

Healthy Environment

TERM 3

WEEKS 29 AND 30



LITERACY 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:
- identified the 'o' sound in words;
- recognised (read) initial sounds learned so far;
- sang and recited songs;
- shared personal opinions about and suggestions for keeping our environment clean;
- used the sentence frames with the teacher and class;
- practised the letter formation of the letter 'o';
- revised the letters 'a', 'o', 'n', 'm', 's', 't', 'p' and 'y';
- divided multisyllabic words into syllables (by clapping the parts of the word); and
- used language for learning.

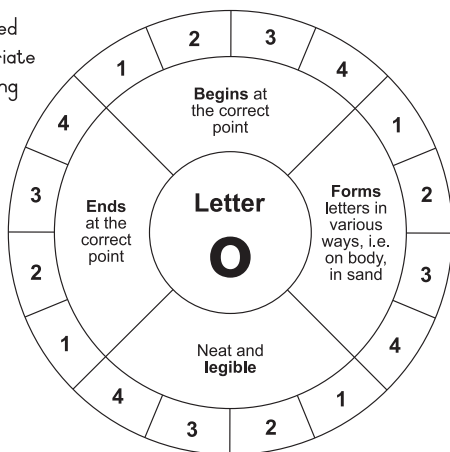
This assessment task may take several days to complete. Depending on the ability of the learners, you may choose to assess one letter on one day and the other letter on a different day.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



TASK

Part One

- Use the letter formation assessment wheel to assess this activity.
- Draw a large 'o' on the ground with chalk. Mark the starting point with a green dot and an arrow pointing in the correct direction (to the left). Explain that they stop where they started.
- Ask the learners to 'read' the letter 'o'.
- Then ask the learners to trace the letter by walking it (walking a circle). Check that the learners start at the correct point and walk in the right direction around the circle.
- Finally, ask the learners if they know any words that have the letter 'o' in them. Remember to say the sound and not the name, i.e. 'o' not 'oh'.

Part Two

- Use a letter dice.
- Ask each learner to throw the dice and 'read' the letter facing upwards.
- Ask each learner to think of a word that begins with that sound.
- Repeat until each learner has thrown all the letter symbols.

Part Three

- This activity is an oral (spoken) assessment to determine how the learners listen and speak.
- Use the Grade R kit Poster 15 called 'Healthy Environment'.
- Ask each learner to point to something particular in the picture, e.g. 'Show me the girl who is standing next to the pond'.
- Ask each learner, for example: 'What is this person doing?' 'Why is she doing this?'
- Continue by asking about other things in the picture.

GRADE R: TERM 3

Checklist for Literacy Assessment Task

| Name: | Date: | |
|---|-------|----|
| The learner is able to: | Yes | No |
| 1. Identify a learnt letter and say the letter sound (p, t, g, m, a, s, d, n, i): | | |
| 1.1 p | | |
| 1.2 t | | |
| 1.3 g | | |
| 1.4 m | | |
| 1.5 a | | |
| 1.6 s | | |
| 1.7 d | | |
| 1.8 n | | |
| 1.9 i | | |
| 2. Hear a sound spoken by the teacher and say a word beginning with that sound. | | |

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

GRADE R: TERM 3

Holistic rubric for Literacy Assessment Task 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. Follow the instructions | | | | | | | |
| 2. Answer the questions | | | | | | | |
| 3. Listen without interruption | | | | | | | |
| 4. Use the theme related vocabulary and sentence frame when responding to questions | | | | | | | |