

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:

- were introduced to the number 10 and the word ten;
- counted to 10 – in 1s and 2s;
- solved addition and subtraction problems, using counters;
- sorted objects into groups according to given criteria (shape, size, colour);
- recognised and identified the circle, triangle, square and rectangle;
- recognised the number names from zero to ten; and
- understood the concepts biggest, bigger, big, smallest, smaller, small, heavy, heavier and heaviest.

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

Part One

- Place three cardboard inner tubes/rolls of different lengths (from paper towels, tin foil, toilet paper, etc.) on the table.
- Ask the learner to sort them from longest to shortest.
- Let them verbalise what they have done.
- Now ask them to point to the longest/shortest tube.

Part Two

- You will use pegboard patterns for this task.
- Cover half of the image with a sheet of white paper and ask the learner to build this half using their pegs and pegboards.
- Repeat with a few other pictures.

GRADE 4: 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. Count in ones to ten							
2. Count in twos to ten							
3. Rote count to ten or more							
CONCEPT DEVELOPMENT							
4. Read numbers 1 to 10							
5. Form numerals 1 to 10							
6. Perform story sums using concrete apparatus which involves sharing, subtracting and adding							
7. Use mathematical language to describe calculations							
8. Identify heavy and light objects							
9. Identify small and large objects							
10. Identify fast and slow objects							
11. Use appropriate language to describe concepts related to measurement							



LIFE SKILLS ASSESSMENT

Over the last two weeks, learners talked about various celebrations and they shared personal experiences they have had. They discussed the meanings behind some celebrations and they learnt about traditional ways of celebrating these, including the items and the food involved.

Use the Celebration Poster to see if the learners are able apply what they have learnt over the past two weeks.

Ask the learner:

- Which celebrations they celebrate with their family;
- Which celebrations they do not celebrate;
- Choose a celebration and explain what they do to celebrate the occasion; and
- To name one Christian/Hindu/Muslim/Jewish celebration.

Record their ability to respond with understanding of the topic in your Observation Book.