

GRADE R: TERM 2

Holistic rubric for Literacy Assessment Task Part Two and Part Three

| | 1 Not achieved | 2 Elementary achievement | 3 Moderate achievement | 4 Adequate achievement | 5 Substantial achievement | 6 Meritorious achievement | 7 Outstanding achievement |
|---|----------------------|--------------------------------|------------------------------|------------------------------|---------------------------------|---------------------------------|---------------------------------|
| The learner is able to: | | | | | | | |
| ORAL | | | | | | | |
| 1. Name the senses | | | | | | | |
| 2. Answer questions related to the picture | | | | | | | |
| 3. Sing a song learnt and sung several times previously | | | | | | | |
| PHONICS | | | | | | | |
| 4. Identify the 'p' sound at the beginning of words | | | | | | | |
| 5. Identify 'p' sounds in the environment | | | | | | | |
| READING | | | | | | | |
| 6. Recognise the senses | | | | | | | |
| 7. Explain what each sense can do | | | | | | | |
| 8. Match word and picture in own sentence | | | | | | | |
| 9. Recognise the 'p' letter symbol in print | | | | | | | |

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

1+2

NUMERACY 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 7 (or more);
- revised and practised numbers 1 to 3;
- were introduced to the number 4 and matching word;
- solved problems using concrete apparatus;
- copied, extended and created patterns using natural items; and
- demonstrated an understanding of one-to-one correspondence.

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

TASK

- 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.
- Ask 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.



LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to name the five senses and think about how their bodies use these senses to explore their world. They began to describe and be aware of what they experience with their senses.

TASK

Show learners pictures that depict the senses and ask them to:

- name the five senses;
- list five items they experience with each sense; and
- explain how they can experience something with more than just one sense; they should be able to provide examples.

Record learners responses.

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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 | | |