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:

- counted to 10;
- counted in 2s to 10;
- revised the shapes learnt so far;
- solved addition and subtraction problems using concrete apparatus;
- copied and created their own shape patterns;
- sorted objects according to different attributes (shape, colour, size);
- demonstrated an understanding of the concepts 'many' and 'few';
- estimated a number of objects (up to 10);
- used construction apparatus; and
- demonstrated an understanding that objects are also measured by using a tape measure.

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 10 buttons (counters) on the table.
- Ask the learner to tell you how many buttons there are altogether.
- Then let the learner count the buttons.
- Ask the learner to take one away. Ask how many are left. Let the learner count the buttons if necessary.
- Ask the learner if the number is more or less than before.
- Repeat until there is only one button left.

GRADE R: TERM 4							
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:							
COUNTING							
1. Say how many buttons (counters) there are on the table							
2. Count the buttons							
3. Calculate using concrete apparatus how many are left over after subtracting one							
CONCEPT DEVELOPMENT							
4. Repeatedly subtract one							
5. Understand that the number gets smaller each time							
6. Use mathematical language to describe calculations							
7. Use concrete apparatus to calculate							

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to identify attributes of birds and reptiles. They discussed their habitats and their physical appearance. They also talked about different textures (feathers and scales in particular).

Show learners the listed pictures and see if learners can apply what they have learnt over the past two weeks.

- A turtle
- An owl
- A duckling
- A crocodile
- A blanket
- A wooden chair
- A kettle
- Pyjamas

Ask learners to:

- Point out the ones that look soft to the touch;
- Point out the ones that look hard; and
- Name the everyday items that have soft and hard textures.