CODING AND ROBOTICS ASSESSMENT – GRADE 2

Term 1 Assessment

We assess the practical competencies with rubrics

Each practical competency can get a mark out of 4 – See the key above.

1	2	3	4
No / limited understanding It is the learner that needs constant assistance from a teacher or peers. Cannot start on their own	Basic understanding Cannot apply. Will start solving the problem and then wait for assistance with most tasks	Good understanding and can mostly apply. Needs occasional help. Might not always be able to explain all aspects	Advanced understanding. Needs occasional help. Can apply and debug without prompting. Can mostly explain all aspects

Learner names Grade 2 Term 1	C1 Apply Computational Thinking - Decomposition	C1 Apply Computational Thinking - Abstraction	C2 Present a simple coding solution	C3 Interpret and execute a given code	C6 Identify and interpret patterns	R5 Design process	R6 Mimic the operations of a robot	TOTAL: 28
e.g. Learner 1	3	2	3	3	2	2	3	**18[28]**
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Learner names Grade 2 Term 1	C1 Apply Computational Thinking – Decomposition	C1 Apply Computational Thinking – Abstraction	C2 Present a simple coding solution	C3 Interpret and execute a given code	C6 Identify and interpret patterns	R5 Design process	R6 Mimic the operations of a robot	TOTAL: 28
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For the theory competencies, we give a 1 if they can answer or identify and 0 if they cannot answer. We do not allocate ½ marks. Yes, they know it = 1 mark; No, they do not know it = 0 marks

Learner names Grade 2 Term 1	R1 What is a robot?	R2 Types of robots	D1 Technology and the purpose of IT	D2 Digital Citizenship	D3 Computing devices	TOTAL: 5
e.g. Learner 1	1	1	0	0	1	3[5]
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Learner 1 - final mark Term 1	
Total of Practical competencies	18 **[28]**
Total of Theory competencies	3 **[5]**
TOTAL	21 **[33]**
TOTAL of RUBRIC & TICK LIST 28 + 5 = **33**	

Assessment: Term 2

We assess the practical competencies with rubrics

Each practical competency can receive a mark out of 4 – See the key above.

1	2	3	4
No / limited understanding

It is the learner that needs constant assistance from a teacher or peers.

Cannot start on their own | Basic understanding

Cannot apply. Will start solving the problem and then wait for assistance with most tasks | Good understanding and can mostly apply.

Needs occasional help. Might not always be able to explain all aspects | Advanced understanding. Needs occasional help. Can apply and debug without prompting. Can mostly explain all aspects |

| Learner names

Grade 2 Term 2	C1 Apply Computational Thinking - Decomposition	C1 Apply Computational Thinking - Abstraction	C2 Present a simple coding solution	C3 Interpret and execute a given code	C6 Identify and interpret patterns	R5 Design process	R6 Mimic the operations of a robot	TOTAL: 28
e.g. Learner 1	3	2	3	3	2	2	3	**18[28]**
1.								
2.								
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5.								
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Learner names Grade 2 Term 2	C1 Apply Computational Thinking - Decomposition	C1 Apply Computational Thinking - Abstraction	C2 Present a simple coding solution	C3 Interpret and execute a given code	C6 Identify and interpret patterns	R5 Design process	R6 Mimic the operations of a robot	TOTAL: 28
16.								
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For the theory competencies, we give a 1 if they can answer or identify and 0 if they cannot answer. We do not allocate ½ marks. Yes, they know it = 1 mark; No, they do not know it = 0 marks

Learner names Grade 2 Term 2	R1 What is a robot?	R2 Types of robots	D1 Technology and the purpose of IT	D2 Digital Citizenship	D3 Computing devices	TOTAL: 5
e.g. Learner 1	1	1	1	0	1	4[5]
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Learner names Grade 2 Term 2	R1 What is a robot?	R2 Types of robots	D1 Technology and the purpose of IT	D2 Digital Citizenship	D3 Computing devices	TOTAL: 5
25.						

Learner 1 - final mark Term 2	
Total of Practical competencies	18 **[28]**
Total of Theory competencies	4 **[5]**
TOTAL	22 **[33]**
TOTAL of RUBRIC & TICK LIST 28 + 5 = **33**	

Term 3 Assessment

We assess the practical competencies with rubrics

Each practical competency can get a mark out of 4 – See the key above.

1	2	3	4
No / limited understanding It is the learner that needs constant assistance from a teacher or peers. Cannot start on their own	Basic understanding Cannot apply. Will start solving the problem and then wait for assistance with most tasks	Good understanding and can mostly apply. Needs occasional help. Might not always be able to explain all aspects	Advanced understanding. Needs occasional help. Can apply and debug without prompting. Can mostly explain all aspects

Learner names Grade 2 Term 3 *In Term 3 we start grouping the competencies. This is suggested groupings*	C1 Apply Computational Thinking / C2 Present a simple	C3 Interpret and execute a given code / R6 Mimic the	C4 Debug – Find the mistake	C4 Debug – Fix the mistake	C6 Identify and interpret patterns	C7 Create or complete a pattern	R5 Design process	R7 Create and test a coding solution	D8 Decode	**TOTAL: 36**
e.g. Learner 1	3	3	3	2	3	2	2	2	2	**22/36**
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Learner names Grade 2 Term 3 *In Term 3 we start grouping the competencies. This is suggested groupings*	C1 Apply Computational Thinking / C2 Present a simple	C3 Interpret and execute a given code / R6 Mimic the	C4 Debug – Find the mistake	C4 Debug – Fix the mistake	C6 Identify and interpret patterns	C7 Create or complete a pattern	R5 Design process	R7 Create and test a coding solution	D8 Decode	**TOTAL: 36**
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For the theory competencies, we give a 1 if they can answer or identify and 0 if they cannot answer. We do not allocate ½ marks. Yes, they know it = 1 mark; No, they do not know it = 0 marks

Learner names Grade 2 Term 3	R1 What is a robot?	R2 Types of robots	R3 Components of a robot	R4 Effect of robots on the world	D1 Technology and the purpose of IT	D2 Digital Citizenship	D3 Computing devices	D4 Common uses of ICT	D5 Components of an ICT system	D7 Input / process / output	TOTAL: 10
e.g. Learner 1	1	1	1	1	0	0	1	0	0	1	6[10]
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Annexure C - Assessment: Grade 2

Learner names Grade 2 Term 3	R1 What is a robot?	R2 Types of robots	R3 Components of a robot	R4 Effect of robots on the world	D1 Technology and the purpose of IT	D2 Digital Citizenship	D3 Computing devices	D4 Common uses of ICT	D5 Components of an ICT system	D7 Input / process / output	TOTAL: 10
24.											
25.											

Learner 1 - final mark Term 3	
Total of Practical competencies	22 **[36]**
Total of Theory competencies	6 **[10]**
TOTAL	28 **[46]**
TOTAL of RUBRIC & TICK LIST 36 + 10 = **46**	

Assessment – Term 4

We assess the practical competencies with rubrics

Each practical competency can get a mark out of 4 – See the key above.

1	2	3	4
No / limited understanding It is the learner that needs constant assistance from a teacher or peers. Cannot start on their own	Basic understanding Cannot apply. Will start solving the problem and then wait for assistance with most tasks	Good understanding and can mostly apply. Needs occasional help. Might not always be able to explain all aspects	Advanced understanding. Needs occasional help. Can apply and debug without prompting. Can mostly explain all aspects

Learner names Grade 2 Term 4 *In Term 4 we group competencies. This is suggested groupings*	C1 Apply Computational Thinking	C2 Present a simple coding solution / R7 Create and test a	C3 Interpret and execute a given code / R6 Mimic the	C4 Debug – Find and fix the mistake	C5 Evaluate a given code(s) – Improve or compare	C6 Identify and interpret patterns	C7 Create or complete a pattern	R5 Design process	D8 Decode the secret message	D9 Encode – create the key and write a secret message	TOTAL: 40
e.g. Learner 1	3	2	3	3	3	2	2	2	3	2	**25[40]**
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Learner names Grade 2 Term 4 *In Term 4 we group competencies. This is suggested groupings*	C1 Apply Computational Thinking	C2 Present a simple coding solution / R7 Create and test a	C3 Interpret and execute a given code / R6 Mimic the	C4 Debug – Find and fix the mistake	C5 Evaluate a given code(s) – Improve or compare	C6 Identify and interpret patterns	C7 Create or complete a pattern	R5 Design process	D8 Decode the secret message	D9 Encode – create the key and write a secret message	TOTAL: 40
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For the theory competencies, we give a 1 if they can answer or identify and 0 if they cannot answer. We do not allocate ½ marks. Yes, they know it = 1 mark; No, they do not know it = 0 marks

Learner names Grade 2 Term 4	R1 What is a robot?	R2 Types of robots	R3 Components of a robot	R4 Effect of robots on the world	D1 Technology and the purpose of IT	D2 Digital Citizenship	D3 Computing devices	D4 Common uses of ICT	D5 Components of an ICT system	D6 How adaptation of technology impacts on the	D7 Input / process / output	TOTAL: 11
e.g. Learner 1	1	1	1	1	0	0	1	0	0	1	1	7[11]
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Learner names Grade 2 Term 4	R1 What is a robot?	R2 Types of robots	R3 Components of a robot	R4 Effect of robots on the world	D1 Technology and the purpose of IT	D2 Digital Citizenship	D3 Computing devices	D4 Common uses of ICT	D5 Components of an ICT system	D6 How adaptation of technology impacts on the	D7 Input / process / output	TOTAL: 11
24.												
25.												

Learner 1 - final mark Term 4	
Total of Practical competencies	25 **[40]**
Total of Theory competencies	7 **[11]**
TOTAL	32 **[51]**
TOTAL of RUBRIC & TICK LIST 40 + 11 = **51**	

Please take note:

- Assessment must be continuous

- You must observe learners during each lesson

- The tables are just an example of how to do your assessment

- The grouping of the competencies is where competencies test the same thing,

   - E.g. C2 is present a simple coding solution – The learners create the coding solution

   - And R7 is create and test a coding solution – the learners create a coding solution to code the artefact they made

   - The reason for the coding is different, but in Foundation Phase both competencies mean that the learners create a coding solution

- C3 means that learners must execute a given coding solution and R6 means that learners execute a coding solution, but one learner is the coder and reads the code while the other learner is the robot and follows the instructions.

- **NO tests or assessments where learners must write down or tick off answers**

- **ALL ASSESSMENTS ARE DONE THROUGH OBSERVATION**

- The theory assessment can be done while the teacher does the discussions and asks questions. Either the learners can name 2 types of robots, or they cannot. If they can, you give them 1 mark. If they cannot answer the question, give them 0 marks