



Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



education
Department of
Education
FREE STATE PROVINCE

SUPPORT NEEDS ASSESSMENT FORM (SNA)

SNA 1: SCHOOL LEVEL

Surname and names of learner:	DOB: 20.../...../..... ID No. LURITS/CEMIS No:
Name of school:	EMIS No:
Grade:	Language of teaching and learning:

CONFIDENTIAL

This is a confidential document that must be kept in the Learner Profile

SNA 1 : Word Bank

Name of learner:

Grade:

Age:

1. Communication	Good	Average	Poor	Comment
Understands + speaks the language of instruction.				
Pronunciation of words				
Vocabulary				
Sentence construction				
Participate in class discussions				
Follow directions that are given orally or a series of steps				
2.Learning:				
Readingyears below expected grade level (Provided by DBST)				
Can sound out simple words				
Can synthesize sounds into words				
Letter sounds known				
Consonant sounds known				
Can read sight words				
Can do syllabification of words				

	Good	Average	Poor	Comment
Oral reading; does not read word by word				
Fluent reading – (does not deliberate try to sound out every word)				
Reads with meaning Can retell parts of the story, can predict				
Recall of stories				
Letter names all known				
Distinguishes between similar sounds such as “for” and “from”, “when” and “went”				
Enjoys listening to stories and looking through picture books				
Works well; does not easily get distracted				
Able to follow oral discussions and take notes				
2.2 Spelling	Good	Average	Poor	Comment
..... years below expected grade level (Provided by DBST)				
Can hear the difference between sounds				
Can remember the different shapes of letters				
Knows letter sounds Vowels, blends, consonants				

Can remember the order and combination of sounds				
Can do syllabification				
Reversal of letters	No	Yes	Some letters	Which letter reversals appear?
2.3 Mathematics				
.... years below expected grade level				
Master basic number concept (Understands the numbers represent quantity)	Good	Average	Poor	Comment
Master the basic maths. Vocabulary (e.g. more, less)				
Understands place value, using: units, tens, hundreds				
Can work with numbers: <ul style="list-style-type: none"> • gr.1 0-34 (+,-) • gr. 2 0-100 (+, -) • gr. 3 0 – 1000 (+, -) 				
Understands that addition and multiplication lead to <i>more than</i>	Good	Average	Poor	Comment
Understands that subtraction relates to <i>less than</i>				
Understands that division is like sharing				
Can do mathematical word problems				

Chooses the correct operation; works carefully				
Able to perform mental maths				
Computations are usually accurate	Accurate & fast work speed	Accurate but slow work speed	Incorrect and slow	
2.4 Behaviour and social competence:	Does not	Does	Sometimes	Comment
Fluctuating in mood and behavior				
Behavioural problems e.g. truancy (Absenteeism) aggression and/or excessive showing off				
Impulsive, irresponsible and poor self-discipline				
Poor self-concept				
Often withdrawn and defensive				
Shows lack of perseverance				
Bullying and teasing class mates				
Does not socialize well				
Lack of Interest in school work or life in general				
Lying Mechanisms				
Promiscuous Behaviour				

Running from home				
Attention Seeking	Does not	Does	Sometimes	Comment
Peer Pressure				
Failed two or more grades				
Gets nervous when taking tests				
Look at other learners for answers				
Other: Indicate problem area				
2.5 Health, wellness and personal care:	No	Yes	Sometimes/ no sure	Comment
Sleeping in class				
Chronic illness				
Physical neglect				
Family violence				
Learner possibly involved in sexual abuse				
Learner possibly involved with drug and alcohol abuse				
Other (specify) Bereaved Learners				

Pregnant Learner				
2.6 Classroom and school:	No	Yes	Sometimes Differs Not sure	Comment
Poor scholastic achievement (failed two or more grades)				
Benefit from extra support provided by class educator				
Fluctuating scholastic performance				
Discrepancy between oral and written work				
Displays lack of interest in schoolwork				
Slow in performing tasks and completing assignments				
Clumsiness / poor motor co- ordination				
Poor comprehension and very weak in abstract reasoning				
Poor memory				
Short attention span and distractibility				
2.7 Family, home and community situation:				
Provide information on the following:				
<ul style="list-style-type: none"> • Family structure • Family stability • Homeless 				

<ul style="list-style-type: none"> • In foster care • Refugee • Immigrant • Substance abuse • Domestic violence • Divorce • Neglect • Disabled/ill parents • Poverty-stricken home background 		
3.1 Curriculum Intervention:	Yes/No If yes, give an example	
Curriculum Differentiation: Was curriculum differentiation used to address the needs of the learner?		
Teaching methods:		
How has classroom management been changed to accommodate learners working at different levels of knowledge? E.g. <ul style="list-style-type: none"> • Seating arrangement of the learner • Flexible grouping(s) used to accommodate the learner? 		

<ul style="list-style-type: none"> • Wheelchair-friendly? • Understanding of instructions? • Change of classes? • Reduce of noise levels 	
Provide examples of a range of graded materials that have been modified/used?	
How has direct teaching been modified to address the needs of the learner? e.g. Using pictures, descriptions, explanations	
Provide examples of different ways of assessment to address the needs of the learners	
Learning environment	
What are your concerns about this learner?	
How has the playground management been modified, e.g. buddy system?	

Name of responsible educator:

Signature:

Grade:

Date:

Name of parent:

Signature:

Date: