

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 Two can be done outside during free play.

**TASK ONE**

- Show learners picture cards of sea creatures (prepared in advanced), e.g. three fish, two seahorses, five octopi.
- Show a card at a time and ask the learner to count the creatures. Let them use a number card to show how many creatures there are.
- Ask the learners to tell you how many, for example, eyes there are on three fish altogether.
- Present simple story sums, e.g. 'If one fish swims away, how many fish are left?' etc.
- The learners put out the relevant numeral card each time. You can say: 'Now show me the number'.

**TASK TWO**

This assessment can be done outside of the classroom. You will need different

sized glass (or other transparent) containers (some should be the same size); a jug of water.

Ask the learners to:

- Fill the biggest container with water;
- Fill the smallest container with water;
- Pour a little water (less than half) into another container; and
- Pour more water into a container the same size as the previous one (more than half full).

Ask questions:

- 'Which container has more water in it?' (Pointing to the biggest and the smallest containers that are filled with water.)
- 'Which container has less water in it?' (Pointing to the containers that were not filled.)

Write your observations in your observation book.

GRADE R: TERM 3							
Holistic rubric for Numeracy Assessment Task Part One and Part Two							
	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:							
<b>COUNTING</b>							
1. Count pictures on a flash card							
2. Select numerals (cards) between 1 and 6 to match the number of items in a picture?							
3. Perform simple operations (story sums) using concrete apparatus?							
4. Demonstrate an understanding of story sums?							
<b>CONCEPT DEVELOPMENT</b>							
5. Understand basic concepts related to capacity, e.g. full, empty, half full?							
6. Measure liquids and use mathematical language to describe what they are doing?							

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 investigate and reflect on the properties and uses of water. Use the checklist below to record your observations of the learners over the last two weeks. Tick the appropriate block if the learner is able to perform the task and an 'x' if the learner is unable to.

GRADE R: TERM 3						
Checklist for Life Skills Assessment Task						
Name	Date	Keen interest in learning about water	Asks questions about water and water-related topics (e.g. sea creatures)	Actively participates in investigative activities	Explains observations	Explores further - asking questions /reading theme-related books