to develop the required assessment tasks per term; and
- Rubrics for the last assessment task per term have been provided so that schools and districts can develop a common assessment task. The results of which are to be communicated to the District Office.

NB: the annual assessment of learners that will be set by the Department of Education will be based on these quarterly assessment tasks.

I trust that you will find this document a valuable resource.

Kind regards



Ms Palesa Tyobeka
Deputy Director-General: General Education and Training
Date: 11 April 2008

[1] The term "milestones" is used to indicate the expected level of development of our learners' progress to becoming literate and numerate. It gives a sense of what their achievements could be at given points in the school year.

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Acknowledgements

The Department of Education records its sincere appreciation to the following individuals who have contributed to the development of this document:

- Ms J van Heerden, Teaching and Learning Services (KwaZulu-Natal)
- Ms D Botha, Material Development Manager, READ Educational Trust
- Ms H Wilson – Provincial Curriculum Unit (KwaZulu-Natal)
- Teachers from Umgungundlovu and Amajuba Districts (KwaZulu-Natal) and Worcester District (Western Cape)

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* The rubrics in this document are developed at Home Language level.

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A Note on the Mathematics Assessment Tasks

The National Policy on Assessment for Schools stipulates that two assessment tasks in Mathematics should be formally assessed each term. These tasks cover the essential milestones expected for that term (refer to pages 3 to 11 in this document). ***The Learning Outcomes and Assessment Standards used to develop assessment tasks are stated in the Work Schedule and are further described in the Numeracy Programme of Assessment.***

Use the milestones to ensure your Work Schedule covers the required knowledge, skills and values for teaching and learning demonstrating conceptual progression. Not everything taught needs to be formally assessed. However, it is essential that you continuously assess your learners' progress through both a formal and an informal assessment programme, as this informs your daily planning. Do not only use the Assessment Tasks for assessing counting, mental agility and problem solving. On a daily basis you must observe your learners' *counting skills, ability to answer questions, ability to reflect on their own solutions to problems etc*., recording where necessary. It is important, too, that learners' understanding of what they are doing in Mathematics is assessed and not just their ability to give answers correctly. Your assessing of mathematical skills is, therefore, also continuous and not just a once-off assessment.

For each Assessment Task, you must design two or more activities that will allow learners to ***demonstrate*** the skills, knowledge and values you are assessing i.e. the criteria from the Assessment Standards. Use the holistic rubrics, checklists and rating scales provided, as well as other assessment tools to observe, assess and record every learner's understanding.

You need to ensure that assessment is not only done as written work, but allows for practical and oral work too (forms of assessment). The Assessment Task, therefore, needs to be infused into your normal teaching and learning time over a period of time e.g. 5-7 consecutive days. Allow learners to have access to counters, number lines, number charts etc if they need them, **even during an assessment task.** You want to assess what learners understand and not what they can just memorise. Your recorded assessment is against the whole task, using the National codes and level descriptors.

Explanation of terminology

- *Holistic rubric:* a collection of skills and knowledge (criteria) against which the learner will be assessed. It gives an overall impression of how the learner has performed.
- *Rating scale:* a set of statements containing the knowledge and skills (criteria) to be assessed. Each statement is rated separately and is a guide for the overall assessment of the complete task.

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Mathematics Milestones (per Term): Grade 4			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Counting forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 10s, 25s, 50s and 100s) between 0 and 1000 • Recognise and represent numbers in order to describe and compare them: – expanded notation of numbers to 1000 – common fractions with different denominators including halves, thirds, quarters and eighths – common fractions in diagrammatic form. – decimal fractions of the form 0,5 in the context of measurement. – odd and even numbers to at least 1000. – multiples of 2 single-digit numbers to at least 100 • Recognise the place value of digits in whole numbers to a minimum of 3-digit numbers • Perform mental calculation involving addition and subtraction of – A single digit to a two-digit number e.g. 53+4, 63+4, 72-5, 62-5 – 2 two-digit number where one number is a whole ten e.g. 39+10, 39+30, 97-20, 23-10 • Perform mental calculations involving multiplication of 2 single-digit numbers in number range dealt with • Use a range of techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers – rounding off – doubling and halving – using a number line • Solves problems in context using a variety of strategies with numbers to 500, using a number chart if necessary • Investigate and extend numeric and geometric patterns looking for general rules or a relationship, including patterns:	• Counting forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 9s 10s, 11s, 25s, 50s and 100s) between 0 and 2000 • Ways of counting in different cultures (including local) throughout history. • Recognise and represent numbers in order to describe and compare them: – expanded notation of numbers to 5000 – common fractions with different denominators including halves, thirds, quarters, sixths and eighths – common fractions in diagrammatic form. – decimal fractions of the form 0,5, 1,5 and 2,5 in the context of measurement. – multiples of 2 two-digit numbers where one number is a whole 10 to at least 200 • Recognise the place value of digits in whole numbers to a minimum of 4-digit numbers • Recognise and use equivalent forms of the numbers listed above including – common fractions with denominators that are multiples of each other – decimal fractions of the form 0,5; 1,5 and 2,5 and so on in context of measurement. • Perform mental calculations involving addition, subtraction and multiplication within the number range dealt with • Solve problems in contexts such as: – financial (buying, selling and simple budgets) – measurements in Natural Sciences and Technology contexts. • Use a range of techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers	• Counting forwards and backwards in a variety of intervals (including 2s, 3s, 4s, 5s, 9s,10s, 11s, 20s, 25s, 50s and 100s) between 0 and 5000 • Recognise and represent numbers in order to describe and compare them: – whole numbers to at least 4-digits – common fractions with different denominators including halves, thirds, quarters, fifths, sixths and eighths – common fractions in diagrammatic form. – decimal fractions of the form 0,5, 1,5 and 2,5 in the context of measurement. • Recognise the place value of digits in whole numbers to a minimum of 4-digit numbers • Solve problems involving: – comparing two or more quantities of the same kind (ratio) – comparing two or more quantities of different kinds (rate, e.g. kg/R). • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 10, 100 or 1000. – addition and subtraction of whole numbers with at least 4-digits – addition of common fractions in context. – multiplication of at least whole 2-digit by 2- digit numbers to 200. – division of at least a whole 3-digit by 2-digit numbers. – equal sharing with remainders. • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 10 x 10.	• Counting forwards and backwards in a variety of intervals (including 2s, 3s, 4s, 5s, 9s,10s, 11s, 20s, 25s, 50s and 100s) between 0 and a least 10 000 • Recognise and represent numbers in order to describe and compare them: – whole numbers to at least 4-digits – common fractions with different denominators including halves, thirds, quarters, fifths, sixths , sevenths and eighths – multiples of single digit numbers to at least 100. • Use a range of techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers – rounding off and compensating – doubling and halving – using a number line – using a calculator. • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 10, 100 or 1000. – addition and subtraction of whole numbers with at least 4-digits – addition of common fractions in context. – multiplication of at least whole 2-digit by 2- digit numbers to 200. – multiplication of 3-digit by 1-digit numbers – division of at least a whole 3-digit by 1-digit numbers. – equal sharing with remainders • Use a range of strategies to check solutions and judge the reasonableness of solutions. • Recognise, describe and use:

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Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
– represented in physical and diagrammatic form – of learners own creation. • Describe observed relationships of rules in own words. • Determine the output values for given input values using : – verbal description – flow diagrams • Recognise, visualize and name 2-dimensional shapes and 3-dimensional objects in the environment including: – rectangular prisms, spheres, cylinders and other objects – prisms and pyramid – circles and rectangles – polygons in terms of the number of sides up to 6-sided figures. • Describe, sort and compare 2-dimensional shapes and 3-dimensional objects from the environment according geometric properties including: – shapes of faces. – number of sides – flat and curved surfaces, straight and curved sides • Investigate and compare 2-dimensional shapes and 3-dimensional objects according to properties listed above: making 3-dimensional models using cut-out polygons (supplied) • Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for: – Length (millimeters, centimeters, metres and kilometers).	– rounding off and compensating – doubling and halving – using a number line – using a calculator. • Recognise and describe lines of symmetry in 2-dimnesional shapes including those in nature and its cultural art forms. • Make 2-dimensional shapes, 3-dimensional objects and patterns from geometric objects and shapes (e.g. tangrams) with a focus on tiling (tessellations) and line symmetry. • Read, tell and write analogue, digital and 24-hour time to at least the nearest minute and second. • Solve problems involving calculation and conversion between appropriate time units including seconds, minutes, hours, days, weeks, months and years. • Use time-measuring instruments to appropriate levels of precision, including watches and clocks. • Describe and illustrate ways of measuring and representing time in different cultures throughout history. • Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for: – Mass (grams and kilograms) • Use appropriate measuring instruments to appropriate levels of precision including: – Bathroom scale, kitchen scale and balances to measure mass. • Solve problems involving selecting, calculating with and converting between appropriate SI units listed above • Organise and record data using tallies and tables.	• Write number sentences to describe a problem situation within a context. • Solve or complete number sentences by inspection or by trial-and-improvement, checking the solutions by substitution (e.g. x ÷ 4 = 12) • Determine through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented: – verbally – in flow diagram – by number sentences • Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for: – Capacity (milliliters, and litres) • Use appropriate measuring instruments to appropriate levels of precision including: – measuring jugs to measure capacity • Solve problems involving selecting, calculating with and converting between appropriate SI units listed above • Pose simple questions about own school and family environment and identify appropriate data sources. • Collect data in the classroom and school environment to answer questions posed by the teacher and the class • Organise and record data using tallies and tables. • Draw graphs and interpret data (ungrouped) – pictographs with a one-to one correspondence between data and representation (e.g. one picture = one person) – bar graphs.	– the reciprocal relationship between multiplication and division(e.g. if 5 x 3 = 15, then 15 ÷ 3 = 3) – the equivalence of division and fractions (e.g. 1 ÷ 8 = 1/8) – the commutative, associative and distributive properties with whole numbers (learners to be able to use properties and not necessarily know the names) • Recognise and describe 2-dimensional shapes, 3-dimensional objects and patterns in terms of geometric properties. • Describe changes in the view of an object held in different positions. • Locate positions on a coded (labeled) grid including: – maps from given instructions – column and row. • Investigate and approximate – perimeter using rulers or measuring tapes – area of polygons (using square grids and tiling) to develop understanding of square units. – volume/capacity of 3-dimensional objects (by packing or filling them) in order to develop an understanding of cubic units. • Critically read and interpret data presented in a variety of ways (including own representations, representations in the media-both words and) to draw conclusions and make predictions sensitive to the role of: – context (e.g. rural or urban) – other human rights issues.

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Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Use appropriate measuring instruments to appropriate levels of precision including: – rulers, meter sticks, tape measures and trundle wheels to measure length. • Solve problems involving selecting, calculating with and converting between appropriate SI units listed above • Collects data in the classroom and school environment to answer questions posed by the teacher and the class.			• Compare and classify events in daily life as: – certain that they will happen – certain they will not happen – uncertain. • Count the number of possible outcomes for simple trials.

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Mathematics Milestones per Term): Grade 5			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Count forwards and backwards in whole number intervals and fractions. • Ways of writing numbers in different cultures (including local) throughout history. • Recognise the place value of digits in whole numbers to 4-digits • Recognise and represent in order to compare: – to a minimum of 4-digit whole numbers. – common fractions to eighths – decimal fractions of the form 0,5, 1,5 and 2,5 and so on in the context of measurement • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 10, 100 or 1000. – addition and subtraction of whole numbers with at least 4-digits – addition of common fractions in context. – multiplication of at least whole 2-digit by 2- digit numbers to 500. – multiplication of 3-digit by 1-digit numbers – division of at least a whole 3-digit by 1-digit numbers. – equal sharing with remainders • Use a range of techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers, including expanded notation – rounding off and compensating – doubling and halving – using a number line – using a calculator.	• Count forwards and backwards in whole number intervals and fractions • Recognise the place value of digits in whole numbers to a minimum of 5- digit numbers • Recognise and represent in order to compare: – to a minimum of 5-digit whole numbers. – common fractions to twelfths – decimal fractions of the form 0,5, 1,5 and 2,5 and so on in the context of measurement – multiples of single-digit numbers to at least 100 - 0 in terms of additive inverses – 1 in terms of multiplicative inverses • Recognise and use equivalent forms of the numbers listed above including: – common fractions with denominators that are multiples of each other – decimal fractions of the form 0,5; 1,5 and 2,5 and so on in context of measurement • Estimate and calculate by selecting and using operations and techniques appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000. – addition and subtraction of whole numbers with at least 5-digits – addition and subtraction of common fractions with the same denominator. – multiplication of at least whole 2-digit by 2- digit numbers to at least1000 – multiplication of 3-digit by 1-digit numbers – division of at least a whole 3-digit by 1-digit numbers – finding fractions of whole numbers which result in whole numbers	• Count forwards and backwards in whole number intervals and fractions • Recognise the place value of digits in whole numbers to a minimum of 6- digit numbers • Recognise and represent in order to compare: – to a minimum of 6-digit whole numbers. – common fractions to twelfths – multiples of single-digit numbers to at least 100 – factors of any 2-digit whole number • Solve problems involving: – comparing two or more quantities of the same kind (ratio) • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000 – addition and subtraction of whole numbers with at least 5 digits – addition and subtraction of common fractions with the same denominator and whole numbers with common fractions (mixed numbers) – multiplication of at least whole 3-digit by 2- digit numbers – division of at least 3-digit by 2-digit numbers. – finding fractions of whole numbers which result in whole numbers. • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 10 x 10. • Solve or complete number sentences by inspection or by trial-and-improvement, checking the solution by substitution (e.g. x ÷ 4 = 12)	• Use a range of techniques to perform written and mental calculations with whole numbers including: – adding and subtracting in columns. – building up and breaking down numbers – rounding off and compensating – doubling and halving. – using a calculator. • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000 – addition and subtraction of whole numbers with at least 6 digits – multiplication of at least whole 3-digit by 2- digit numbers – division of at least 3-digit by 2-digit numbers. – equivalent fractions • Solve problems involving:- comparing two or more quantities of different kinds (rate, e.g. learners / teachers). • Use a range of strategies to check solutions and judge the reasonableness of solutions. • Write number sentences to describe a problem situation within a context • Recognise, describe and use: – the reciprocal relationship between multiplication and division e.g. if 5 x 3 = 15, then 15 ÷ 3 = 5- the equivalence of division and fractions e.g. 1 ÷ 8 = 1/8 – the commutative, associative and distributive properties with whole numbers (learners to be able to use properties and not necessarily know the names) • Recognise and describe 2-dimensional shapes, 3-dimensional objects and patterns in terms of geometric properties.

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Mathematics Milestones (per Term): Grade 5 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Mental calculations involving addition, subtraction and multiplication (10x10) • Write number sentences to describe a problem situation within a context • Investigate and extend numeric and geometric patterns looking for general rules or a relationship, including patterns: – represented in physical and diagrammatic form. – of learners own creation. • Describe observed relationships of rules in own words. • Determine the output values for given input values using : – verbal description – flow diagrams • Recognise, visualize and name 2-dimensional shapes and 3-dimensional objects focusing on: – similarities and differences between cubes and rectangular prisms. – similarities and differences between squares and rectangles. • Describe, sort and compare 2-dimensional shapes and 3-dimensional objects in terms of properties: – number and / or shape of faces. – number and / or length of sides • Investigate and compare 2-dimensional shapes and 3-dimensional objects according to properties listed above: – make models of geometric objects using polygons they have cut out. – cutting open models or geometric objects (e.g. boxes) to trace their nets drawing shapes on grid paper. • Use of appropriate measuring instruments to appropriate levels of precision including: – bathroom scale, kitchen scale and balances to measure mass.	• Solve problems in contexts such as: – financial (buying, selling, profit, loss, simple budgets) – measurements in Natural Sciences and Technology contexts. • Write number sentences to describe a problem situation within a context • Investigate and extend numeric and geometric patterns looking for general rules or a relationship, including patterns: – found in natural and cultural contexts – of learners own creation • Recognise, describe and perform rotations (turns), reflections (flips) and translations (slides) using geometric figures and solids. • Make 2-dimensional shapes, 3-dimensional objects and patterns from geometric shapes and describe these in terms of: – tessellations – line and rotational symmetry – movement including rotations, reflections and translations. • Read, tell and write analogue, digital and 24-hour time to at least the nearest minute and second. • Solve problems involving calculation and conversion between appropriate time units including decades, centuries and millennia. • Use time-measuring instruments to appropriate levels of precision, including watches and stopwatches. • Describe and illustrate ways of representing time in different cultures throughout history. • Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for: – Mass (grams and kilograms) – Capacity (millimeters and litres)	• Write number sentences to describe a problem situation within a context. • Investigate and extend numeric and geometric patterns looking for general rules or a relationship, including patterns: – Not limited to sequences involving constant difference or ratio • Determine through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented: – verbally – in flow diagrams – by number sentences • Describes and sketches views of a simple three-dimensional object in different positions • Investigate and approximate: – perimeter using rulers or measuring tapes – area of polygons (using square grids and tiling) to develop an understanding of square units. • Pose simple questions about own school and family environment , and identify appropriate data sources. • Make and use simple data collection sheets that involve counting objects in order to collect data to answer questions posed by the teacher and the class • Organise and record data using tallies and tables. • Examine ungrouped numerical data to determine mode • Draw graphs and interpret data (ungrouped): – pictographs with a many-to- one correspondence and appropriate keys e.g. one picture = ten persons – bar graphs	• Locate positions on a coded (labeled) grid including maps and traces a path between positions from verbal and written instructions. • Investigate and approximate: – volume/capacity of 3-dimensional objects in order to develop an understanding of cubic units. • Recognise and describe right angles in 2-dimensional shapes and 3-dimensional objects and the environment. • Compare, classify and order events from daily life on a scale from 'certain that they will happen' to 'certain they will not happen'. • List possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner). • Count the frequency of actual outcomes for a series of trials.

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Mathematics Milestones (per Term): Grade 5 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
– measuring jugs to measure capacity – rulers, meter sticks, tape measures and trundle wheels to measure length – thermometers to measure temperature • Ask simple questions about own school and family environment and identifies appropriate data sources in order to address issues in that environment • Use simple data collection sheets that involves counting objects inorder to collect data • Organise and record data using tallies and tables.	– Length (millimeters, centimeters, metres and kilometers) – Temperature (degree Celsius scale). • Solve problems involving selecting, calculating with and converting between appropriate SI units listed above • Organise and record data using tallies and tables • Examine ungrouped numerical data to determine the most frequently occurring score (mode) of the data • Describe central tendencies using the mode of the data collected.		

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Mathematics Milestones (per Term): Grade 6			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Count forwards and backwards in decimals. • Describe and illustrate number systems different to own, e.g. Roman Number Systems, Egyptians, etc. • Recognise the place value of digits in whole numbers to 6-digits • Recognise and represent numbers in order to compare: – to a minimum of 6-digit whole numbers – common fractions including specifically tenths – 0 in terms of its additive property. – 1 in terms of its multiplicative property • Recognise, represent and compare: – multiples and factors of 2-digit whole numbers • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000 – addition and subtraction of whole numbers – addition and subtraction of whole numbers with common fractions (mixed numbers) – multiplication of at least whole 3-digit by 2- digit numbers – division of at least 3-digit by 2-digit numbers. – finding fractions of whole numbers. – equivalent fractions. – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including – adding and subtracting in columns – building up and breaking down numbers – rounding off and compensating	• Count forwards and backwards in decimals • Recognise the place value of digits: – whole numbers to a minimum of 7-digit numbers – decimal fractions to at least 1 decimal place. • Recognise and use equivalent forms of the numbers listed above including: – common fractions with 1-digit denominators. – decimal fractions to at least 1 decimal places • Solve problems in contexts such as: – financial (buying and selling, profit and loss, simple budgets) – measurements in Natural Science and Technology contexts • Mental calculations involving – addition and subtraction – multiplication of whole numbers to 12x12 • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000 – addition and subtraction of whole numbers – addition and subtraction of common fractions with denominators which are multiples of each other and whole numbers with common fractions (mixed numbers) – multiplication of at least whole 4-digit by 1- digit numbers – division of at least 4-digit by 3-digit numbers. – addition and subtraction of positive decimals with at least 1 decimal places	• Count forwards and backwards in decimals • Recognise the place value of digits: – whole numbers to a minimum of 8-digit numbers – decimal fractions to at least 2 decimal places. • Recognise and use equivalent forms of the numbers listed above including: – common fractions with 1-digit and 2-digit denominators. – decimal fractions to at least 2 decimal places • Solve problems in contexts such as: – financial (reading and interpreting accounts, and discount) – measurements in Natural Science and Technology contexts • Solve problems involving: – comparing two or more quantities of the same kind (ratio) • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of common fractions with denominators which are multiples of each other and whole numbers with common fractions (mixed numbers) – multiplication of at least whole 4-digit by 2- digit numbers – division of at least 4-digit by 2-digit numbers. – equivalent fractions. – addition and subtraction of positive decimals with at least 2 decimal places – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including	• Count forwards and backwards in decimals • Recognise the place value of digits: – whole numbers to a minimum of 9-digit numbers – decimal fractions to at least 2 decimal places. • Recognise and use equivalent forms of the numbers listed above including: – common fractions with 1-digit and 2-digit denominators. – decimal fractions to at least 2 decimal places – percentages • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of common fractions with denominators which are multiples of each other and whole numbers with common fractions (mixed numbers) – multiplication of at least whole 4-digit by 3- digit numbers – division of at least 4-digit by 1-digit numbers. – finding fractions of whole numbers. – addition and subtraction of positive decimals with at least 2 decimal places – finding percentages of whole numbers – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including: – adding , subtracting and multiplying in columns. – long division. – building up and breaking down numbers – rounding off and compensating – using a calculator.

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Mathematics Milestones (per Term): Grade 6 (continued)

Term 1	Term 2	Term 3	Term 4
– using a calculator • Mental calculations using a range of techniques for addition, subtraction and multiplication within the number range dealt with • Write number sentences to describe a problem situation within a context. • Investigate and extend numeric and geometric patterns looking for a general rule or relationships: – represented in physical or diagrammatic form – of learners own creation • Describe observed relationships or rules in own words • Determine the output values for given input values, or input values for given output values using : – verbal description – flow diagrams – tables • Recognise, visualize and name 2-dimensional shapes and 3-dimensional objects focusing on: – similarities and differences between tetrahedrons and other pyramids – similarities and differences between rectangles and parallelograms • Describe and classify 2-dimensional shapes and 3-dimensional objects in terms of properties: – faces, vertices and edges. – length of sides – angle size of corners. • Investigate and compare 2-dimensional shapes and 3-dimensional objects according to properties listed above: – make 3-dimensional models using o drinking straws to make a skeleton o nets provided by the teacher.	– multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including – multiplying in columns – building up and breaking down numbers – rounding off and compensating – using a calculator • Use a range of strategies to check solutions and judge reasonableness of solutions • Write number sentences to describe a problem situation within a context. • Investigate and extend numeric and geometric patterns looking for a general rule or relationships: – represented in physical or diagrammatic form – not limited to sequences involving constant difference or ratio • Describe observed relationships or rules in own words • Use the vocabulary and properties of rotations, reflections and translations to describe relationship between 2-dimensional and 3-dimensional objects(including transformation and symmetry). • Draw enlargements and reductions of 2-dimensional shapes (at least quadrilaterals and triangles) using grid paper to compare their size and shape. • Read, tell and write analogue, digital and 24-hour time to at least the nearest minute and second. • Solve problems involving calculation and conversion between appropriate time units including time zones and differences	– adding, subtracting and multiplying in columns – long division – building up and breaking down numbers – rounding off and compensating – using a calculator • Recognise, describe and use – the commutative, associative and distributive properties of whole numbers (learners should be able to use the properties but not necessarily know the names) • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 12 x 12. • Write number sentences to describe a problem situation within a context. • Solve or complete number sentences by inspection or by trial-and-improvement, checking the solution by substitution • Investigate and extend numeric and geometric patterns looking for a general rule or relationships: – found in natural and cultural context – of learners own creation • Determine through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented: – verbally – in flow diagrams – by number sentences – in tables. • Draw and interpret sketches of simple 3-dimensional objects from different positions. (perspectives) • Describe and illustrate ways of measuring in different cultures throughout history, including informal measuring systems	• Perform mental calculations involving – addition and subtraction – multiplication of whole numbers to at least 12x12 • Solve problems involving: – comparing two or more quantities of different kinds (rate, e.g. wages / day) • Write number sentences to describe a problem situation within a context. • Use a range of strategies to check solutions and judge the reasonableness of solutions. • Recognise, describe and use:- divisibility rule for 2, 5, 10, 100 and 1000 • Investigate and extend numeric and geometric patterns looking for a general rule or relationships: - of learners own creation - represented in tables. • Describe observed relationships or rules in own words • Recognise and describe natural and cultural 2-dimensional shapes, 3-dimensional objects and patterns in terms of geometric properties. • Locate positions on a coded grid, describe how to move between positions on a grid, and recognize maps as grids. • Investigate and approximate: – perimeter using rulers or measuring tapes – area of polygons (using square grids) in order to develop rules for calculating area of squares and rectangles – volume/capacity of objects (by packing of filling them) in order to develop rules for calculating rectangular in order to develop rules for volume of rectangular prisms

Mathematics Milestones (per Term): Grade 6 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
– drawing shapes on grid paper – using a pair of compass. • Use simple data collection sheets (requiring tallies) and simple questionnaires (with yes/no type responses) in order to collect data. • Organise and record data using tallies and tables.	• Describe and illustrate ways of representing time in different cultures throughout history. • Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for: – Mass (grams and kilograms) – Capacity (millimeters and litres) – Length (millimeters, centimeters, metres and kilometers) – Temperature (degree Celsius). • Solve problems involving selecting, calculating with and converting between appropriate SI units listed above. • Use of appropriate measuring instruments to appropriate levels of precision including: – bathroom scale, kitchen scale and balances to measure mass – measuring jugs to measure capacity – rulers, meter sticks, tape measures and trundle wheels to measure length. – thermometers to measure temperature.	• Solve problems involving selecting, calculating with and converting between appropriate SI units (measurement) • Pose simple questions about own school and family environment, and identify appropriate data sources. • Use simple data collection sheet (tallies) and simple questionnaires (with yes or no responses) to collect data. • Distinguish between samples and populations • Organise and record data using tallies and tables. • Examine ungrouped numerical data to determine mode and median. • Draw graphs and interpret data (grouped and ungrouped) including: – pictographs with many-to one correspondence and appropriate keys	• Investigate relationships between the perimeter and area of rectangles and squares. • Investigate relationships between surface area, volume and dimensions of rectangular prisms. • Recognise and describe angles in 2-dimensional shapes, 3-dimensional objects and the environment in terms of: – right angles – angles smaller than right angles – angles greater than right angles • Predict the likelihood of events in daily life based on observation, and place them on a scale from 'impossible' to 'certain' • List possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner) • Count the frequency of actual outcomes for a series of trials.

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Mathematics Milestones (per Assessment Task): Grade 4

Term 1

Assessment Task 1:

- Count forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 10s, 25s, 50s and 100s) between 0 and 1000
- Recognise and represent numbers in order to describe and compare them:
  - expanded notation of numbers to 1000
  - common fractions with different denominators including halves, thirds, quarters and eighths
- Recognise the place value of digits in whole numbers to a minimum of 3-digit numbers
- Perform mental calculation involving addition and subtraction of
  - A single digit to a two-digit number e.g. 53+4, 63+4, 72-5, 62-5
- Investigate and extend numeric and geometric patterns looking for general rules or a relationship, including patterns:
  - represented in physical and diagrammatic form
  - of learners own creation
- Recognise, visualize and name 2-dimensional shapes and 3-dimensional objects in the environment including:
  - rectangular prisms, spheres, cylinders and other objects
  - prisms and pyramid
  - circles and rectangles
  - polygons in terms of the number of sides up to 6-sided figures
- Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for:
  - Length (millimeters, centimeters, metres and kilometers).
- Solve problems involving selecting, calculating with and converting between appropriate SI units listed above

Term 2

Assessment Task 1:

- Recognise and represent numbers in order to describe and compare them:
  - expanded notation of numbers to 5000
  - common fraction in diagrammatic form.
- Recognise the place value of digits in whole numbers to a minimum of 4-digit numbers
- Recognise and use equivalent forms of numbers including
  - common fractions with denominators that are multiples of each other
- Perform mental calculations involving addition, subtraction and multiplication within the number range dealt with
- Solve problems in contexts such as:
  - financial (buying, selling and simple budgets)
- Use a range of techniques to perform written and mental calculations with whole numbers including:
  - building up and breaking down numbers
  - rounding off and compensating
  - doubling and halving
  - using a number line
  - using a calculator
- Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for:
  - Mass (grams and kilograms)
- Solve problems involving selecting, calculating with and converting between appropriate SI units listed above
- Organise and record data using tallies and tables.

Term 3

Assessment Task 1:

- Count forwards and backwards in a variety of intervals (including 2s, 3s, 4s, 5s, 9s, 10s, 11s, 20s, 25s, 50s and 100s) between 0 and 5000
- Recognise and represent numbers in order to describe and compare them:
  - whole numbers to at least 4-digits
  - common fractions with different denominators including halves, thirds, quarters, fifths, sixths and eighths
  - common fractions in diagrammatic form.
  - decimal fractions of the form 0,5, 1,5 and 2,5 in the context of measurement.
- Estimate and calculate by selecting and using operations appropriate to solve problems that involve:
  - rounding off to the nearest 10, 100 or 1000
  - equal sharing with remainders
- Perform mental calculations involving:
  - addition and subtraction
  - multiplication of whole numbers to at least 10 x 10.
- Solve or complete number sentences by inspection or by trial-and-improvement, checking the solutions by substitution (e.g. $x \div 4 = 12$)
- Estimate, measure, record, compare and order 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for:
  - Capacity (milliliters, and litres)
- Solve problems involving selecting, calculating with and converting between appropriate SI units listed above

Term 4

Assessment Task 1:

- Recognise and represent numbers in order to describe and compare them:
  - common fractions with different denominators including halves, thirds, quarters, fifths, sixths , sevenths and eighths
  - multiples of single digit numbers to at least 100.
- Estimate and calculate by selecting and using operations appropriate to solve problems that involve:
  - addition and subtraction of whole numbers with at least 4-digits
  - addition of common fractions in context.
- Recognise, describe and use:
  - the commutative, associative and distributive properties with whole numbers (learners to be able to use properties and not necessarily know the names)
- Recognise and describe 2-dimensional shapes, 3-dimensional objects and patterns in terms of geometric properties
- Investigate and approximate
  - perimeter using rulers or measuring tapes
  - area of polygons (using square grids and tiling) to develop understanding of square units.
  - volume/capacity of 3-dimensional objects (by packing or filling them) in order to develop an understanding of cubic units.

Mathematics Milestones (per Assessment Task): Grade 4 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
Assessment Task 2: • Recognise and represent numbers in order to describe and compare them: – expanded notation of numbers to 1000 – decimal fractions of the form 0,5 in the context of measurement. – odd and even numbers to at least 1000. – multiples of 2 single-digit numbers to at least 100 • Perform mental calculation – involving addition and subtraction of 2 two-digit number where one number is a whole ten e.g. 39+10, 39+30, 97-20, 23-10 – multiplication of 2 single-digit numbers in number range dealt with • Use a range techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers – rounding off – doubling and halving – using a number line • Solves problems in context using a variety of strategies with numbers to 500, using a number chart if necessary • Determine the output values for given input values using : – verbal description – flow diagrams • Describe, sort and compare 2-dimensional shapes and 3-dimensional objects from the environment according geometric properties including: – shapes of faces. – number of sides – flat and curved surfaces, straight and curved sides • Solve problems involving selecting, calculating with and converting between appropriate SI units for length	***Assessment Task 2:*** • Count forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 9s 10s, 11s, 25s, 50s and 100s) between 0 and 2000 • Recognise and represent numbers in order to describe and compare them: – decimal fractions of the form 0,5, 1,5 and 2,5 in the context of measurement. – common fractions with different denominators including halves, thirds, quarters, sixths and eighths – multiples of 2 two-digit numbers where one number is a whole 10 to at least 200 • Recognise the place value of digits in whole numbers to a minimum of 4-digit numbers • Recognise and use equivalent forms of numbers including – decimal fractions of the form 0,5; 1,5 and 2,5 and so on in context of measurement. • Perform mental calculations involving addition, subtraction and multiplication within the number range dealt with • Recognise and describe lines of symmetry in 2-dimnesional shapes including those in nature and its cultural art forms • Read, tell and write analogue, digital and 24-hour time to at least the nearest minute and second. • Solve problems involving calculation and conversion between appropriate time units including seconds, minutes, hours, days, weeks, months and years.	***Assessment Task 2:*** • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of whole numbers with at least 4-digits – addition of common fractions in context. – multiplication of at least whole 2-digit by 2- digit numbers to 200. – division of at least a whole 3-digit by 2-digit numbers. • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 10 x 10. • Write number sentences to describe a problem situation within a context. • Solve problems involving: – comparing two or more quantities of the same kind (ratio) – comparing two or more quantities of different kinds (rate, e.g. kg/R). • Determine through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented: – verbally – in flow diagram – by number sentences • Organise and record data using tallies and tables. • Draw graphs and interpret data (ungrouped) – pictographs with a one-to one correspondence between data and representation (e.g. one picture = one person) – bar graphs.	***Assessment Task 2:*** • Count forwards and backwards in a variety of intervals (including 2s, 3s, 4s, 5s, 9s,10s, 11s, 20s, 25s, 50s and 100s) between 0 and a least 10 000 • Use a range techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers – rounding off and compensating – doubling and halving – using a number line – using a calculator. • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of whole numbers with at least 4-digits – multiplication of at least whole 2-digit by 2- digit numbers to 200. – multiplication of 3-digit by 1-digit numbers – division of at least a whole 3-digit by 1-digit numbers. – equal sharing with remainders • Recognise, describe and use: – the reciprocal relationship between multiplication and division(e.g. if 5 x 3 = 15, then 15 ÷ 3 = 3) – the equivalence of division and fractions (e.g. 1 ÷ 8 = 1/8) • Locate positions on a coded (labeled) grid including: – maps from given instructions – column and row. • Compare and classify events in daily life as: – certain that they will happen – certain they will not happen – uncertain. • Count the number of possible outcomes for simple trials.

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Mathematics Milestones (per Assessment Task): Grade 5

Term 1	Term 2	Term 3	Term 4
Assessment Task 1	***Assessment Task 1***	***Assessment Task 1***	***Assessment Task 1***
• Count forwards and backwards in whole number intervals and fractions. • Ways of writing numbers in different cultures (including local) throughout history. • Recognise and represent in order to compare: – to a minimum of 4-digit whole numbers. – common fractions to eighths • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 10, 100 or 1000. • Use a range of techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers, including expanded notation – rounding off and compensating – doubling and halving – using a number line • Mental calculations involving addition, subtraction and multiplication (10x10) • Write number sentences to describe a problem situation within a context • Investigate and extend numeric and geometric patterns looking for general rules or a relationship, including patterns: – represented in physical and diagrammatic form. – of learners own creation. • Describe observed relationships of rules in own words. • Describe, sort and compare 2-dimensional shapes and 3-dimensional objects in terms of properties: – number and / or shape of faces. – number and / or length of sides	• Recognise and represent in order to compare: – common fractions to twelfths – decimal fractions of the form 0,5, 1,5 and 2,5 and so on in the context of measurement – multiples of single-digit numbers to at least 100 • Recognise and use equivalent forms of the numbers listed above including: – common fractions with denominators that are multiples of each other – decimal fractions of the form 0,5; 1,5 and 2,5 and so on in context of measurement • Estimate and calculate by selecting and using operations and techniques appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000. – addition and subtraction of common fractions with the same denominator. – multiplication of 3-digit by 1-digit numbers – finding fractions of whole numbers which result in whole numbers • Solve problems in contexts such as: – measurements in Natural Sciences and Technology contexts. • Write number sentences to describe a problem situation within a context • Recognise, describe and perform rotations (turns), reflections (flips) and translations (slides) using geometric figures and solids • Read, tell and write analogue, digital and 24-hour time to at least the nearest minute and second. • Solve problems involving calculation and conversion between appropriate time units including decades, centuries and millennia.	• Count forwards and backwards in whole number intervals and fractions • Recognise the place value of digits in whole numbers to a minimum of 6- digit numbers • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of whole numbers with at least 5 digits – multiplication of at least whole 3-digit by 2- digit numbers • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 10 x 10. • Investigate and extend numeric and geometric patterns looking for general rules or a relationship, including patterns: – Not limited to sequences involving constant difference or ratio • Describes and sketches views of a simple three-dimensional object in different positions • Make and use simple data collection sheets that involve counting objects in order to collect data to answer questions posed by the teacher and the class	• Use a range of techniques to perform written and mental calculations with whole numbers including: – rounding off and compensating – doubling and halving. – using a calculator. • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000 – equivalent fractions • Write number sentences to describe a problem situation within a context • Recognise, describe and use: – the reciprocal relationship between multiplication and division e.g. if 5 x 3 = 15, then 15 ÷ 3 = 5 • Compare, classify and order events from daily life on a scale from 'certain that they will happen' to 'certain they will not happen'. • List possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner). • Count the frequency of actual outcomes for a series of trials.

Mathematics Milestones (per Assessment Task): Grade 5 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
Assessment Task 2	***Assessment Task 2***	***Assessment Task 2***	***Assessment Task 2***
• Recognise the place value of digits in whole numbers to 4-digits • Recognise and represent in order to compare: – decimal fractions of the form 0,5, 1,5 and 2,5 and so on in the context of measurement • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of whole numbers with at least 4-digits – addition of common fractions in context. – multiplication of at least whole 2-digit by 2- digit numbers to 500. – Multiplication of 3-digit by 1-digit numbers – division of at least a whole 3-digit by 1-digit numbers. – equal sharing with remainders • Mental calculations involving addition, subtraction and multiplication (10x10) • Determine the output values for given input values using : – verbal description – flow diagrams – Uses simple data collection sheets that involves counting objects inorder to collect data • Organises and records data using tallies and tables.	• Recognise the place value of digits in whole numbers to a minimum of 5- digit numbers • Recognise and represent in order to compare: – to a minimum of 5-digit whole numbers. – common fractions to twelfths – multiples of single-digit numbers to at least 100 – 0 in terms of additive inverses – 1 in terms of multiplicative inverses • Estimate and calculate by selecting and using operations and techniques appropriate to solve problems that involve: – addition and subtraction of whole numbers with at least 5-digits – multiplication of at least whole 2-digit by 2- digit numbers to at least1000 – division of at least a whole 3-digit by 1-digit numbers • Solve problems in contexts such as: – financial (buying, selling, profit, loss, simple budgets) • Solve problems involving selecting, calculating with and converting between appropriate SI units for measurement • Organise and record data using tallies and tables • Examine ungrouped numerical data to determine the most frequently occurring score (mode) of the data	• Recognise and represent in order to compare: – to a minimum of 6-digit whole numbers. – common fractions to twelfths – multiples of single-digit numbers to at least 100 – factors of any 2-digit whole number • Solve problems involving: – comparing two or more quantities of the same kind (ratio) • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000 – addition and subtraction of common fractions with the same denominator and whole numbers with common fractions (mixed numbers) – division of at least 3-digit by 2-digit numbers. – finding fractions of whole numbers which result in whole numbers. • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 10 x 10. • Solve or complete number sentences by inspection or by trial-and-improvement, checking the solution by substitution (e.g. $x \div 4 = 12$) • Organise and record data using tallies and tables. • Examine ungrouped numerical data to determine mode • Draw graphs and interpret data (ungrouped): – pictographs with a many-to- one correspondence and appropriate keys e.g. one picture = ten persons – bar graphs	• Use a range of techniques to perform written and mental calculations with whole numbers including: – adding and subtracting in columns. – building up and breaking down numbers • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of whole numbers with at least 6 digits – multiplication of at least whole 3-digit by 2- digit numbers – division of at least 3-digit by 2-digit numbers. – equivalent fractions • Recognise, describe and use: – the equivalence of division and fractions e.g. $1 \div 8 = 1/8$ – the commutative, associative and distributive properties with whole numbers (learners to be able to use properties and not necessarily know the names) • Solve problems involving: – comparing two or more quantities of different kinds (rate, e.g. learners / teachers). • Locate positions on a coded (labeled) grid including maps and traces a path between positions from verbal and written instructions. • Recognise and describe right angles in 2-dimensional shapes and 3-dimensional objects and the environment.

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Mathematics Milestones (per Assessment Task): Grade 6

Term 1	Term 2	Term 3	Term 4
Assessment Task 1	***Assessment Task 1***	***Assessment Task 1***	***Assessment Task 1***
• Count forwards and backwards in decimals. • Describe and illustrate number systems different to own, e.g. Roman Number Systems, Egyptians, etc. • Recognise and represent numbers in order to compare: – to a minimum of 6-digit whole numbers – common fractions including specifically tenths – 0 in terms of its additive property. – 1 in terms of its multiplicative property • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – rounding off to the nearest 5, 10, 100 or 1000 – addition and subtraction of whole numbers – multiplication of at least whole 3-digit by 2- digit numbers – equivalent fractions. • Use a range of techniques to perform written and mental calculations with whole numbers including – building up and breaking down numbers – rounding off and compensating – using a calculator • Mental calculations using a range of techniques for addition, subtraction and multiplication within the number range dealt with • Investigate and extend numeric and geometric patterns looking for a general rule or relationships: – represented in physical or diagrammatic form – of learners own creation	• Recognise and use equivalent forms of the numbers listed above including: – common fractions with 1-digit denominators. • Solve problems in contexts such as: – measurements in Natural Science and Technology contexts • Mental calculations involving – addition and subtraction – multiplication of whole numbers to 12x12 • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of whole numbers – multiplication of at least whole 4-digit by 1- digit numbers – division of at least 4-digit by 3-digit numbers. • Use a range of techniques to perform written and mental calculations with whole numbers including – building up and breaking down numbers – rounding off and compensating – using a calculator • Investigate and extend numeric and geometric patterns looking for a general rule or relationships: – not limited to sequences involving constant difference or ratio • Draw enlargements and reductions of 2-dimensional shapes (at least quadrilaterals and triangles) using grid paper to compare their size and shape. • Solve problems involving selecting, calculating with and converting between appropriate SI units (measurement)	• Count forwards and backwards in decimals • Recognise and use equivalent forms of the numbers listed above including: – common fractions with 1-digit and 2-digit denominators. – decimal fractions to at least 2 decimal places • Solve problems in contexts such as: – financial (reading and interpreting accounts, and discount) • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – equivalent fractions. – addition and subtraction of positive decimals with at least 2 decimal places – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including – building up and breaking down numbers – rounding off and compensating – using a calculator • Recognise, describe and use – the commutative, associative and distributive properties of whole numbers (learners should be able to use the properties but not necessarily know the names) • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 12 x 12. • Write number sentences to describe a problem situation within a context. • Solve or complete number sentences by inspection or by trial-and-improvement, checking the solution by substitution	• Recognise and use equivalent forms of numbers including: – common fractions with 1-digit and 2-digit denominators. – decimal fractions to at least 2 decimal places • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – finding fractions of whole numbers. – addition and subtraction of positive decimals with at least 2 decimal places • Use a range of techniques to perform written and mental calculations with whole numbers including: – building up and breaking down numbers – rounding off and compensating – using a calculator. • Perform mental calculations involving – addition and subtraction – multiplication of whole numbers to at least 12x12 • Write number sentences to describe a problem situation within a context. • Investigate and extend numeric and geometric patterns looking for a general rule or relationships: – of learners own creation – represented in tables. • Investigate relationships between the perimeter and area of rectangles and squares. • Recognise and describe angles in 2-dimensional shapes, 3-dimensional objects and the environment in terms of: – right angles – angles smaller than right angles – angles greater than right angles

Mathematics Milestones (per Assessment Task): Grade 6 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Use simple data collection sheets (requiring tallies) and simple questionnaires (with yes/no type responses) in order to collect data.		• Determine through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented: – verbally – in flow diagrams – by number sentences – in tables. • Solve problems involving selecting, calculating with and converting between appropriate SI units (measurement) • Organise and record data using tallies and tables. • Examine ungrouped numerical data to determine mode and median. • Draw graphs and interpret data (grouped and ungrouped) including: – pictographs with many-to one correspondence and appropriate keys	• List possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner) • Count the frequency of actual outcomes for a series of trials.
Assessment Task 2 • Recognise the place value of digits in whole numbers to 6-digits • Recognise, represent and compare: – multiples and factors of 2-digit whole numbers • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of whole numbers with common fractions (mixed numbers) – division of at least 3-digit by 2-digit numbers. – finding fractions of whole numbers. – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including – adding and subtracting in columns	***Assessment Task 2*** • Count forwards and backwards in decimals • Recognise the place value of digits: – whole numbers to a minimum of 7-digit numbers – decimal fractions to at least 1 decimal place. • Solve problems in contexts such as: – financial (buying and selling, profit and loss, simple budgets) • Mental calculations involving – addition and subtraction – multiplication of whole numbers to 12x12 • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – multiplication of at least whole 4-digit by 1- digit numbers – division of at least 4-digit by 3-digit numbers	***Assessment Task 2*** • Recognise the place value of digits: – whole numbers to a minimum of 8-digit numbers – decimal fractions to at least 2 decimal places. • Solve problems in contexts such as: – measurements in Natural Science and Technology contexts • Solve problems involving: – comparing two or more quantities of the same kind (ratio) • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of common fractions with denominators which are multiples of each other and whole numbers with common fractions (mixed numbers)	***Assessment Task 2*** • Recognise the place value of digits: – whole numbers to a minimum of 9-digit numbers – decimal fractions to at least 2 decimal places. • Recognise and use equivalent forms of numbers including: – percentages • Estimate and calculate by selecting and using operations appropriate to solve problems that involve: – addition and subtraction of common fractions with denominators which are multiples of each other and whole numbers with common fractions (mixed numbers) – multiplication of at least whole 4-digit by 3- digit numbers – division of at least 4-digit by 1-digit numbers.

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Mathematics Milestones(per Assessment Task): Grade 6 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Mental calculations using a range of techniques for addition, subtraction and multiplication within the number range dealt with • Write number sentences to describe a problem situation within a context. • Determine the output values for given input values, or input values for given output values using : – verbal description – flow diagrams – tables • Describe and classify 2-dimensional shapes and 3-dimensional objects in terms of properties: – faces, vertices and edges. – length of sides – angle size of corners. • Organise and record data using tallies and tables	– addition and subtraction of common fractions with denominators which are multiples of each other and whole numbers with common fractions (mixed numbers) – addition and subtraction of positive decimals with at least 1 decimal places – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including – multiplying in columns • Write number sentences to describe a problem situation within a context. • Solve problems involving calculation and conversion between appropriate time units including time zones and differences • Solve problems involving selecting, calculating with and converting between appropriate SI units (measurement)	– multiplication of at least whole 4-digit by 2- digit numbers – division of at least 4-digit by 2-digit numbers. – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including – adding, subtracting and multiplying in columns – long division • Perform mental calculations involving: – addition and subtraction – multiplication of whole numbers to at least 12 x 12. • Write number sentences to describe a problem situation within a context. • Draw and interpret sketches of simple 3-dimensional objects from different positions. (perspectives) • Solve problems involving selecting, calculating with and converting between appropriate SI units (measurement) • Organise and record data using tallies and tables. • Examine ungrouped numerical data to determine mode and median. • Draw graphs and interpret data (grouped and ungrouped) including: – pictographs with many-to one correspondence and appropriate keys	– finding percentages of whole numbers – multiple operations of whole numbers with or without brackets • Use a range of techniques to perform written and mental calculations with whole numbers including: – adding , subtracting and multiplying in columns. – long division. • Perform mental calculations involving – addition and subtraction – multiplication of whole numbers to at least 12x12 • Solve problems involving: – comparing two or more quantities of different kinds (rate, e.g. wages / day) • Recognise, describe and use: – divisibility rule for 2, 5, 10, 100 and 1000 • Locate positions on a coded grid, describe how to move between positions on a grid, and recognize maps as grids. • Predict the likelihood of events in daily life based on observation, and place them on a scale from 'impossible' to 'certain'

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Rubrics for Mathematics Assessment Task 2		
Grade 4: Term 1		
Checklist for 2nd Assessment Task		
Name of learner:	Date:	
Is the learner able to:	**Yes**	**No**
1. Use expanded notation to build up and break down numbers to 1000?		
2. Recognise and write decimal fractions of the form 0,5?		
3. Double and halve numbers to 500?		
4. Add and subtract 2 two-digit numbers in written work?		
5. Mentally add and subtract 2 two-digit numbers where one number is a whole ten?		
6. Multiply 2 single-digit numbers where the answer is not more than 100 in written work?		
7. Mentally multiply 2 single-digit numbers using the counting multiples? E.g. 2, 3, 5, 10		
8. Complete the output numbers for given input numbers using a flow diagram?		
9. Indicate the number of faces in 3-D objects?		
10. Solve word problems using the four operations with numbers to 500?		
11. Solve problems involving calculating with appropriate SI units for length?		
12. Explain how the problem was solved and the thinking involved?		

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 2				
Holistic rubric for 2nd Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:				
1. Count forwards and backwards in multiples of 3, 9, 11 and 25?				
2. Use the decimal fractions of 0,5, 1,5 and 2,5, and equivalent numbers, in the context of measurement?				
3. Use expanded notation to build up and break down numbers to 2000?				
4. Identify the value of digits in numbers to 2000?				
5. Correctly complete number sentences using addition and subtraction of 2 three-digit numbers?				
6. Correctly complete written multiplication of 2 two-digit numbers where one number is a whole 10 to at least 200?	Only four correct	Five to seven correct	Eight to ten correct	All twelve correct
7. Mentally add, subtract and multiply using numbers within the number range dealt with?				
8. Represent and compare common fractions of ½, ¼, ⅓, ⅛?				
9. Indicate the lines of symmetry in 2-D shapes?				
10. Solve problems involving calculating with SI units for mass?				
11. Solve problems involving calculating with, and converting between, time units?				
12. Solve word problems using all 4 operations, fractions and decimals and explain solution?				

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Grade 4: Term 3		
Rating Scale for 2nd Assessment Task		
Name of learner:	Date:	
Is the learner able to:	**Rating**	**Comments**
1. Count forwards and backwards in different intervals with understaning?		
2. Solve problems involving addition and subtraction of whole numbers with at least digits?		
3. Solve problems involving addition of common fractions in context?		
4. Correctly complete written work of multiplication of 2 two-digit numbers?		
5. Correctly complete written work of division of a whole 3-digit number by a whole 2-digit number?		
6. Mentally calculate addition and subtraction using numbers within the known number range?		
7. Mentally calculate multiplication of numbers to 10x10?		
8. Solve problems where two or more quantities of the same kind (ratio) are compared?		
9. Solve problems where two or more quantities of different kinds (rate) are compared?		
10. Write number sentences to describe a problem situation in context?		
11. Use data collected to organize data according to tallies and tables. and interpret graphs.		
12. Use data recorded to draw bar graphs?		

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 3				
Holistic rubric for 2nd Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:				
1. Use building up and breaking down of numbers to perform written calculations of addition and subtraction of 4-digit numbers?				
2. Perform written calculations of multiplication of at least 2-digit by 2-digit numbers ?				
3. Solve problems involving division of whole 3-digit numbers by whole single-digit numbers?				
4. Solve division problems where there is equal sharing with remainders?				
5. Explain solutions to problems?	Only four correct	Five to seven correct	Eight to ten correct	All twelve correct
6. Solve problems involving addition of common fractions in context?				
7. Mentally calculate addition and subtraction, including rounding off to the nearest 10 or 100?				
8. Mentally calculate multiplication of number up to 10x10?				
9. Use the reciprocal relationship between multiplication and division e.g. if 3x5=15, then 15÷3=5?				
10. Use the equivalence of division and fractions e.g. 1÷8=⅛				
11. Locate positions on a map from given instructions?				
12. Locate positions on a grid using rows and columns?				

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Rubrics for Mathematics Assessment Task 2				
Grade 5: Term 1				
Checklist for 2nd Assessment Task				
Name of learner:		Date:		
Is the learner able to:	**Always**	**Often**	**Sometimes**	**Seldom**
1 Use expanded notation to explain the place value of digits in 4-digit numbers?				
2 Compare decimal fractions 0,5 1,5 2,5 and so on in the context of measurement?				
3 Solve problems using addition and subtraction of whole numbers of at least 4-digits?				
4 Solve problems involving addition of common fractions in context?				
5 Calculate using multiplication of whole 2-ditit by 2-digit numbers where the answer is not more than a 3-digit number?				
6 Calculate using division of a whole 3-digit number by a whole 1-digit number?				
7 Perform mental calculations of addition, subtraction and multiplication in the number range dealt with?				
8 Use flow diagrams to determine the output values of given input values?				
9 Collect data using a simple collection sheet?				
10 Record data collected using tallies and tables?				

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 2				
Holistic rubric for 2nd Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:				
1. Use expanded notation to explain the place value of digits in 5-digit numbers?				
2. Place 5-digit numbers according to a given order?				
3. Use common fractions to twelfths in context?				
4. Recognise 0 in terms of additive inverses?				
5. Recognise 1 in terms of multiplicative inverses?				
6. Solve addition and subtraction problems using a range of techniques with numbers up to 5-digits?				
7. Solve 2-digit by 2-digit multiplication problems where the answer is at least 1000?	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct
8. Correctly complete written work of division of a whole 3-digit number by a whole 1-digit number?				
9. Mentally calculate addition and subtraction using numbers within the known number range?				
10. Mentally calculate multiplication of numbers to 10x12?				
11. Solve problems using a financial context e.g. buying and selling?				
12. Solve measurement problems using appropriate SI units?				
13. Use tallies and tables to organize and record data?				
14. Determine the mode of the data?				

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Grade 5: Term 3		
Rating Scale for 2nd Assessment Task		
Name of learner:	Date:	
Is the learner able to:	**Rating**	**Comments**
1. Compare whole 6-digit numbers according to given criteria?		
2. Use expanded notation to explain the place value of digits in a 6-digit whole number?		
3. Compare and explain common fractions to twelfths?		
4. Identify the factors of any whole 2-digit number?		
5. Round off numbers to the nearest 5, 10, 100 and 1000?		
6. Add and subtract whole numbers with common fractions (mixed numbers)?		
7. Find fractions of whole numbers which result in whole numbers?		
8. Perform mental calculations using addition, subtraction and multiplication?		
9. Solve problems where two or more quantities of the same kind are compared (ratio)?		
10. Complete number sentences by trial-and-improvement, checking the solution by substitution e.g. x ÷ 4=12?		
11. Determine the mode of ungrouped numerical data?		
12. Interpret ungrouped data by drawing a pictograph?		

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 4				
Holistic rubric for 2nd Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct
1. Use expanded notation to build up and break down whole 6-digit numbers?				
2. Calculate addition in columns?				
3. Calculate subtraction in columns?				
4. Solve problems using multiplication of at least whole 3-digit by 2-digit numbers?				
5. Solve problems using division of at least whole 3-digit by 2-digit numbers?				
6. Solve problems of equivalent fractions in context, and explain solutions?				
7. Use the equivalence of division and fractions e.g. 1÷8=⅛				
8. Correctly use the commutative property of whole numbers?				
9. Correctly use the associative property of whole numbers?				
10. Correctly use the distributive property of whole numbers?				
11. Solve problems where two or more quantities of different kinds (rate) are compared?				
12. Locate positions on a coded grid e.g. a map, from written instructions?				
13. Use written instructions to trace a path between positions on a coded grid.				
14. Identify right angles in 2-dimensional shapes?				

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Rubrics for Mathematics Assessment Task 2				
Grade 6: Term 1				
Checklist for 2nd Assessment Task				
Name of learner:			Date:	
Is the learner able to:	**Always**	**Often**	**Sometimes**	**Seldom**
1. Use expanded notation to demonstrate the place value of 6-digit numbers?				
2. Identify the multiples of 2-digit whole numbers?				
3. Identify the factors of 2-digit whole numbers?				
4. Solve problems using addition and subtraction of mixed numbers (whole numbers with common fractions)?				
5. Correctly calculate division of 3-digit by 2-digit whole numbers?				
6. Correctly calculate multiple operations of whole numbers with or without brackets?				
7. Complete addition and subtraction in columns?				
8. Perform mental calculations using addition, subtraction and multiplication?				
9. Use flow diagrams to determine the input number for given output numbers?				
10. Classify 3-dimensional objects according to faces, edges and vertices?				

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 2				
Holistic rubric for 2nd Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct
1. Count forwards and backwards in decimals and fractions?				
2. Identify the place value in whole numbers to 7-digits?				
3. Identify the place value of decimal fractions to 1 decimal place?				
4. Use the technique of multiplying in columns in written work?				
5. Use addition and subtraction to perform mental calculations?				
6. Mentally calculate multiplication of numbers to 12x12?				
7. Solve problems involving 4-digit by 1-digit multiplication?				
8. Solve problems involving division of 4-digit by 3-digit numbers?				
9. Correctly calculate the addition and subtraction of common fractions with denominators which are multiples of each other as well as mixed numbers?				
10. Solve problems involving addition and subtraction of positive decimals with at least 1 decimal place?				
11. Use multiple operations of whole numbers with brackets in number sentences?				
12. Solve problems involving calculation and conversion between time units including time zones?				
13. Write number sentences to describe a problem situation in context?				
14. Solve measurement problems by selecting and calculating with the correct SI units?				

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Grade 6: Term 3		
Rating Scale for 2nd Assessment Task		
Name of learner:	Date:	
Is the learner able to:	**Rating**	**Comments**
1. Use expanded notation to indicate the place value of 8-digit numbers?		
2. Indicate the place value of decimal fractions to at least 2 decimal places?		
3. Solve problems using addition and subtraction of mixed numbers?		
4. Solve problems involving multiplication of 4-digit by 2-digit numbers?		
5. Solve problems involving division of 4-digit by 2-digit numbers?		
6. Add and subtract 8-digit numbers in columns?		
7. Multiply 3-digit by 2-digit numbers using columns?		
8. Correctly calculate using long division?		
9. Perform mental calculations using addition, subtraction and multiplication?		
10. Write number sentences to describe a problem situation within a context?		
11. Interpret sketches of 3-dimensional objects from different positions?		
12. Interpret ungrouped data by drawing pictographs and using appropriate keys?		

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 4				
Holistic rubric for 2nd Assessment Task				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to:	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen twelve correct
1. Identify the place value in 9-digit whole numbers?				
2. Identify the place value in decimal fractions to at least 2 decimal places?				
3. Correctly calculate and use percentages?				
4. Calculate addition and subtraction of 9-digit numbers using columns?				
5. Calculate multiplication of 4-digit by 3-digit numbers using columns?				
6. Solve problems involving division of at least 4-digit by 1-digit numbers?				
7. Correctly use the technique of long division when calculating?				
8. Find percentages of whole numbers?				
9. Correctly calculate number sentences containing multiple operations, with and without brackets?				
10. Perform mental calculations involving addition, subtraction and multiplication (12x12)?				
11. Use the divisibility rule of 2, 5, 10, 100 and 1000 correctly?				
12. Solve problems involving the comparison of two or more quantities of different kinds (rate)?				
13. Locate positions on a coded grid using written instruction?				
14. Predict the likelihood of daily events and place them on a scale from 'impossible' to 'certain'.				

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A Note on the Language Assessment Tasks

The National Policy on Assessment for Schools stipulates that four assessment tasks (two Home Language and two First Language) in Languages should be formally assessed each term. These tasks cover the essential milestones expected for that term (refer to pages 27-32 in this document). ***The Learning Outcomes and Assessment Standards used to develop assessment tasks are stated in the Work Schedule and the assessment tasks are further described in the Literacy Programme of Assessment.***

Use the milestones to ensure your Work Schedule covers the required knowledge skills and values for teaching and learning demonstrating conceptual progression. Not everything taught needs to be formally assessed. However, it is essential that you continuously assess your learners' progress through both a formal and an informal assessment programme, as this informs your daily planning. Do not only use the Assessment Tasks for assessing listening and speaking skills. On a daily basis you must observe your learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and written recording skills where necessary.

It is important, too, that learners' understanding of what they are reading is assessed and not just their ability to recognize words. Your assessing of reading is, therefore, also continuous and not just a once-off assessment. Reading assessment should take place using a seen and prepared passage at the level of the learner, as well as using an unseen passage which everyone in the class will be expected to read.

For each Assessment Task, you must design two or more activities that will allow learners to ***demonstrate*** the skills, knowledge and values you are assessing i.e. the criteria from the Assessment Standards. Use the holistic rubrics, checklists and rating scales provided as well as other assessment tools to observe, assess and record your learner's level of understanding.

You need to ensure that assessment is not only done as written work, but allows for practical and oral work too (forms of assessment). The Assessment Task, therefore, needs to be infused into your normal teaching and learning time over a period of time e.g. 5 –7 consecutive days. You want to assess what learners understand and not what they can just memorise, so integrate your activities as much as possible e.g. learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/ recording their personal news or a story? Recording of assessment is against the whole task, using the National codes and level descriptors.

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Language Milestones (per Term): Grade 4

Term 1	Term 2	Term 3	Term 4
Oral: • Enjoys listening to fables and stories, relating them to own experience • Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others • Takes part in everyday conversations with other learners • Listens to and gives directions and instructions • Expresses thoughts and feelings in an imaginative way by telling a story **Reading:** • Reads South African and international fiction and non-fiction texts independently eg myths, stories and textbooks • Uses a range of reading strategies eg making predictions and using contextual clues to find meaning • Identifies and comments on the central idea and the main characters of a fiction story • Views and comments on graphical techniques (colour, design, choice of pictures etc) used in visual texts and the message conveyed eg posters and cartoons **Writing:** • Writes for personal purposes eg a description of a personal experience or event using appropriate grammar, spelling and punctuation • Writes and designs visual and information texts eg recipes, dialogues, posters • Writes sentences using different tenses **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event	**Oral:** • Enjoys listening to stories and school announcements identifying the central idea • Comments on the effect of the sound and word pictures used in poems and stories • Participates in discussions on familiar topics, asking relevant questions and giving feedback • Describes a set of actions or events **Reading:** • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks • Uses a range of reading strategies eg making predictions and inferences, and surveying content page, headings and index • Identifies and comments on the plot, characters and setting in a fiction story, giving and explaining a own feelings about the text • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg stories, poems, advertisements and speeches • Identifies the main and supporting ideas in an information text **Writing:** • Plans, drafts and revises stories and short descriptions using a variety of vocabulary, appropriate grammar, spelling and punctuation • Writes for playful and creative purposes eg limericks, letter, diary • Writes and designs visual and information texts eg set of instructions, simple book reviews • Writes extended sentences using a wide variety of words, qualifying phrases and clauses	**Oral:** • Enjoys listening to stories, short reports and limericks identifying specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something **Reading:** • Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning and surveying content page, headings and index • Reads aloud clearly and with expression • Identifies and comments on the plot in a fiction story giving reasons for actions in the story • Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs **Writing:** • Plans, drafts and revises stories in paragraph form (2-3 paragraphs) using a variety of vocabulary, appropriate grammar, spelling, punctuation and spaces between paragraphs	**Oral:** • Listens for the main idea and specific details in stories and interviews • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Comments on the social, moral and cultural values in oral texts • Makes an oral presentation, making eye contact, using facial expression and speaking audibly and at a reasonable pace **Reading:** • Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies eg skimming and scanning • Identifies and comments on the social, moral and cultural values in stories, explaining how meanings not obviously stated are conveyed • Explains cause and effect in a fiction story • Reads a range of information texts, following short printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Changes text from one form to another eg from a table to a graph **Writing:** • Plans, drafts and revises stories in paragraph form (2- 3 paragraphs), a variety of vocabulary, appropriate grammar, different tenses, spelling, punctuation and spaces between paragraphs using neat, legible handwriting • Writes for playful and creative purposes eg letter, simple brochure

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Language Milestones (per Term): Grade 4 (continued)

Term 1	Term 2	Term 3	Term 4
• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes and suffixes to form words • Uses conjunctions to form compound sentences • Uses more complex tenses eg present perfect progressive **Investigation:** • Asks questions to obtain information, sequences the information and reports back orally	**Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words used in personal texts eg stories and descriptions • Uses prefixes, stems and suffixes to form words • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession **Investigation:** • Locates information from relevant sources using key words or concepts, eg dictionaries, textbooks and children's encyclopaedias • Summarises the information in a mind map and draws a conclusion	• Writes for playful and creative purposes eg poem, cartoon strip • Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions • Writes sentences using direct and indirect speech using quotation marks **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies subject and predicate of a sentence • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Uses subject-verb concord • Uses complex tenses eg past progressive • Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession • Links sentences into a coherent paragraph using correct punctuation **Investigation:** • Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, makes judgements and draws conclusions	• Writes and designs visual and information texts using headings, topic and supporting sentences eg short report **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories and reports • Uses figurative language eg simile · Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation **Investigation:** • Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Makes predictions and identifies alternative options and explains why and how they are different • Sequences and summarises the information into paragraphs and draws conclusions

Language Milestones (per Term): Grade 5

Term 1	Term 2	Term 3	Term 4
Oral: • Enjoys listening to myths and stories, relating them to everyday life • Participates in discussions, explaining own opinion and considering other points of view • Listens to and gives directions and instructions clearly • Describes events • Expresses thoughts and feelings in an imaginative way **Reading:** • Reads South African and international fiction and non-fiction texts independently eg poems, short stories, newsletters, and reference books • Uses a range of reading strategies eg skimming, scanning and surveying content page, headings and index • Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg advertisements • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause and effect in a story **Writing:** • Writes for personal purposes eg a diary using appropriate grammar, spelling and punctuation • Writes and designs visual and information texts eg short reports and advertisements • Writes sentences using different tenses **Spelling and Grammar:** • Uses phonics and spelling rules to spell words commonly used in personal texts eg diary	**Oral:** • Enjoys listening to stories, radio and television programmes identifying the main message • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions, offering own opinion and giving feedback • Expresses emotions in a sensitive way **Reading:** • Reads South African and international fiction and non-fiction texts independently eg poems, short stories, reference books • Reads chapters from short novels as part of a class activity • Predicts content or ending of a story • Uses a range of reading strategies eg skimming, scanning and makes story maps or notes • Views and talks about the message in films/videos and television dramas • Identifies the themes and issues in a fiction story, giving and explaining a personal response • Compares structure, language use and purpose of different fiction and non-fiction texts **Writing:** • Plans, drafts and refines stories using a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Writes for playful and creative purposes eg humorous anecdotes, letter • Writes and designs visual and information texts eg notices and newsletters • Writes extended sentences using phrases and clauses	**Oral:** • Enjoys listening to stories, dramatizing them for an audience with varying voice and facial expression • Changes register, grammar structure and idioms to suit different audiences and purposes • Listens for specific details in speeches • Participates in discussions, justifying own opinion, responding sensitively to ideas and suggestions and giving feedback **Reading:** • Reads South African and international fiction and non-fiction texts independently eg poems, short novels and book reviews • Uses a range of reading strategies eg skimming, scanning, contextual clues and previous knowledge • Reads aloud, changing speed as appropriate • Reads a range of information texts, following fairly complex instructions and explaining visual texts eg tables and bar graphs • Identifies and explains the similarities and differences of something • Explains how writers use vocabulary and language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia **Writing:** • Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Writes for playful and creative purposes eg poem, letter • Writes and designs visual and information texts eg reports and maps or graphs	**Oral:** • Listens for specific details in radio and television programmes • Participates in discussions shares ideas and offers opinions on less familiar topics using speculation and hypothesis • Comments on the social, moral and cultural values in different texts • Asks and responds to thought-provoking questions • Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace **Reading:** • Reads South African and international fiction and non-fiction texts independently eg short novels and reference books • Uses a range of reading strategies to identify the main and supporting ideas and summarise information on a mind map • Changes text from one form to another eg from a table to a graph • Applies research skills to find information in sources eg dictionaries, reference books and textbooks • Sequences the events of a story and records in a graphic form • Identifies and comments on the characters, themes and issues in a fiction story **Writing:** • Plans, drafts and refines stories using linking paragraphs (minimum of 3 paragraphs), a topic sentence, a wide variety of vocabulary, appropriate grammar, different tenses, spelling and punctuation • Writes for playful and creative purposes eg poem, letter • Writes and designs visual and information texts eg reports and labeled maps

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Language Milestones (per Term): Grade 5 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words • Uses subject-verb concord • Uses complex tenses eg past progressive **Investigation:** • Asks relevant questions to obtain information, organizes and reports back orally	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in personal texts eg stories and letters • Uses prefixes, stems and suffixes/ extensions to form words • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation **Investigation:** • Conducts an interview to obtain information, organizes the information under different headings on a chart and makes an oral presentation	• Writes sentences using direct and i ndirect speech **Spelling and Grammar:** • Uses phonics and spelling rules to spell words commonly used in personal and information texts eg stories and reports • Identifies subject and predicate • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Uses complex tenses eg past perfect progressive • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation **Investigation:** • Develops an hypothesis uses different sources to research, processes and evaluates the information and draws conclusions, and writing a short report on the findings (one paragraph)	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in personal and information texts eg stories and reports • Uses figurative language • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Shifts from one tense to another consistently and appropriately • Links sentences into coherent paragraphs using correct punctuation **Investigation:** • Develops an hypothesis and predicts the results, uses different sources to research, processes and evaluates the information and draws conclusions and writing a short report on the research and the findings

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Language Milestones (per Term): Grade 6			
Term 1	**Term 2**	**Term 3**	**Term 4**
Oral • Listens for specific details in radio and television programmes and identifies how stereotypes are created and their effect on the listener • Asks thought provoking questions using appropriate language • Listens with understanding, identifies opinions which differ from own and responds appropriately • Expresses emotions in a sensitive way • Interacts positively during group discussions **Reading** • Reads South African and international fiction and non-fiction texts e.g. books, poetry, short plays, etc. both aloud and silently • Adjusts the way in which a text is read to suit the listener e.g. the whole class or a partner • Explains themes, plots, setting and characterization of the read text, evaluating the suitability of the language • Identifies and discusses both the intended and hidden cultural messages in a text • Uses different reading strategies in order to understand what is being read e.g. skimming, scanning, prediction, etc. • Views different visual texts, such as photographs, in order to interpret and discuss how the message can be manipulated **Writing** • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth • Selects, classifies and categorises relevant information from different sources explaining how it was done	**Oral** • Enjoys listening to stories, radio shows, and legends and responds critically by asking questions and relating ideas to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener • Comments on the social, moral and cultural values in different texts • Expresses ideas coherently on challenging topics e.g. reports using appropriately language **Reading** • Reads South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks, for a variety of purposes • Discusses how techniques used by the writer influences perceptions and understanding • Identifies and analyses the characteristics of different genres (text types) e.g. different types of newspaper articles (weather, sport, local news) and how this influences social and cultural values in texts • Selects relevant information from a text using various reading strategies for comprehension e.g. contextual clues, predictions, etc. and records in different ways • Selects relevant texts for personal needs from a wide variety of sources e.g. local community newsletter **Writing** • Writes for imaginative and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words	**Oral** • Enjoys listening to plays and talks and discusses how the key features would change for different audiences and purposes • Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language • Listens and shows sensitivity to social and cultural differences through affirmation and language usage • Identifies how stereotypes are created and how this affects the listener **Reading** • Reads South African and international fiction and non-fiction e.g. journals, novels, etc, examining the text for hidden messages and summarizing the main and supporting ideas • Explains how the writer manipulates the reader's perceptions i.e. the techniques used, characterization, sub-themes, etc. • Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text • Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart. **Writing** • Writes for playful and creative purposes e.g. a children's story, a poem, showing an understanding of style and register • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs	**Oral** • Listens critically to debates, notes specific details and manipulates language to argue and persuade others • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems • Makes an oral presentation facing the audience and showing an awareness of different audiences by varying the volume, tone and tempo of voice • Reflects on own, and others, presentations and skills, sensitively giving balanced and constructive feed-back. **Reading** • Reads a variety of different texts by local and international authors and recognises that different kinds of text use different language structures e.g. a biography is not presented in the same way that a poem is • Views available visual texts(newspaper or television advertisements, dramas, DVDs, etc.) and discusses how the choices made by the author influences the reader • Discusses the diversity of social and cultural values in texts, giving reasons for response to text • Analyses the effect of stereotyping, bias and prejudice within texts, offers opinions about stereotyping, bias and prejudice and is able to justify opinion • Shows an understanding of text and its relationship to own life **Writing** • Plans, drafts and refines writing using linking paragraphs (minimum of 3 paragraphs), a topic sentence, a wide variety of vocabulary, appropriate grammar, different tenses, spelling and punctuation

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Language Milestones (per Term): : Grade 6 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Plans, drafts and refines writing, experimenting with language and using adjectives and adverbs to enhance writing **Spelling and Grammar** • Uses phonics and spelling rules to spell words commonly used in personal texts e.g. stories, journals, recording words in a personal dictionary • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses prefixes, stems and suffixes/extensions to form words • Shifts from one tense to another consistently and appropriately • Links sentences into coherent paragraphs using correct punctuation **Investigation** • Asks relevant questions, collating information into a comprehensive whole including pictures, drawings, introduction and conclusion.	• Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, using word order for focus and emphasis • Writes and designs creative visual texts e.g. a picture for a newsletter, using a mind-map to organize ideas • Plans, drafts and uses feedback from peers to refine writing, producing a neatly presented final version with correctly spelled words **Spelling and Grammar** • Uses phonics and spelling rules to spell words used in personal and informational texts e.g. letters, other Learning Areas, recording words in a personal dictionary • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses prefixes, stems and suffixes/extensions to form words • Uses complex tenses correctly • Uses topic and supporting sentences to develop coherent paragraphs **Investigation** • Conducts an interview to obtain information, asks follow-up questions to get deeper answers, organises information under relevant headings on a chart and makes an oral presentation.	• Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television **Spelling and Grammar** • Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, other Learning Areas, recording words in a personal dictionary, • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses prefixes, stems and suffixes/extensions to form words and explores origin of words • Identifies and uses complex sentences using punctuation correctly • Uses connecting words e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs **Investigation** • Develops an hypothesis using different sources to research, processes and evaluates the information and draws conclusions, writing a short report on the findings (at least one paragraph).	• Writes for personal and exploratory purposes e.g. a journal, a dialogue, reflecting on and evaluating writing and creative work • Writes informational texts e.g. technical instructions, selecting words to convey correct meaning, including graphics and paying attention to the final presentation of work **Spelling and Grammar** • Uses phonics and spelling rules to spell words used in personal and informational texts e.g. other Learning Areas, report, stories, recording words in a personal dictionary, • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses prefixes, stems and suffixes/extensions to form words and explores origins of words • Uses the passive voice to focus on the object of a sentence • Identifies and uses complex sentences using punctuation correctly **Investigation** • Develops an hypothesis and invents results, uses different sources to research, processes and evaluates the information, offers alternative solutions to problems, draws conclusions and writes a short report on the research and findings

Language Milestones (per Assessment Task): Grade 4

Term 1	Term 2	Term 3	Term 4
Assessment task 1:	***Assessment task 1:***	***Assessment task 1:***	***Assessment task 1:***
Oral: • Enjoys listening to fables and stories, relating them to own experience • Takes part in everyday conversations with other learners • Expresses thoughts and feelings in an imaginative way by telling a story **Reading:** • Reads South African and international fiction texts independently eg myths and stories • Uses a range of reading strategies eg making predictions and using contextual clues to find meaning • Identifies and comments on the central idea and the main characters of a fiction story **Writing:** • Writes for personal purposes eg a description of a personal experience or event using appropriate grammar, spelling and punctuation • Writes sentences using different tenses **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions) **Investigation:** • Asks questions to obtain information, sequences the information and reports back orally	**Oral:** • Enjoys listening to stories identifying the central idea • Participates in discussions on familiar topics, asking relevant questions and giving feedback • Describes a set of actions or events **Reading:** • Reads South African and international fiction texts independently eg poems and stories • Uses a range of reading strategies eg making predictions and inferences • Identifies and comments on the plot, characters and setting in a fiction story, giving and explaining a own feelings about the text • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg stories, poems, advertisements and speeches **Writing:** • Plans, drafts and revises stories and short descriptions using a variety of vocabulary, appropriate grammar, spelling and punctuation • Writes extended sentences using a wide variety of words, qualifying phrases and clauses **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words used in personal texts eg stories and descriptions • Uses prefixes, stems and suffixes to form words	**Oral:** • Enjoys listening to stories, short reports and limericks • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something **Reading:** • Reads South African and international fiction texts independently eg poems, stories • Uses a range of reading strategies eg skimming, scanning • Reads aloud clearly and with expression • Identifies and comments on the plot in a fiction story giving reasons for actions in the story • Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour **Writing:** • Plans, drafts and revises stories in paragraph form (2-3 paragraphs) using a variety of vocabulary, appropriate grammar, spelling, punctuation and spaces between paragraphs • Writes sentences using direct and indirect speech using quotation marks **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters	**Oral:** • Listens for the main idea and specific details in stories and interviews • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Comments on the social, moral and cultural values in oral texts **Reading:** • Reads South African and international fiction texts independently eg poems and stories • Uses a range of reading strategies eg skimming and scanning • Identifies and comments on the social, moral and cultural values in stories, explaining how meanings not obviously stated are conveyed • Explains cause and effect in a fiction story **Writing:** • Plans, drafts and revises stories in paragraph form (2- 3 paragraphs), a variety of vocabulary, appropriate grammar, different tenses, spelling, punctuation and spaces between paragraphs using neat, legible handwriting **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories and reports • Uses figurative language eg simile • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

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Language Milestones (per Assessment Task): Grade 4 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands using correct punctuation **Investigation:** • Locates information from relevant sources using key words or concepts, eg dictionaries, textbooks and children's encyclopaedias • Summarises the information in a mind map and draws a conclusion	• Identifies subject and predicate of a sentence • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession **Investigation:** • Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, makes judgements and draws conclusions	**Investigation:** • Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Makes predictions and identifies alternative options and explains why and how they are different • Sequences and summarises the information into paragraphs and draws conclusions
Assessment task 2: **Oral:** • Enjoys listening to fables and stories, relating them to own experience • Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others • Listens to and gives directions and instructions **Reading:** • Reads South African and international non-fiction texts independently eg textbooks • Uses a range of reading strategies eg using contextual clues to find meaning • Views and comments on graphical techniques (colour, design, choice of pictures etc) used in visual texts and the message conveyed eg posters and cartoons	***Assessment task 2:*** **Oral:** • Enjoys listening to school announcements identifying the central idea • Comments on the effect of the sound and word pictures used in poems and stories • Participates in discussions on familiar topics, asking relevant questions and giving feedback **Reading:** • Reads South African and international non-fiction texts independently eg brochures and textbooks • Uses a range of reading strategies eg making inferences, and surveying content page, headings and index • Recognises the different Identifies the main and supporting ideas in an information text **Writing:** • Writes for playful and creative purposes eg limericks, letter, diary	***Assessment task 2:*** **Oral:** • Enjoys listening to stories, short reports and limericks identifying specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback **Reading:** • Reads South African and international non-fiction texts independently eg textbooks and reference books • Uses a range of reading strategies eg skimming, scanning and surveying content page, headings and index • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs **Writing:** • Writes for playful and creative purposes eg poem, cartoon strip	***Assessment task 2:*** **Oral:** • Listens for the main idea and specific details in stories • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, making eye contact, using facial expression and speaking audibly and at a reasonable pace **Reading:** • Reads South African and international fiction and non-fiction texts independently eg textbooks and reference books • Uses a range of reading strategies eg skimming and scanning • Reads a range of information texts, following short printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Changes text from one form to another eg from a table to a graph

Language Milestones (per Assessment Task): Grade 4 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
Writing: • Writes and designs visual and information texts eg recipes, dialogues, posters **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions) • Uses conjunctions to form compound sentences	• Writes and designs visual and information texts eg set of instructions, simple book reviews **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words used in personal texts eg stories and descriptions • Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession	• Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Uses subject-verb concord • Uses complex tenses eg past progressive · Links sentences into a coherent paragraph using correct punctuation	**Writing:** • Writes for playful and creative purposes eg letter, simple brochure • Writes and designs visual and information texts using headings, topic and supporting sentences eg short report **Spelling and Grammar:** • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories and reports • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation

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Language Milestones (per Assessment Task): Grade 5

Term 1	Term 2	Term 3	Term 4
Assessment task 1:	***Assessment task 1:***	***Assessment task 1:***	***Assessment task 1:***
Oral: • Enjoys listening to a myth or story, relating it to everyday life • Expresses thoughts and feelings in an imaginative way	**Oral:** • Enjoys listening to stories identifying the main message • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions, offering own opinion and giving feedback • Expresses emotions in a sensitive way	**Oral:** • Enjoys listening to stories, dramatizing them for an audience with varying voice and facial expression • Changes register, grammar structure and idioms to suit different audiences and purposes	**Oral:** • Participates in discussions shares ideas and offers opinions on less familiar topics using speculation and hypothesis • Comments on the social, moral and cultural values in different texts • Asks and responds to thought-provoking questions • Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace
Reading: • Reads South African and international fiction texts independently eg poems, short stories • Uses a range of reading strategies eg skimming, scanning and surveying content page, headings and index • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause and effect in a story	**Reading:** • Reads South African and international fiction texts independently eg poems, short stories • Reads chapters from short novels as part of a class activity • Predicts content or ending of a story • Uses a range of reading strategies eg skimming, scanning and makes story maps • Identifies the themes and issues in a fiction story, giving and explaining a personal response • Compares structure, language use and purpose of different fiction and non-fiction texts	**Reading:** • Reads South African and international fiction texts independently • Uses a range of reading strategies eg skimming, scanning, contextual clues and previous knowledge • Reads aloud, changing speed as appropriate • Explains how writers use vocabulary and language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia	**Reading:** • Reads South African and international fiction texts independently eg short novels • Uses a range of reading strategies to identify the main and supporting ideas • Applies research skills to find information in sources eg dictionaries • Sequences the events of a story and records in a graphic form • Identifies and comments on the characters, themes and issues in a fiction story
Writing: • Writes for personal purposes eg a diary using appropriate grammar, spelling and punctuation • Writes sentences using different tenses	**Writing:** • Plans, drafts and refines stories using a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Writes and designs visual and information texts eg notices and newsletters	**Writing:** • Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Writes sentences using direct and indirect speech	**Writing:** • Plans, drafts and refines stories using linking paragraphs (minimum of 3 paragraphs), a topic sentence, a wide variety of vocabulary, appropriate grammar, different tenses, spelling and punctuation
Spelling and Grammar: • Uses phonics and spelling rules to spell words commonly used in personal texts eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in personal texts eg stories • Uses prefixes, stems and suffixes/extensions to form words • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words commonly used in personal texts eg stories • Identifies subject and predicate • Uses complex tenses eg past perfect progressive • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in personal texts eg stories • Uses figurative language • Shifts from one tense to another consistently and appropriately • Links sentences into coherent paragraphs using correct punctuation
Investigation: • Asks relevant questions to obtain information, organizes and reports back orally			

Language Milestones (per Assessment Task): Grade 5 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
	Investigation: • Conducts an interview to obtain information, organizes the information under different headings on a chart and makes an oral presentation	**Investigation:** • Develops an hypothesis uses different sources to research, processes and evaluates the information and draws conclusions, and writing a short report on the findings (one paragraph)	**Investigation:** • Develops an hypothesis and predicts the results, uses different sources to research, processes and evaluates the information and draws conclusions and writing a short report on the research and the findings
Assessment task 2: **Oral:** • Enjoys listening to myths and stories • Participates in discussions, explaining own opinion and considering other points of view • Listens to and gives directions and instructions clearly • Describes events **Reading:** • Reads South African and international non-fiction texts independently eg newsletters and reference books • Uses a range of reading strategies eg skimming, scanning and surveying content page, headings and index • Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg advertisements **Writing:** • Writes and designs visual and information texts eg advertisements **Spelling and Grammar:** • Uses phonics and spelling rules to spell words commonly used in personal texts eg diary • Uses subject-verb concord • Uses complex tenses eg past progressive	***Assessment task 2:*** **Oral:** • Enjoys listening to radio and television programmes identifying the main message • Participates in discussions, offering own opinion and giving feedback **Reading:** • Reads South African and international non-fiction texts independently eg reference books • Uses a range of reading strategies eg skimming, scanning and makes notes • Views and talks about the message in films/videos and television dramas • Compares structure, language use and purpose of different fiction and non-fiction texts **Writing:** • Writes for playful and creative purposes eg humorous anecdotes, letter • Writes and designs visual and information texts eg notices and newsletters • Writes extended sentences using phrases and clauses **Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in personal texts eg letters • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation	***Assessment task 2:*** **Oral:** • Listens for specific details in speeches • Participates in discussions, justifying own opinion, responding sensitively to ideas and suggestions and giving feedback **Reading:** • Uses a range of reading strategies eg skimming, scanning, contextual clues and previous knowledge • Reads a range of information texts, following fairly complex instructions and explaining visual texts eg tables and bar graphs • Identifies and explains the similarities and differences of something **Writing:** • Writes for playful and creative purposes eg poem, letter • Writes and designs visual and information texts eg reports and maps or graphs **Spelling and Grammar:** • Uses phonics and spelling rules to spell words commonly used in information texts eg reports • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation	***Assessment task 2:*** **Oral:** • Listens for specific details in radio and television programmes • Asks and responds to thought-provoking questions **Reading:** • Reads South African and international non-fiction texts independently eg reference books • Uses a range of reading strategies to identify the main and supporting ideas and summarise information on a mind map • Changes text from one form to another eg from a table to a graph • Applies research skills to find information in sources eg reference books and textbooks **Writing:** • Writes for playful and creative purposes eg poem, letter • Writes and designs visual and information texts eg reports and labeled maps **Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in information texts eg reports • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Links sentences into coherent paragraphs using correct punctuation

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Language Milestones (per Assessment Task): Grade 6

Term 1	Term 2	Term 3	Term 4
Assessment task 1:	***Assessment task 1:***	***Assessment task 1:***	***Assessment task 1:***
Oral: • Listens for specific details in radio and television programmes and identifies how stereotypes are created and their effect on the listener • Asks thought provoking questions using appropriate language • Interacts positively during group discussions	**Oral:** • Enjoys listening to radio and television shows and responds critically by asking questions and relating ideas to own life experiences • Expresses ideas coherently on challenging topics e.g. reports using appropriately language	**Oral:** • Enjoys listening to plays and talks and discusses how the key features would change for different audiences and purposes • Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language	**Oral:** • Makes an oral presentation facing the audience and showing an awareness of different audiences by varying the volume, tone and tempo of voice • Reflects on own, and others, presentations and skills, sensitively giving balanced and constructive feed-back
Reading: • Reads aloud to a group South African and international fiction texts e.g. short stories, poetry, short plays, etc. adjusting the way in which a text is read to suit the listener • Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization of the read text, evaluating the suitability of the language	**Reading:** • Reads South African and international fiction e.g. short stories, for a variety of purposes, discussing how techniques used by the writer influences perceptions and understanding • Selects relevant information from a text using various reading strategies for comprehension e.g. contextual clues, predictions, etc. and records in different ways	**Reading:** • Reads South African and international fiction e.g. novels, etc, examining the text for hidden messages and summarizing the main and supporting ideas • Explains how the writer manipulates the reader's perceptions i.e. the techniques used, characterization, sub-themes, etc.	**Reading:** • Reads a variety of different texts by local and international authors and recognises that different kinds of text use different language structures e.g. a biography is not presented in the same way that a poem is • Discusses the diversity of social and cultural values in texts, giving reasons for response to text • Shows an understanding of text and its relationship to own life
Writing: • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth • Plans, drafts and refines writing, experimenting with language and using adjectives and adverbs to enhance writing	**Writing:** • Writes for imaginative and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words • Plans, drafts and uses feedback from peers to refine writing, producing a neatly presented final version with correctly spelled words	**Writing:** • Writes for playful and creative purposes e.g. a children's story, a poem, showing an understanding of style and register • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs	**Writing:** • Plans, drafts and refines writing using linking paragraphs (minimum of 3 paragraphs), a topic sentence, a wide variety of vocabulary, appropriate grammar, different tenses, spelling and punctuation
Spelling and Grammar: • Uses phonics and spelling rules to spell words commonly used in personal texts e.g. stories, • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Links sentences into coherent paragraphs using correct punctuation	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in personal and informational texts e.g. letters, recording words in a personal dictionary • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses topic and supporting sentences to develop coherent paragraphs	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, recording words in a personal dictionary • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses prefixes, stems and suffixes/extensions to form words and explores origin of words **Investigation:** • Develops an hypothesis using different sources to research, processes and evaluates the information and draws conclusions, writing a short report on the findings (at least one paragraph).	**Spelling and Grammar:** • Uses phonics and spelling rules to spell words used in personal and informational texts e.g. other Learning Areas, stories, recording words in a personal dictionary, • Uses prefixes, stems and suffixes/extensions to form words and explores origins of words • Uses the passive voice to focus on the object of a sentence

Language Milestones (per Assessment Task): Grade 6 (continued)			
Term 1	**Term 2**	**Term 3**	**Term 4**
Investigation: • Asks relevant questions, collating information into a comprehensive whole including pictures, drawings, introduction and conclusion.	**Investigation:** • Conducts an interview to obtain information, asks follow-up questions to get deeper answers, organises information under relevant headings on a chart and makes an oral presentation		**Investigation:** • Develops an hypothesis and invents results, uses different sources to research, processes and evaluates the information, offers alternative solutions to problems, draws conclusions and writes a short report on the research and findings

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Rubrics for Language Assessment Tasks 1 and 2		
Grade 4: Term 1		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to fables and stories, relating them to own experience	
	• Takes part in everyday conversations with other learners	
	• Expresses thoughts and feelings in an imaginative way by telling a story	
Reading	• Reads South African and international fiction texts range independently e.g. myths and stories	
	• Uses a of reading strategies e.g. making predictions and using contextual clues to find meaning	
	• Identifies and comments on the central idea and the main characters of a fiction story	
Writing	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation	
	• Writes sentences using different tenses	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event	
	• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions)	
Investigation	• Asks questions to obtain information, sequences the information and reports back orally	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 4: Term 1		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to fables and stories, relating them to own experience	
	• Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others	
	• Listens to and gives directions and instructions	
Reading	• Reads South African and international non-fiction texts independently eg textbooks	
	• Uses a range of reading strategies e.g. using contextual clues to find meaning	
	• Views and comments on graphical techniques (colour, design, choice of pictures etc) used in visual texts and the message conveyed e.g. posters and cartoons	
Writing	• Writes and designs visual and information texts e.g. recipes, dialogues, posters	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event	
	• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions)	
	• Uses conjunctions to form compound sentences	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 4: Term 2		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to stories identifying the central idea	
	• Participates in discussions on familiar topics, asking relevant questions and giving feedback	
	• Describes a set of actions or events	
Reading	• Reads South African and international fiction texts independently e.g. poems and stories	
	• Uses a range of reading strategies e.g. making predictions and inferences	
	• Identifies and comments on the plot, characters and setting in a fiction story, giving and explaining a own feelings about the text	
	• Recognises the different structures, language use, purposes and audiences of different kinds of texts e.g. stories, poems, advertisements and speeches	
Writing	• Plans, drafts and revises stories and short descriptions using a variety of vocabulary, appropriate grammar, spelling and punctuation	
	• Writes extended sentences using a wide variety of words, qualifying phrases and clauses	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions	
	• Uses prefixes, stems and suffixes to form words	
	• Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	
	• Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation	
Investigation	• Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopaedias	
	• Summarises the information in a mind map and draws a conclusion	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 4: Term 2		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to school announcements identifying the central idea	
	• Comments on the effect of the sound and word pictures used in poems and stories	
	• Participates in discussions on familiar topics, asking relevant questions and giving feedback	
Reading	• Reads South African and international non-fiction texts independently e.g. brochures and textbooks	
	• Uses a range of reading strategies e.g. making inferences, and surveying content page, headings and index	
	• Recognises the different Identifies the main and supporting ideas in an information text	
Writing	• Writes for playful and creative purposes e.g. limericks, letter, diary	
	• Writes and designs visual and information texts e.g. set of instructions, simple book reviews	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions	
	• Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation including the apostrophe for possession	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 4: Term 3		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to stories, short reports and limericks	
	• Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback	
	• Expresses thoughts and feelings in an imaginative way by role-playing a situation	
	• Changes register, words and style to suit different audiences and purposes e.g. explores ways of asking someone to do something	
Reading	• Reads South African and international fiction texts independently e.g. poems, stories	
	• Uses a range of reading strategies e.g. skimming, scanning	
	• Reads aloud clearly and with expression	
	• Identifies and comments on the plot in a fiction story giving reasons for actions in the story	
	• Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts e.g. rhythm, rhyme, alliteration, word pictures, humour	
Writing	• Plans, drafts and revises stories in paragraph form (2-3 paragraphs) using a variety of vocabulary, appropriate grammar, spelling, punctuation and spaces between paragraphs	
	• Writes sentences using direct and indirect speech using quotation marks	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts e.g. stories and letters	
	• Identifies subject and predicate of a sentence	
	• Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	
	• Writes a variety of sentence types e.g. statements, questions, commands, using correct punctuation including the apostrophe for possession	
Investigation	• Locates information from different sources, e.g. dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books	
	• Selects the relevant ideas, summarises the information in a paragraph, makes judgements and draws conclusions	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 4: Term 3		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to stories, short reports and limericks identifying specific details	
	• Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback	
Reading	• Reads South African and international non-fiction texts independently e.g. textbooks and reference books	
	• Uses a range of reading strategies e.g. skimming, scanning and surveying content page, headings and index	
	• Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts e.g. pictures, tables, charts, graphs	
Writing	• Writes for playful and creative purposes e.g. poem, cartoon strip	
	• Writes and designs visual and information texts using topic and supporting sentences e.g. descriptive paragraph, set of instructions	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts e.g. stories and letters	
	• Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	
	• Uses subject-verb concord	
	• Uses complex tenses e.g. past progressive	
	• Links sentences into a coherent paragraph using correct punctuation	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 4: Term 4		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for the main idea and specific details in stories and interviews	
	• Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	
	• Comments on the social, moral and cultural values in oral texts	
Reading	• Reads South African and international fiction texts independently e.g. poems and stories	
	• Uses a range of reading strategies e.g. skimming and scanning	
	• Identifies and comments on the social, moral and cultural values in stories, explaining how meanings not obviously stated are conveyed	
	• Explains cause and effect in a fiction story	
Writing	• Plans, drafts and revises stories in paragraph form (2- 3 paragraphs), a variety of vocabulary, appropriate grammar, different tenses, spelling, punctuation and spaces between paragraphs using neat, legible handwriting	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts e.g. stories and reports	
	• Uses figurative language e.g. simile	
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	
Investigation	• Formulates questions and obtains information from different sources for different perspectives on the topic, e.g. dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books	
	• Makes predictions and identifies alternative options and explains why and how they are different	
	• Sequences and summarises the information into paragraphs and draws conclusions	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 4: Term 4		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for the main idea and specific details in stories	
	• Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	
	• Makes an oral presentation, making eye contact, using facial expression and speaking audibly and at a reasonable pace	
Reading	• Reads South African and international fiction and non-fiction texts independently e.g. textbooks and reference books	
	• Uses a range of reading strategies e.g. skimming and scanning	
	• Reads a range of information texts, following short printed instructions, scanning for specific details, e.g. weather reports, bus timetables and maps	
	• Changes text from one form to another e.g. from a table to a graph	
Writing	• Writes for playful and creative purposes e.g. letter, simple brochure	
	• Writes and designs visual and information texts using headings, topic and supporting sentences e.g. short report	
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts e.g. stories and reports	
	• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Rubrics for Language Assessment Tasks 1 and 2		
Grade 5: Term 1		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to a myth or story, relating it to everyday life	
	• Expresses thoughts and feelings in an imaginative way	
Reading	• Reads South African and international fiction texts independently e.g. poems, short stories	
	• Uses a range of reading strategies eg skimming, scanning and surveying content page, headings and index	
	• Identifies the central idea, plot, setting, atmosphere and characters of a fiction story	
	• Identifies and explains cause and effect in a story	
Writing	• Writes for personal purposes e.g. a diary using appropriate grammar, spelling and punctuation	
	• Writes sentences using different tenses	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. diary	
	• Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)	
	• Uses prefixes, stems and suffixes to form words	
Investigation	• Asks relevant questions to obtain information, organizes and reports back orally	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 5: Term 1		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to myths and stories	
	• Participates in discussions, explaining own opinion and considering other points of view	
	• Listens to and gives directions and instructions clearly	
	• Describes events	
Reading	• Reads South African and international non-fiction texts independently e.g. newsletters and reference books	
	• Uses a range of reading strategies e.g. skimming, scanning and surveying content page, headings and index	
	• Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts e.g. advertisements	
Writing	• Writes and designs visual and information texts e.g. advertisements	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. diary	
	• Uses subject-verb concord	
	• Uses complex tenses e.g. past progressive	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 5: Term 2		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to stories identifying the main message	
	• Compares stories, poems, choral chants and riddles in terms of structure and language	
	• Participates in discussions, offering own opinion and giving feedback	
	• Expresses emotions in a sensitive way	
Reading	• Reads South African and international fiction texts independently e.g. poems, short stories	
	• Reads chapters from short novels as part of a class activity	
	• Predicts content or ending of a story	
	• Uses a range of reading strategies eg skimming, scanning and makes story maps	
	• Identifies the themes and issues in a fiction story, giving and explaining a personal response	
	• Compares structure, language use and purpose of different fiction and non-fiction texts	
Writing	• Plans, drafts and refines stories using a wide variety of vocabulary, appropriate grammar, spelling and punctuation	
	• Writes and designs visual and information texts e.g. notices and newsletters	
Spelling and grammar	• Uses phonics and spelling rules to spell words used in personal texts eg stories	
	• Uses prefixes, stems and suffixes/extensions to form words	
	• Writes a variety of sentence types e.g. statements, questions, commands, exclamations using correct punctuation	
Investigation	• Conducts an interview to obtain information, organizes the information under different headings on a chart and makes an oral presentation	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 5: Term 2		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to radio and television programmes identifying the main message	
	• Participates in discussions, offering own opinion and giving feedback	
Reading	• Reads South African and international non-fiction texts independently e.g. reference books	
	• Uses a range of reading strategies eg skimming, scanning and makes notes	
	• Views and talks about the message in films/videos and television dramas	
	• Compares structure, language use and purpose of different fiction and non-fiction texts	
Writing	• Writes for playful and creative purposes e.g. humorous anecdotes, letter	
	• Writes and designs visual and information texts e.g. notices and newsletters	
	• Writes extended sentences using phrases and clauses	
Spelling and grammar	• Uses phonics and spelling rules to spell words used in personal texts e.g. letters	
	• Identifies and uses parts of speech e.g. pronouns, articles and conjunctions	
	• Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 5: Term 3		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to stories, dramatizing them for an audience with varying voice and facial expression	
	• Changes register, grammar structure and idioms to suit different audiences and purposes	
Reading	• Reads South African and international fiction texts independently	
	• Uses a range of reading strategies e.g. skimming, scanning, contextual clues and previous knowledge	
	• Reads aloud, changing speed as appropriate	
	• Explains how writers use vocabulary and language to describe the setting, atmosphere and characters in a poem or story e.g. similes, rhythm, onomatopoeia	
Writing	• Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary, appropriate grammar, spelling and punctuation	
	• Writes sentences using direct and indirect speech	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. stories	
	• Identifies subject and predicate	
	• Uses complex tenses e.g. past perfect progressive	
	• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation	
Investigation	• Develops an hypothesis uses different sources to research, processes and evaluates the information and draws conclusions, and writing a short report on the findings (one paragraph)	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 5: Term 3		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for specific details in speeches	
	• Participates in discussions, justifying own opinion, responding sensitively to ideas and suggestions and giving feedback	
Reading	• Uses a range of reading strategies e.g. skimming, scanning, contextual clues and previous knowledge	
	• Reads a range of information texts, following fairly complex instructions and explaining visual texts e.g. tables and bar graphs	
	• Identifies and explains the similarities and differences of something	
Writing	• Writes for playful and creative purposes e.g. poem, letter	
	• Writes and designs visual and information texts e.g. reports and maps or graphs	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in information texts e.g. reports	
	• Identifies and uses parts of speech e.g. pronouns, articles and conjunctions	
	• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 5: Term 4		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Participates in discussions shares ideas and offers opinions on less familiar topics using speculation and hypothesis	
	• Comments on the social, moral and cultural values in different texts	
	• Asks and responds to thought-provoking questions	
	• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace	
Reading	• Reads South African and international fiction texts independently e.g. short novels	
	• Uses a range of reading strategies to identify the main and supporting ideas	
	• Applies research skills to find information in sources e.g. dictionaries	
	• Sequences the events of a story and records in a graphic form	
	• Identifies and comments on the characters, themes and issues in a fiction story	
Writing	• Plans, drafts and refines stories using linking paragraphs (minimum of 3 paragraphs), a topic sentence, a wide variety of vocabulary, appropriate grammar, different tenses, spelling and punctuation	
Spelling and grammar	• Uses phonics and spelling rules to spell words used in personal texts e.g. stories	
	• Uses figurative language	
	• Shifts from one tense to another consistently and appropriately	
	• Links sentences into coherent paragraphs using correct punctuation	
Investigation	• Develops an hypothesis and predicts the results, uses different sources to research, processes and evaluates the information and draws conclusions and writing a short report on the research and the findings	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 5: Term 4		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for specific details in radio and television programmes	
	• Asks and responds to thought-provoking questions	
Reading	• Reads South African and international non-fiction texts independently e.g. reference books	
	• Uses a range of reading strategies to identify the main and supporting ideas and summarise information on a mind map	
	• Changes text from one form to another e.g. from a table to a graph	
	• Applies research skills to find information in sources e.g. reference books and textbooks	
Writing	• Writes for playful and creative purposes e.g. poem, letter	
	• Writes and designs visual and information texts e.g. reports and labeled maps	
Spelling and grammar	.•. Uses phonics and spelling rules to spell words used in information texts e.g. reports	
	• Identifies and uses parts of speech e.g. pronouns, articles and conjunctions	
	• Links sentences into coherent paragraphs using correct punctuation	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Rubrics for Language Assessment Tasks 1 and 2		
Grade 6: Term 1		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for specific details in radio and television programmes and identifies how stereotypes are created and their effect on the listener?	
	• Asks thought provoking questions using appropriate language?	
	• Interacts positively during group discussions?	
Reading	• Reads aloud to a group South African and international fiction texts e.g. short stories, poetry, short plays, etc. adjusting the way in which a text is read to suit the listener ?	
	• Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc.?	
	• Explains themes, plots, setting and characterization of the read text, evaluating the suitability of the language?	
Writing	• Writes for personal and creative purposes using descriptive language e.g. a poem, a myth?	
	• Plans, drafts and refines writing, experimenting with language and using adjectives and adverbs to enhance writing?	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. stories?	
	• Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)?	
	• Links sentences into coherent paragraphs using correct punctuation?	
Investigation	• Asks relevant questions, collating information into a comprehensive whole including pictures, drawings, introduction and conclusion?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 6: Term 1		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens with understanding, identifies opinions which differ from own and responds appropriately?	
	• Expresses emotions in a sensitive way?	
	• Interacts positively during group discussions?	
Reading	• Reads South African and international non-fiction texts e.g. instructions, magazine articles etc. independently?	
	• Identifies and discusses both the intended and hidden cultural messages in a text?	
	• Views different visual texts, such as photographs, in order to interpret and discuss how the message can be manipulated?	
Writing	• Selects, classifies and categorises relevant information from different sources explaining how it was done?	
	• Plans, drafts and refines writing, experimenting with language and using adjectives and adverbs to enhance writing?	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. words in a personal dictionary?	
	• Uses prefixes, stems and suffixes/extensions to form words?	
	• Shifts from one tense to another consistently and appropriately?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 6: Term 2		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for specific details in radio and tele3vision programmes and identifies how stereotypes are created and their effect on the listener?	
	• Asks thought provoking questions using appropriate language?	
	• Interacts positively during group discussions?	
Reading	• Reads aloud to a group South African and international fiction texts e.g. short stories, poetry, short plays, etc. adjusting the way in which a text is read to suit the listener?	
	• Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc.?	
	• Explains themes, plots, setting and characterization of the read text, evaluating the suitability of the language?	
Writing	• Writes for personal and creative purposes using descriptive language e.g. a poem, a myth?	
	• Plans, drafts and refines writing, experimenting with language and using adjectives and adverbs to enhance writing?	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. stories?	
	• Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)?	
	• Links sentences into coherent paragraphs using correct punctuation?	
Investigation	• Asks relevant questions, collating information into a comprehensive whole including pictures, drawings, introduction and conclusion?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 6: Term 2		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Enjoys listening to stories, and legends and responds critically by commenting on the social, moral and cultural values in the different texts?	
	• Identifies and discusses the influence of sound and visual effects on the listener?	
Reading	• Reads South African and international non-fiction texts e.g. newspapers and textbooks, for a variety of purposes?	
	• Identifies and analyses the characteristics of different genres (text types) e.g. different types of newspaper articles (weather, sport, local news) and how this influences social and cultural values in texts?	
	• Selects relevant texts for personal needs from a wide variety of sources e.g. local community newsletter?	
Writing	• Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, using word order for focus and emphasis?	
	• Writes and designs creative visual texts e.g. a picture for a newsletter, using a mind-map to organize ideas?	
	• Plans, drafts and uses feedback from peers to refine writing, producing a neatly presented final version with correctly spelled words?	
Spelling and grammar	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. letters, other Learning Areas, recording words in a personal dictionary?	
	• Uses prefixes, stems and suffixes/extensions to form words?	
	• Uses complex tenses correctly?	
	• Uses topic and supporting sentences to develop coherent paragraphs?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 6: Term 3		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for specific details in radio and television programmes and identifies how stereotypes are created and their effect on the listener?	
	• Asks thought provoking questions using appropriate language?	
	• Interacts positively during group discussions?	
Reading	• Reads aloud to a group South African and international fiction texts e.g. short stories, poetry, short plays, etc. adjusting the way in which a text is read to suit the listener?	
	• Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc.?	
	• Explains themes, plots, setting and characterization of the read text, evaluating the suitability of the language?	
Writing	• Writes for personal and creative purposes using descriptive language e.g. a poem, a myth?	
	• Plans, drafts and refines writing, experimenting with language and using adjectives and adverbs to enhance writing?	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. stories?	
	• Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)?	
	• Links sentences into coherent paragraphs using correct punctuation?	
Investigation	• Asks relevant questions, collating information into a comprehensive whole including pictures, drawings, introduction and conclusion?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 6: Term 3		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens and shows sensitivity to social and cultural differences through affirmation and language usage?	
	• Identifies how stereotypes are created and how this affects the listener?	
Reading	• Reads South African and international non-fiction e.g. journals, etc, examining the text for hidden messages and summarizing the main and supporting ideas?	
	• Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text?	
	• Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart?	
Writing	• Writes for playful and creative purposes e.g. a children's story, a poem, showing an understanding of style and register?	
	• Plans, drafts, designs and refines visual texts using language, pictures and sound effects creatively e.g. an advertisement for television?	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. other Learning Areas, recording words in a personal dictionary?	
	• Identifies and uses complex sentences using punctuation correctly?	
	• Uses connecting words e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 6: Term 4		
Rating scale for 1st Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens for specific details in radio and television programmes and identifies how stereotypes are created and their effect on the listener?	
	• Asks thought provoking questions using appropriate language?	
	• Interacts positively during group discussions?	
Reading	• Reads aloud to a group South African and international fiction texts e.g. short stories, poetry, short plays, etc. adjusting the way in which a text is read to suit the listener ?	
	• Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc.?	
	• Explains themes, plots, setting and characterization of the read text, evaluating the suitability of the language?	
Writing	• Writes for personal and creative purposes using descriptive language e.g. a poem, a myth?	
	• Plans, drafts and refines writing, experimenting with language and using adjectives and adverbs to enhance writing?	
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal texts e.g. stories,?	
	• Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)?	
	• Links sentences into coherent paragraphs using correct punctuation?	
Investigation	• Asks relevant questions, collating information into a comprehensive whole including pictures, drawings, introduction and conclusion?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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Grade 6: Term 4		
Rating scale for 2nd Assessment Task		
Name of learner:		Date:
Is the learner able to:		**Rating**
Oral	• Listens critically to debates, notes specific details and manipulates language to argue and persuade others?	
	• Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems?	
Reading	• Reads a variety of different texts by local and international authors and recognises that different kinds of text use different language structures e.g. a biography is not presented in the same way that a poem is?	
	• Views available visual texts(newspaper or television advertisements, dramas, DVDs, etc.) and discusses how the choices made by the author influences the reader?	
	• Analyses the effect of stereotyping, bias and prejudice within texts, offers opinions about stereotyping, bias and prejudice and is able to justify opinion?	
Writing	• Writes for personal and exploratory purposes e.g. a journal, a dialogue, reflecting on and evaluating writing and creative work?	
	• Writes informational texts e.g. technical instructions, selecting words to convey correct meaning, including graphics and paying attention to the final presentation of work?	
Spelling and grammar	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. other Learning Areas, reports, recording words in a personal dictionary?	
	• Identifies parts of speech (nouns, pronouns, articles and modals)?	
	• Identifies and uses complex sentences using punctuation correctly?	

Final rating			
1	**2**	**3**	**4**
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

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