A LETTER FROM THE MINISTER: BASIC EDUCATION AND TRAINING

Dear Grade R teacher

I am pleased to be able to offer you the Foundations for Learning Assessment Framework for Grade R.

This document forms an integral part of the Foundations for Learning Campaign, which, as you know, was launched in 2008 as a national response to support learners in the execution of tasks that demonstrate key skills. The campaign aims to provide directives to teachers and schools with minimum expectations at each level of performance to improve learning outcomes in Grades 1-6.

The Foundation Phase document did not include Grade R. This document aims to address the gap. As with the Foundations for Learning Assessment Framework for Grades 1-6, this document is intended to help you with your planning and in determining what your learners should be working towards and demonstrating at any given point in the year.

I am particularly excited to be providing you with this document at this time in our history: During 2010, as South Africa hosts the Soccer World Cup, the world’s eyes will be on our country, our people and our greatest asset ... our children, our future leaders.

I trust that this document, in your hands, will help unleash the full potential of our youngest learners.

I wish you luck as you engage with and make use of it.

Ms Angie Motshekga
Minister of Basic Education
January 2010

HOW TO USE THIS DOCUMENT

The Foundations for Learning Framework document has a two-fold purpose. In the first place it organises the Assessment Standards contained in the National Curriculum Statement into manageable ‘sections’. This will help you with your planning and will structure your learners’ learning. It also provides suggested progression so that over the course of four terms learners progressively build on what has come before and also prepares them for future learning.

The document will help you assess whether your learners have achieved the Milestones listed per term. Assessment in Grade R should be conducted informally and learners should not be subjected to a ‘test-type’ situation (see pages 10 and 15 of this document on how to plan an Assessment Task). For this reason Assessment Tasks have not been included here. (For more ideas on assessment refer to the Laying Solid Foundations for Learning Grade R Kit.)

Additional features:
• Cross-curricular links are marked for your convenience.
• Italicised text suggests perceptual activities for you to do with your learners. In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure that you spend sufficient time building these perceptual skills daily and throughout the course of the school year.
### Milestones Literacy Grid

#### TERM ONE
- **LISTENS ATTENTIVELY TO QUESTIONS AND GIVES ANSWERS**
- **LISTENS TO ANNOUNCEMENTS AND RESPONDS APPROPRIATELY**
- **LISTENS TO SIMPLE INSTRUCTIONS AND ACTS ON THEM**
- **LISTENS TO RHYTHMIC PATTERNS, E.G. CLAP, CLAP-CLAP, CLAP AND DOSES WITH HELP**
- **LISTENS TO SHORT STORIES WITH ENJOYMENT AND JOINS IN CHORUSES AT THE APPROPRIATE TIMES**
- **LISTENS TO SIMPLE RHYMES AND DOES ACTIONS WITH HELP**
- **LISTENS TO AND RECALLS SIMPLE WORD SEQUENCES IN ORDER, E.G., BIG, BIG, BOY (START WITH THREE WORDS AND BUILD UP TO FOUR OR MORE) AUDITORY FIGURE GROUND ACTIVITIES**

#### TERM TWO
- **LISTENS ATTENTIVELY TO QUESTIONS AND GIVES ANSWERS**
- **LISTENS TO ANNOUNCEMENTS AND RESPONDS APPROPRIATELY**
- **LISTENS TO TWO OR THREE INSTRUCTIONS AND ACTS ON THEM (E.G. COLLECT THE CRAYONS AND PUT THEM ON THE SHELF)**
- **LISTENS TO A COMPLEX STRING OF INSTRUCTIONS AND ACTS ON THEM**
- **LISTENS WITHOUT INTERRUPTING, SHOWING RESPECT FOR THE SPEAKER AND TAKES TURNS TO SPEAK**
- **LISTENS TO AND RECALLS SIMPLE WORD SEQUENCES, IN ORDER, E.G., LIGHT (START WITH THREE WORDS AND BUILD UP TO FOUR OR MORE) AUDITORY FIGURE GROUND ACTIVITIES**

#### TERM THREE
- **LISTENS ATTENTIVELY TO QUESTIONS AND GIVES ANSWERS**
- **LISTENS TO ANNOUNCEMENTS AND RESPONDS APPROPRIATELY**
- **LISTENS TO A COMPLEX STRING OF INSTRUCTIONS AND ACTS ON THEM**
- **LISTENS WITHOUT INTERRUPTING, SHOWING RESPECT FOR THE SPEAKER**
- **LISTENS TO SHORT STORIES WITH ENJOYMENT AND SHOWS UNDERSTANDING (E.G., CAN ANSWER QUESTIONS RELATED TO THE STORY)**
- **LISTENS TO LONGER STORIES AND SHOWS UNDERSTANDING (E.G., CAN ANSWER QUESTIONS RELATED TO THE STORY)**
- **RECALLS DETAILS AND STATES MAIN IDEA**
- **LISTENS TO AND REPEATS RHYTHMIC PATTERNS, E.G. CLAP, CLAP-CLAP, CLAP AND COPY CORRECTLY**
- **LISTENS TO SHORT STORIES WITH ENJOYMENT AND JOINS IN CHORUSES AT THE APPROPRIATE TIMES**
- **LISTENS TO SIMPLE RHYMES AND DOES ACTIONS WITH HELP**
- **LISTENS TO SHORT STORIES WITH ENJOYMENT AND TAKES TURNS TO SPEAK**

#### TERM FOUR
- **LISTENS ATTENTIVELY TO QUESTIONS AND GIVES ANSWERS**
- **LISTENS TO ANNOUNCEMENTS AND RESPONDS APPROPRIATELY**
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#### Foundations for Learning Assessment Framework: Grade R

- **USES LANGUAGE TO DEVELOP CONCEPTS: E.G., QUANTITY, SHAPE, COLOUR, SIZE, SEQUENCE**
- **USES LANGUAGE TO THINK AND REASON: E.G., IDENTIFIES SIMILARITIES AND DIFFERENCES**
- **USES LANGUAGE TO DEVELOP CONCEPTS: E.G., QUANTITY, SHAPE, COLOUR, SIZE, SEQUENCE**
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**TERM THREE**

- **Uses language to investigate and explore:**
  - Asks questions
  - Gives explanations
  - Solves and completes 5-piece puzzles

- **Processes information:**
  - Picks out selected information from a description

**TERM TWO**

- **Uses language to investigate and explore:**
  - Asks questions and asks for explanations
  - Gives explanations and offers solutions
  - Solves and completes 10-piece puzzles

- **Processes information:**
  - Picks out selected information from a description

**TERM ONE**

- **Matches things that go together, and compares things that are different**
- **Classifies familiar items** (e.g. puts all toys in box, books on shelves, crayons in tins)
- **Identifies parts of the body** (e.g. names and points to parts of the body)

- **Uses visual and pictorial cues to make meaning:**
  - Recognises and points out common objects in pictures
  - Visual figure-ground activities (e.g. finds an image/object in a busy picture. Game: - move an object, e.g. a vase, to different locations in classroom and ask learners to find it)
  - Identifies a picture from a simple background, e.g. a line drawing

**TERM FOUR**

- **Matches things that go together, and compares things that are different**
- **Classifies things according to colour, shape or size**
- **Identifies parts from the whole** (e.g. parts of the body)

- **Uses language to investigate and explore:**
  - Asks questions and looks to books for explanations
  - Gives explanations and offers solutions
  - Solves and completes 20-piece puzzles

- **Processes information:**
  - Picks out selected information from a description

- **Identifies parts from the whole in a 2D format and constructs in 3D, e.g. copies a picture using blocks**

**USES LANGUAGE TO INVESTIGATE AND EXPLORE:**

- Asks questions and looks for explanations from print, television etc
- Gives explanations and offers solutions
- Solves and completes 20-piece puzzles

- **Processes information:**
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**USES LANGUAGE TO INVESTIGATE AND EXPLORE:**

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### Milestones Literacy Grid

#### READING

**TERM ONE**
- Can identify the foreground (e.g., learners find the odd picture from a row of images that appear to be identical)
- Can ‘read’ a simple picture story sequence
- Visual sequencing activities (e.g., Learners sequence three pictures cards)
- Can match words to objects, e.g., names to learners, flashcards to classroom fixtures
- Looks at a picture to understand single word texts in books (e.g., picture of a dog and the word ‘dog’)

**ROLE-PLAYS READING:**
- Holds the book the right way up, turns pages appropriately
- Directionality activities (e.g., tracing patterns, eye training - following a ball moved from left to right)
- Understands that pictures and print are related but different (e.g., points to pictures when ‘reading’)
- Begins to make meaning of written text:
  - Understands that print (text) communicates meaning (e.g., a written word can signify own name)

**ROLE-PLAYS READING:**
- Looks at words and pictures and understands the relationship between them
- Understands that pictures and print are related but different (e.g., points to words when ‘reading’)
- Makes sense of written text:
  - Understands that print (text) communicates meaning (e.g., in the environment - shop and street signs)

**TERM TWO**
- Can ‘read’ and ‘tell’ a picture story
- Can match words to objects (e.g., labels to products, theme flashcards to items on theme table)
- Uses pictures to understand simple caption in a story book (e.g., picture of a dog and a caption that reads ‘The dog’)
- Role-plays reading:
  - Uses (interprets) pictures to construct ideas, i.e., make up own stories

**ROLE-PLAYS READING:**
- Uses (interprets) pictures to construct ideas, i.e., make up own stories
- Distinguishes pictures from print (e.g., points to a word and asks for its meaning)
- Makes meaning of written text:
  - Understands that print (text) communicates different kinds of information (e.g., stories, news, directions, street names)

**TERM THREE**
- Makes sense of picture stories
- Can match words to objects (e.g., signs in the environment/community)
- Uses pictures to understand simple sentence in a story book (e.g., a picture of a dog and a sentence that reads ‘Look at the dog’)
- Role-plays reading:
  - Uses (interprets) pictures to construct ideas, i.e., make up own stories

**ROLE-PLAYS READING:**
- Uses (interprets) pictures to construct ideas, i.e., make up own stories
- Distinguishes pictures from print (e.g., points to words and asks for it to be read)
- Makes meaning of written text:
  - Understands that print (text) communicates meaning and that there are different kinds of print and that different types have different audiences (e.g., mother reads the newspapers)

**TERM FOUR**
- Can identify the foreground and background in pictures as separate elements
- Understands that pictures ‘tell’ stories, i.e., relate experiences, and can ‘read’ stories
- Can match words to pictures in print (e.g., worksheets, simple stories, puzzles)
- Understand that pictures provide clues to texts and begins to use this as a reading strategy (tool)

**ROLE-PLAYS READING:**
- Uses (interprets) pictures to construct ideas, i.e., make up own stories
- ‘Reads’ learner names and sentence strips in a group with the teacher
- Makes links to own experience when reading with the teacher
- Describes characters in stories

• Starts recognising and making meaning of letters and words:
  - Understands that written words refer to spoken words
  - ‘Reads’ high frequency words, e.g. own name, popular brand names, television programme titles
  - ‘Reads’ picture books with one word captions (e.g. a picture of a dog and the word ‘dog’)

  - Draws a picture of the story, song or rhyme
  - Sequences pictures in a story

- ‘Reads’ theme-related flashcards, sentence strips and captions in a group with the teacher
- Makes links to own experience when reading with the teacher and viewing pictures
- Gives opinions of characters in stories

- ‘Reads’ class-generated texts (e.g. sentences scribed by the teacher) in a group with the teacher
- Makes links to own experience when reading with the teacher, viewing television or pictures
- Describes the characteristics of characters in stories or television programmes and gives an opinion

- ‘Reads’ personal texts (e.g. sentences scribed by the teacher)
- Makes links to own experience when reading with the teacher, viewing television, pictures and other texts
- Explains/substantiates opinions of characters in stories or television programmes

• Starts recognising and making meaning of letters and words:
  - Understands that written words refer to spoken words
  - ‘Reads’ high frequency words in the school environment, e.g. calendar and weather names, peer and teacher names
  - ‘Reads’ picture books with three to four word sentence structures (e.g. ‘It is a dog’ or ‘Look at the dog’)
  - Acts out parts of a story, song or rhyme
  - Recalls details and states main idea
  - Draws a picture of the story, song or rhyme
  - Sequences pictures in a story

- Attempts to ‘read’ picture books of increasing complexity
  - Acts out a story, song or rhyme
  - Recalls details and states main idea
  - Draws pictures to show sequence of story or song
  - Sequences pictures in a story

**PHONICS**

- Develops phonic awareness:
  - Distinguishes (aurally) between different letter sounds especially at the beginning of own name
  - Auditory figure-ground

- Develops phonic awareness:
  - Recognises that words are made up of sounds
  - Distinguishes (aurally) between different sounds, especially at the beginning of words

- Develops phonic awareness:
  - Recognises that words are made up of sounds
  - Distinguishes (aurally) between different sounds especially at the ends of words

- Develops phonic awareness:
  - Recognises that words are made up of sounds
  - Distinguishes (aurally) between different sounds, especially at the beginning and ends of words
### Milestones Literacy Grid

**TERM ONE**

**PHONICS**

- Activities (e.g., odd Man Out: what sound does not belong ... b, b, p, b or d, d, d, b)
- Can identify that oral sentences are made up of individual words (using words of one syllable at first)
- Auditory analysis activities (e.g., teacher slow speaks: S-a-m. Learners say Sam)
- Chunks multi-syllabic words into syllables (e.g., own name Tha-ba-ni) using clapping or drumbeats
- Recognises and identifies rhyming words in common songs and rhymes
- Auditory discrimination activities (e.g., odd Man Out: what word does not belong ... shoe, blue, cat, Hugh, flu)

- Begins to develop phonetic awareness:
  - Recognises (spoken) initial consonant sounds (e.g., b, c, d, f) especially at the beginning of own name
  - Auditory discrimination (analysis) and figure-ground activities (e.g., slow speak game - say a word slowly ... c-a-f. Learners say cat)

**TERM TWO**

- Chunks multi-syllabic words into syllables (e.g., ba-na-na) using clapping or drumbeats
- Can anticipate rhyming words in new songs and rhymes and complete the line (sentence)

**TERM THREE**

- Segments oral sentences into individual words (using words of one syllable at first)
- Chunks multi-syllabic words into syllables (e.g., ba-na-na) using clapping or drumbeats
- Can substitute rhyming words in common songs and rhymes when asked to do so

**TERM FOUR**

- Segments oral sentences into individual words (using words of one syllable at first)
- Chunks multi-syllabic words into syllables (e.g., ba-na-na) using clapping or drumbeats
- Can rhyme with common words, and identify rhymes in more complex rhymes and songs

- Begins to develop phonetic awareness:
  - Recognises, aurally and visually, an increasing number of initial consonant and vowel sounds especially at the beginning of own name
  - Auditory discrimination (analysis) and figure-ground activities (e.g., Odd One Out: call out three words. Learner says which begins... d (dee))

- Begins to develop phonetic awareness:
  - Recognises, aurally and visually, some initial consonant and vowel sounds especially at the beginning of common words
  - Recognises and names some letters of the alphabet especially in own name – e.g., my name begins with d (dee)
### WRITING

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<td>» Understands that words consist of more than one sound</td>
<td>» Identifies sounds at the beginning of some words, e.g. friends; names</td>
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<td>» Can substitute rhyming words in common songs and rhymes when asked to do so</td>
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<td>» Understands that writing and drawing are different, e.g. pretend writes, squiggles Fine motor skill activities (e.g. tracing patterns, mazes, finger plays)</td>
<td>» Understands that writing and drawing are different and copies letters</td>
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<td>» Draws pictures and uses them as a starting point for writing, e.g. with help adds a word</td>
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<td>» ‘Writes’ and asks others to give the meaning of what has been written</td>
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<tr>
<td>Milestones Literacy Grid</td>
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</tr>
<tr>
<td><strong>TERM ONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>» Talks about own ‘writing’</td>
<td></td>
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<tr>
<td>» Role-plays writing, for a purpose (e.g. telephone message, shopping list)</td>
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<tr>
<td>» Copies letters and numerals to represent writing, e.g. from own environment</td>
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</tr>
<tr>
<td>» ‘Reads’ own emerging writing when asked to do so</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>» ‘Writes’ from left to right and top to bottom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>» Copies print from the environment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>» Makes attempts at familiar forms of writing, using known letters (e.g. own name, age)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>» Manipulates writing tools like pencils</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **TERM TWO** |
| **WRITING** |
| » Talks about own ‘writing’ |
| » Role-plays writing, for a purpose (e.g. phone messages, postcards) |
| » Copies letters and numerals to represent writing, e.g. from classroom environment |
| » ‘Reads’ other emerging writing |
| » ‘Writers’ from left to right and top to bottom |
| » Copies print from the environment |
| » Makes attempts at familiar forms of writing, using known letters (e.g. labels) |
| » Manipulates writing tools like crayons |

| **TERM THREE** |
| **WRITING** |
| » Talks about own ‘writing’ |
| » Role-plays writing, for a purpose (e.g. completing lists) |
| » Copies letters and numerals to represent writing, e.g. from own environment |
| » ‘Reads’ own emerging writing |
| » ‘Writers’ from left to right and top to bottom |
| » Copies print from the environment |
| » Makes attempts at familiar forms of writing, using known letters (e.g. labels) |
| » Manipulates writing tools like pencils |

<p>| <strong>TERM FOUR</strong> |
| <strong>WRITING</strong> |
| » Talks about own ‘writing’ |
| » Role-plays writing, for a purpose (e.g. completing lists) |
| » Copies letters and numerals to represent writing, e.g. from own environment |
| » ‘Reads’ others emerging writing |
| » ‘Writers’ from left to right and top to bottom |
| » Copies print from the environment |
| » Makes attempts at familiar forms of writing, using known letters |
| » Manipulates writing tools like crayons |</p>
<table>
<thead>
<tr>
<th>Milestones Literacy Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works with words:</td>
</tr>
<tr>
<td>- Groups words, e.g. words that share the same initial sound</td>
</tr>
<tr>
<td>- Identifies a letter and a space in print, e.g. in own name and familiar words</td>
</tr>
<tr>
<td>- Works with sentences: with help (of a scribe) communicates ideas using descriptions and action words</td>
</tr>
<tr>
<td>- Works with texts: talks about texts (e.g. stories) using terms like ‘beginning’, ‘middle’ and ‘end’.</td>
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<tr>
<td>- Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end)</td>
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</tr>
<tr>
<td>- Groups words, e.g. words which belong to the same word family (hat, mat, cat, fat)</td>
</tr>
<tr>
<td>- Identifies a word, a letter and a space in print</td>
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<td>- Identifies a word, a letter and a space in print</td>
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<tr>
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What are Milestones?
The Milestones for Literacy on pages 2-9 list per term what you should be teaching and what your learners should be able to demonstrate. The Milestones are simply the National Curriculum Assessment Standards re-organised into more manageable ‘bits’ and spread out over the four terms of the school year. The milestones describe the knowledge and skills that your Grade R learners should be developing each term. You should therefore be familiar with them so that you can plan your lessons for the term based on exactly what knowledge and skills your learners need to acquire at that stage of the year.

It is very important to remember that the milestones included here are not intended as a check list for you to tick off. Your planning should ensure that the skills and concepts that underpin each milestone are addressed on an ongoing basis – in a sequential and building manner.

Assessment in Grade R
Assessment is important because it provides us with valuable feedback about how we teach, how learners learn and of course about what they know. It helps us adapt our teaching to accommodate all learners’ needs. However, the way in which you assess a Grade R child needs to be carefully considered. Each assessment task should be carefully planned so that they integrate a variety of skills in a captivating manner.

There are 16 Literacy Assessment Tasks for learners in Grade R. You therefore need to conduct 4 formal assessments each term.

<table>
<thead>
<tr>
<th>Learning Programme</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

How to design a Literacy Assessment Task
Let’s see how we do this in the context of a literacy concept:
1. Assessment begins with planning and as such should never be an afterthought. You should therefore, at the planning stage, establish the outcomes you and your learners are working towards and design your assessment task. This will ensure that everything you do with your learners is in fact helping them prepare for the eventualities of the assessment task.
2. The assessment task should not differ in its presentation from the way you would normally engage with learners. In other words, you are not trying to create a ‘test’ or ‘exam’ situation. It is very important that the way in which you present the assessment task is familiar to learners.

Literacy Assessment
Here is a sample assessment task for literacy, taken from theme 11, Time and Weather, of the Laying Solid Foundations for Learning Grade R Resource Kit:
This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:
• Listened to stories;
• Identified the c sound at the beginning of words;
• Sang and recited songs;
• Used picture clues to predict the story;
• Read the sentence strips with the teacher and class;
• Wrote simple sentences, with the help of the teacher, and read them to the class; and
• Used language for learning.

This assessment task could take several days to complete. You could do it on a one-to-one basis with learners or in a small group.

Task
Part 1
• Put the following picture cards on a table: cloud, carrot, cat, queen, dog, apple
• Now ask the learner to ‘read’ the pictures.
• Now ask learners to point to one of the cards, e.g. ‘Point to the cat.’
• Then ask what sound the picture begins with, e.g.: ‘Let’s slow-speak cat. C-a-t. What sound does cat start with?’
• Finally, ask the learner if they know other words that begin with ‘c’. Remember to say the sound and not the name, i.e. ‘cuh’ not ‘see’.
• Repeat the same process with the other cards.

Part 2
• Ask the learner to sing ‘Good morning’ or ‘This is the way we wash our clothes’.

Part three
• Ask the learner to tell you what the weather is like.
• Next, let the learner complete the weather chart.
• Now let the learner read the sentence on the weather chart together with you.

Part 4
• Ask the learner to retell a story you have read to the class over the past two weeks.

As you can see, the assessments are activity based and mirror exactly the type of things they have been doing in the classroom.
Sample rubrics for Literacy

## Grade R: Term 3

### Holistic rubric for Literacy Assessment Task

<table>
<thead>
<tr>
<th>Is the learner able to:</th>
<th>1 Not achieved</th>
<th>2 Partial achievement</th>
<th>3 Satisfactory achievement</th>
<th>4 Outstanding achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral:</strong></td>
<td></td>
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<tr>
<td>1. Follow the instructions?</td>
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<tr>
<td>2. Answer questions?</td>
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<tr>
<td>3. Describe where an object is using the correct vocabulary?</td>
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<td>4. Sing a song they have learned?</td>
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<tr>
<td><strong>Phonics:</strong></td>
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<tr>
<td>1. Identify the c-sound at the beginning of words?</td>
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<tr>
<td>2. Identify c-sounds in the environment?</td>
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<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td>1. Read a sentence strip together with the teacher?</td>
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<td></td>
<td>Only able to achieve any four of the criteria</td>
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<tr>
<td>2. Use pictures to predict text?</td>
<td></td>
<td></td>
<td>Only able to achieve any five to seven of the criteria</td>
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<tr>
<td>3. Retell a story in the correct sequence?</td>
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<td></td>
<td>Only able to achieve any eight to ten criteria</td>
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<tr>
<td>4. Use known phonics to decode unknown words when reading?</td>
<td></td>
<td></td>
<td>Able to achieve all twelve criteria</td>
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<tr>
<td><strong>Handwriting:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Manipulate writing tools?</td>
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</tr>
<tr>
<td><strong>Writing:</strong></td>
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</tr>
<tr>
<td>1. Experiment with writing?</td>
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<tr>
<td>2. Read own writing?</td>
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</tbody>
</table>

### Phonics and handwriting assessment wheel

- **Letter t**
- **Neat and legible**
- **Forms letters in various ways, i.e. body, in sand**
- **Ends at correct point**
- **Begins at correct point**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**KEY:**
- 4 = Well developed
- 3 = Age appropriate
- 2 = Still developing
- 1 = Intervention needed

### Grade R Term 3

#### Checklist for Literacy Assessment Task

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>The learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Remember events from a story</td>
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<td></td>
<td>2. Use a story to recognise common experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Recognise initial sounds of words using picture cards</td>
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<td></td>
<td>4. Select picture cards that begin with a particular letter, e.g. ‘h’ from a group of cards</td>
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<td>5. Recognise the letter ‘n’ from a group of letters</td>
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<td>6. Read single letters</td>
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<td></td>
<td>7. Role-play reading, and turn pages appropriately</td>
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<tr>
<td></td>
<td></td>
<td>8. Hold a book the right way up</td>
</tr>
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<td></td>
<td>9. Look at words and pictures and understand the relationship between them</td>
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<tr>
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<td></td>
<td>10. Use pictures to construct ideas</td>
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<tr>
<td></td>
<td></td>
<td>11. Distinguish pictures from print (e.g. by pointing to words rather than pictures when ‘reading’)</td>
</tr>
<tr>
<td>TERM ONE</td>
<td>TERM TWO</td>
<td>TERM THREE</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>COUNTING</strong></td>
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<td><strong>COUNTING</strong></td>
</tr>
<tr>
<td>• Counts at least 10 (or more) everyday objects reliably (e.g. own fingers, classroom items)</td>
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</tr>
<tr>
<td>• Says and uses number names in familiar contexts (e.g. own name)</td>
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<td>• Says and uses number names in familiar contexts (e.g. own name)</td>
</tr>
<tr>
<td>• Knows the number names and symbols for 1 to 3 (or more)</td>
<td>• Knows the number names and symbols for 4 to 6 (or more)</td>
<td>• Knows the number names and symbols for 7 to 10 (or more)</td>
</tr>
<tr>
<td>• Orders objects in ascending/descending order in 1-3 range</td>
<td>• Orders objects in ascending/descending order in 1-6 range</td>
<td>• Orders objects in ascending/descending order in 1-10 range</td>
</tr>
<tr>
<td>• Compares collections and recognises which group has more/less/the same (equal) items</td>
<td>• Compares collections and recognises which group has more/less/the same (equal) items</td>
<td>• Compares collections and recognises which group has more/less/the same (equal) items</td>
</tr>
<tr>
<td>• Solves and explains solutions to practical problems in the context of own home and community environment that involve equal sharing and grouping with whole numbers of at least 10 and whole numbers that include remainders. For example: There are 4 packets of sweets. Each packet has 4 sweets. How many altogether?</td>
<td>• Solves and explains solutions to practical problems in the context of own home and community environment that involve equal sharing and grouping with whole numbers of at least 8 and whole numbers that include remainders. For example: There are 2 packets of sweets. Each packet has 4 sweets. How many altogether?</td>
<td>• Solves and explains solutions to practical problems in the context of own home and community environment that involve equal sharing and grouping with whole numbers of at least 6 and whole numbers that include remainders. For example: There are 8 biscuits in the packet. Mom shares them between the 4 of us. How many do we each get?</td>
</tr>
<tr>
<td>• Solves verbally-stated addition and subtraction problems with single-digit numbers and with solutions to at least 10</td>
<td>• Solves verbally-stated addition and subtraction problems with single-digit numbers and with solutions to at least 8</td>
<td>• Solves verbally-stated addition and subtraction problems with single-digit numbers and with solutions to at least 6</td>
</tr>
<tr>
<td>Milestones Numeracy Grid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foundations for Learning Assessment Framework Grade R</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Grade R**
  - Uses the following techniques:
    - Builds up and breaks down numbers to at least 4
    - Uses concrete apparatus (e.g. counters)
  - Explains own solutions to problems
  - Copies simple colour patterns using physical objects (e.g. strings coloured beads or pegs according to a picture card)
  - Visual sequencing/memory exercises (e.g. show a card with three colours. Hide it and ask learners to name the colour. Learners repeat with beads).
  - Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:
    - Boxes (prisms)
    - Balls (spheres)
  - Describes, sorts and compares physical three-dimensional objects according to size (e.g. big, small)
  - Freely builds three-dimensional objects using concrete materials (e.g. reusable waste)
  - Recognises symmetry in self and friends using mirrors (e.g. 2 eyes, two ears, etc) ‘Do Crossing the midline’ activities (e.g. learner touches left ear with right hand, right knee with left elbow)

- **Grade R**
  - Uses the following techniques:
    - Builds up and breaks down numbers to at least 6
    - Uses concrete apparatus (e.g. counters)
  - Explains own solutions to problems
  - Copies simple colour and shape patterns using physical objects (e.g. lays out logi shapes according to called-out visual cue)
  - Creates own patterns
  - Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:
    - Boxes (prisms)
    - Balls (spheres)
  - Describes, sorts and compares physical three-dimensional objects according to size (e.g. big, bigger, biggest)
  - Builds three-dimensional objects freely and to verbal instruction using concrete materials (e.g. use building blocks to build a house)
  - Recognises symmetry in self and friends on own bodies and in shapes (e.g. 2 arms, 2 legs)

- **Grade R**
  - Uses the following techniques:
    - Builds up and breaks down numbers to at least 8
    - Doubles and halves to at least 6 within real life contexts
    - Using concrete apparatus (e.g. counters)
  - Explains own solutions to problems
  - Extends simple patterns using physical objects (e.g. lays out and extends an aural or visual sequence using logi shapes or beads)
  - Creates own patterns
  - Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:
    - Boxes (prisms)
    - Balls (spheres)
  - Describes, sorts and compares physical three-dimensional objects according to size (e.g. large, bigger than, smaller than)
  - Builds three-dimensional objects using concrete materials (e.g. building blocks)
  - Recognises symmetry in nature (e.g. bugs, butterflies, leaves)

- **Grade R**
  - Uses the following techniques:
    - Builds up and breaks down numbers to at least 10;
    - Doubling and halving to at least 10 within real life contexts
    - Uses concrete apparatus (e.g. counters)
  - Explains own solutions to problems
  - Copies and extends simple patterns using drawings
  - Creates own patterns
  - Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:
    - Boxes (prisms)
    - Balls (spheres)
  - Describes, sorts and compares physical three-dimensional objects according to size (e.g. medium)
  - Builds three-dimensional objects using concrete materials (e.g. building blocks)
  - Recognises symmetry in own environment (e.g. cars, buildings)
<table>
<thead>
<tr>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
<th>TERM FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORAL</strong></td>
<td><strong>ORAL</strong></td>
<td><strong>ORAL</strong></td>
<td><strong>ORAL</strong></td>
</tr>
<tr>
<td>Describes one three-dimensional object in relation to another (e.g. own body - self - in relation to an object)</td>
<td>Describes one three-dimensional object in relation to another (e.g. self in relation to a friend)</td>
<td>Describes one three-dimensional object in relation to another (e.g. ‘in front of’ or ‘behind’)</td>
<td>Describes one three-dimensional object in relation to another (e.g. ‘in front of’ or ‘behind’)</td>
</tr>
<tr>
<td>Follows directions (alone) in the context of a game in the classroom (e.g. ‘at the front’ or ‘at the back’)</td>
<td>Follows directions (as a member of a group or team) to move about the classroom (e.g. come and sit on the carpet)</td>
<td>Follows directions (alone and/or as a member of a group or team) to move about the classroom (e.g. ‘at the front’ or ‘at the back’)</td>
<td>Follows directions (alone and/or as a member of a group or team) to move about the classroom (e.g. ‘at the front’ or ‘at the back’)</td>
</tr>
<tr>
<td>Auditory memory (e.g. call out three simple instructions. The learner follows them)</td>
<td>Talks about day and night (e.g. today/last night) during news time</td>
<td>Talks about day and night activities, the appearance of the sky and animal behaviour</td>
<td>Talks about the day and night sky and how it determines their activities</td>
</tr>
<tr>
<td>Talks about day and night (e.g. today/last night) during news time</td>
<td>Orders recurring events in own daily life using appropriate language for instance during news time (e.g. first/next/then)</td>
<td>Orders recurring events in own daily life using appropriate language (e.g. before, afterwards)</td>
<td>Orders recurring events in own daily life</td>
</tr>
<tr>
<td>Sequencing activities (e.g. arranging picture story cards)</td>
<td>Sequences events over the course of a morning (e.g. In the morning: I get up/wash/eat breakfast)</td>
<td>Sequences the details of a particular short-term event (e.g. I put on my undies/then I put on my socks/last)</td>
<td>Sequences short- and long-term events over the course of a day</td>
</tr>
<tr>
<td>Sequences events over the course of a day (e.g. I wake up/go to school/go home/play/bath/go to bed)</td>
<td>Works concretely comparing and ordering objects using appropriate vocabulary to describe length (e.g. long, short)</td>
<td>Works concretely comparing and ordering objects using vocabulary to describe mass (e.g. lighter, heavier): capacity (e.g. empty, full) and length (e.g. wider, taller)</td>
<td>Works concretely with objects using vocabulary to describe mass (e.g. lightest, heaviest): capacity (e.g. less than, more than) and length (e.g. longer, shorter, wider, tall, short)</td>
</tr>
<tr>
<td>Groups objects according to features (e.g. finds objects that begin with the letter ‘b’)</td>
<td>Collects objects according to stated features (e.g. collects 10 leaves)</td>
<td>Collects objects in the according to stated features (e.g. clothing pictures)</td>
<td>Collects objects according to stated features (e.g. collects 10 spring flowers)</td>
</tr>
<tr>
<td>Demonstrates understanding of 1-to-1 correspondence</td>
<td>Sorts physical objects according to one attribute (property) (e.g. white feathers)</td>
<td>Sorts objects and uses pictures as a record of collected objects</td>
<td>Sorts objects according to one attribute (e.g. two and four-wheeled vehicles)</td>
</tr>
<tr>
<td>Auditory memory activities (e.g. say three words and ask learner to repeat them)</td>
<td>Answers questions based on own sorted objects</td>
<td>Answers questions about collections</td>
<td>Records collected objects and answers questions</td>
</tr>
</tbody>
</table>
How to design a Numeracy Assessment Task

If you have not already familiarised yourself with page 10 in this document take time now to read through it. The principles that underpin planning towards assessment apply to Numeracy too.

In the Foundation Phase, Numeracy time consists of counting, mental work, concept development and problem-solving. This structure is useful when it comes to planning assessment time. Begin by asking yourself what concept you want to assess. Then think about what learners should do in order to demonstrate that they understand and can apply the concept. You will of course want them to demonstrate their knowledge and skills and will therefore need to provide an opportunity that allows for this to happen. Besides this, the task should be accessible and rooted in the learners’ own everyday experiences. It should also be holistic so you should try to build counting and mental activities into the task. Remember, an assessment task can occur over a period of days.

There are 12 Numeracy Assessment Tasks for learners in Grade R. You therefore need to conduct 3 formal assessments each term.

<table>
<thead>
<tr>
<th>Learning Programme</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

Let’s have a look at a numeracy assessment task and how it integrates with Literacy.

**Numeracy Assessment**

Here is a sample assessment task for numeracy, taken from theme 11, Time and Weather, of the Laying Solid Foundations for Learning Grade R Resource Kit:

This Assessment Task will assess whether the learners have understood and can apply the concepts taught in this theme.

Over the last two weeks, learners:
- Counted the clouds in the story ‘Clouds’;
- Sorted cloud pictures according to size, i.e. length;
- Described morning, afternoon and night;
- Described the mass of water-filled bags, e.g. heavy and light;
- Collected, represented and analysed data, i.e. what learners were wearing and why; and
- Used mathematical language, e.g. big, small, more than, less than.

**TASK**

- Place three tins on the table. Each tin must be a different size, e.g. big, medium-sized and small. Fill the tins with varying amounts of sand so that two have the same mass and one is either heavier or lighter.
- Ask the learners to tell you how many tins there are altogether.
- Then let them count the tins.
- Ask them to point to the biggest/smallest tin.
- Now ask the learners to arrange the tins from biggest to smallest.
- Finally, ask learners to pick up each tin in turn. Ask which is heaviest and which is lightest.

**Grade R Term 3**

**Checklist for Numeracy Assessment Task**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner is able to:</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Identify how many tins are on the table</td>
<td></td>
</tr>
<tr>
<td>2. Count the tins</td>
<td></td>
</tr>
<tr>
<td>3. Identify the smallest and biggest tin</td>
<td></td>
</tr>
<tr>
<td>4. Arrange the tins from biggest to smallest</td>
<td></td>
</tr>
<tr>
<td>5. Compare and describe the mass of the tins on picking each one up</td>
<td></td>
</tr>
<tr>
<td>6. Uses mathematical language to demonstrate an understanding of concepts</td>
<td></td>
</tr>
</tbody>
</table>
Copy this rubric. You will need one for each learner.

Sample Numeracy rubrics

<table>
<thead>
<tr>
<th>Grade R: Term 3</th>
<th>Holistic rubric for Numeracy Assessment Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Not achieved</td>
</tr>
<tr>
<td>Is the learner able to:</td>
<td></td>
</tr>
<tr>
<td><strong>Counting</strong></td>
<td></td>
</tr>
<tr>
<td>1. Count out objects to ten?</td>
<td>Any two correct</td>
</tr>
<tr>
<td>2. Identify the numerals 1 to 6?</td>
<td>Any three to five correct</td>
</tr>
<tr>
<td>3. Identify the number words one to six?</td>
<td>Any five to eight correct</td>
</tr>
<tr>
<td><strong>Concept development</strong></td>
<td></td>
</tr>
<tr>
<td>4. Subtract verbally stated problems involving single digit numbers (within the 0-6 range)?</td>
<td>All nine correct</td>
</tr>
<tr>
<td>5. Use concrete apparatus to solve problems?</td>
<td></td>
</tr>
<tr>
<td>6. Break down and build numbers (within the 1-6 range)?</td>
<td></td>
</tr>
<tr>
<td>7. Solve problems involving sharing and grouping within the 1-6 number range, using concrete objects?</td>
<td></td>
</tr>
<tr>
<td>8. Explain solutions using concrete objects ?</td>
<td></td>
</tr>
<tr>
<td>9. Use mathematical language?</td>
<td></td>
</tr>
</tbody>
</table>

### Grade R Term 3 Checklist for Numeracy Assessment Task

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner is able to:</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>1. Count objects to 10</td>
<td></td>
</tr>
<tr>
<td>2. Break down and build up numbers to 8</td>
<td></td>
</tr>
<tr>
<td>3. Match the numeral and word for the number of objects (to 8)</td>
<td></td>
</tr>
<tr>
<td>4. Add and subtract verbally stated number problems</td>
<td></td>
</tr>
<tr>
<td>5. Use mathematical language to demonstrate an understanding of concepts</td>
<td></td>
</tr>
</tbody>
</table>
Foundations for Learning
Assessment Framework
Grade R