

1+2 MATHEMATICS ASSESSMENT

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:

- counted to 5 and more;
- revised the number 1/one;
- were introduced to the circle and oval;
- created and continued patterns;
- identified the colours red, yellow, green and blue; and
- described, compared and sorted objects according to different criteria – size, colour or use.

TASK

- Provide the learner with coloured counters, pegs and a board or even coloured Unifix™ cubes.
- Start a basic pattern with the two colours. Ask the learner to describe what you did.
- As the learner to continue the pattern with more coloured counters.
- Now ask the learner to create a new pattern using three colours.
- Place all the counters in a pile, ask the learner to sort them into groups. The learner must explain how it was sorted.

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

GRADE R: TERM 1		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Continue the pattern of two colours		
2. Describe what was done		
3. Create a pattern of three colours		
4. Explain reasons for sorting items		

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

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to talk about classroom activities and to observe and describe classroom objects and apparatus. They began to describe and be aware of what and how they use items in the classroom on a daily basis.

TASK

Show learners the pictures on page 20 in Workbook I and ask them to:

- name the classroom activities;
- list objects/apparatus that are/is used for these activities; and
- talk about which activity they like most and which activity they would like to do with a friend.

Show learners the pictures on page 15 of Workbook I and ask them to:

- point to the picture that has a sad girl and a happy girl;
- point to the picture of the boy who looks angry;
- identify the picture that shows respect and the one that does not show respect; and
- point to the girl who looks confused.

