

8. Retell a story in the correct sequence									
9. Use known phonics to decode unknown words									
HANDWRITING									
10. Manipulate writing tools									
WRITING									
11. Experiment with writing									
12. Read own writing									

Use this rubric to assess the above integrated literacy assessment task.

1+2 NUMERACY ASSESSMENT

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:

- demonstrated an understanding of one-to-one correspondence;
- sorted cloud pictures according to size, i.e. biggest to smallest;
- solved addition and subtraction problems using concrete apparatus;
- copied and extended shape patterns;
- built puzzles;
- collected, represented and analysed data, i.e. the daily weather; and
- used mathematical language related to time, e.g. night, day.

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

- Place three tins on the table. Each tin must be a different size, e.g. big, medium-sized and small.
- Ask the learners to tell you how many tins there are altogether.
- Then let the learners count the tins.
- Ask the learners to point to the biggest/smallest tin.
- Now ask the learners to arrange the tins from biggest to smallest.
- Ask learners to look at the pictures on page 49 of Workbook 2. They must say what activities happen in the day and what activities happen at night.
- Ask the learner to count to seven.
- Ask the learner to read the numeral and word flash cards for numbers 1 to 4.

GRADE R: TERM 2							
Holistic rubric for Numeracy Assessment Task							
	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:							
COUNTING							
1. Count out objects to seven							
2. Identify the numerals 1 to 4							
3. Identify the number words one to four							
CONCEPT DEVELOPMENT							
4. Match numeral (symbol), word and picture							
5. Arrange items from smallest to biggest							
6. Use mathematical language (big, bigger, biggest etc.) to describe understanding of the concept							
7. Distinguish between night and daytime activities							

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

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills linked activities that required them to talk about different types of weather. They discussed the weather daily and talked about weather symbols used on weather charts. They also discussed different clothing worn in different weather conditions.

TASK

Use the Season Clock on page 52 of Workbook 2. Show learners the pictures and ask them to tell you:

- what the weather is like in each picture; and
- whether or not the person is appropriately dressed for the weather. Ask them to explain their answer.

See if the learners are able apply what they have learnt over the past two weeks when looking at these pictures.