

MEDIATION OF THE ABRIDGED SECTION 4 FOR FOUNDATION PHASE



CAPS Section 4 : Assessment

Section 4 of CAPS is aligned with the :

- **National Policy Pertaining to the Programme and Promotion Requirements (NPPR)** of the National Curriculum Statement (NCS) Grades R-12;
- **National Protocol for Assessment (NPA)** Grades R-12 and
- **Regulations Pertaining to the National Curriculum Statement Grade R-12: Government Notice No.9792** in Government Gazette 35542 dated 25 July 2012.

Guiding Principles: Assessment Programme

It is imperative that the **assessment programme** should take heed of the importance to not only assess the **‘acquisition’ of the required knowledge and skills, but also the ‘application’ of the knowledge and skills.**

The need to both **acquire and apply knowledge and skills** should **inform and shape the design and practice of assessment activities in the classroom**, whether they be **Assessment for learning or Assessment of learning.**

Teaching and Learning Cycle

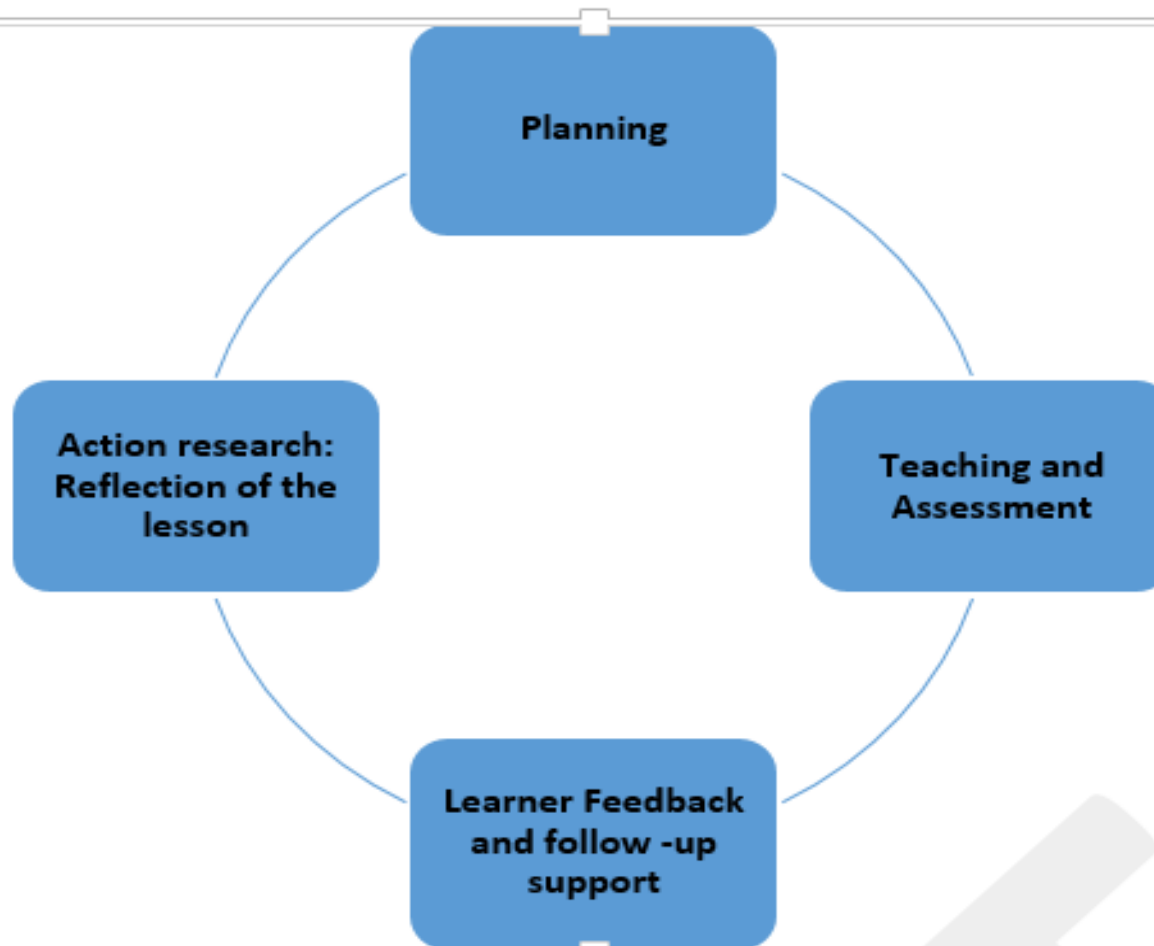


Diagram 2: The importance of Assessment-Why do we assess?



Assessment for Learning (AfL)

- ❑ **Assessment for learning** is the process whereby the teacher uses evidence on a **continuous basis** to inform teaching and learning.
- ❑ Assessment for learning is the process whereby the **teacher periodically records children's progress and achievement** for reporting to parents and other stakeholders.
- ❑ It helps the teacher and learners to focus on three key question where are learners now in their learning
 - ❖ where are learners going in their learning
 - ❖ where are learners now in their learning?
 - ❖ how will learners get to the next point in their learning?
- ❑ It usually takes place in the **day to day minute by minute interactions between the teacher and learners.**
- ❑ Everything the learners ***do, say and make, ask questions, working on task independently or in pairs*** has the potential of **providing the teacher with information about what each learner can and cannot do.**
- ❑ The teacher should **use this information to support learners, make changes to her planning, teaching methodologies and assessment methods.**

Assessment of Learning (AoL)

- ❖ **Assessment of learning** focusses on medium and long-term assessment.
- ❖ It generally **involves assessing the learner at the end of a unit of work, a week, term or a year.**
- ❖ **Assessment of learning** helps the teacher to **plan future work, to set new targets and to provide feedback and information for term end and year end assessments.**
- ❖ **Assessment for learning and Assessment of learning are used for reporting namely compiling the learner's report** which can inform discussion between teacher and parents about each learner's learning strengths and weaknesses.

School Based Assessment (SBA)

- The **main purpose of School Based Assessment (SBA)** is to enable the teacher to make decisions that influence a learner's progress positively.
- It should therefore be viewed as a fundamental practice that is embedded in the **teaching and learning process**.
- It involves the **teacher from the beginning to the end; from planning the assessment programme, to identifying and/or developing appropriate assessment tasks and selection of appropriate assessment tools right through to making the assessment judgments**.
- It can be **adapted and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed**.
- It allows the **teacher to give constructive feedback to learners**.

What is Continuous Assessment?

The following characteristics of continuous assessment are important.

- ❖ takes place over a period of time and is ongoing;
- ❖ supports growth and development;
- ❖ it mediates feedback from learning and teaching;
- ❖ allows for integrated assessment;
- ❖ encourages assessing a number of related concepts/content knowledge/skills within a single activity;
- ❖ combines a number of different forms of assessment;
- ❖ uses strategies that cater for a variety of learner needs e.g. Learners with Special Education Needs (LSEN) , language barriers etc.;
- ❖ allows competence to be demonstrated in a number of ways;
- ❖ is an integral part of teaching and learning;
- ❖ is based on selected concepts/content knowledge/skills;
- ❖ recording is against these concepts/content knowledge/skills

Aims and objective of the Programme of Assessment (POA)

The POA is aimed at strengthening assessment practices in Grades R-3. The main objectives are to map out:

- ***What will be assessed*** – this must be done using concepts/content knowledge/skills from the Annual Teaching Plan (ATP) in during the planning process
- ***How it will be assessed*** - the applicable forms of assessment (observation, oral, practical or written)
- ***What kind of activity must be designed*** in order for the learners to demonstrate their understanding of the concepts/content knowledge/skills
- ***When assessment will take place*** - during group work, as a class activity, individual work
- ***The tool to be used*** - checklist, holistic rubric, set of concepts/content knowledge/skills
- To ensure that assessment **activities are differentiated and accommodate the needs and levels of learners**

Aims and objective of the Programme of Assessment (POA) contd...

- The objectives will be achieved through **Assessment *for* Learning** and **Assessment *of* Learning practices** which is done continuously.
- **NB: It is important to remember that activities are not assessed, but rather the concepts, content, knowledge and skills against which activities are developed where learners are asked to create, produce or demonstrate something.**
- The **end product** as well as the **process learners use to complete the activity** are assessed.
- The demonstration of **understanding of the concept** is what is **important** at this level.
- Learners should therefore be **observed while they are busy with the activities** and notes made in the observation book or on an observation sheet or using a checklist or a rubric. The final product of the task should be included in the overall rating.
- Assessment in the **Foundation Phase is largely Assessment for learning** and is **continuous**.
- The **assessment for learning and assessment of learning activities** should be **recorded by the teacher** using tools such as checklist, rubrics, etc.



Programme of assessment and Monitoring

- The **Programme of Assessment (POA)** will comprise one **Assessment Task (AT)** per **subject** which will be done per term in Grades 1 to 3.
- This therefore means that there will be **4 Assessment tasks per grade**.
- Teachers should plan together for assessment, make sure that the **assessment activities developed allow learners to demonstrate their understanding of the concepts/content knowledge/skills** and decide on the final date by which these activities will be completed.
- Assessment tasks should be **jointly planned and developed by the grade-specific teachers** and internally monitored at school level to determine whether the activities allow the learners to demonstrate their understanding of the concepts/content knowledge/skills at appropriate grade levels.
- This planning and activity development will be **internally monitored** at school level to determine the extent to which the desired outcome of assessment will be achieved.
- **Departmental heads should provide mentoring and support** in the developing of effective assessment programmes for inexperienced teachers and others who might need guidance and support.
- **Oversight and monitoring should also be carried out at district, provincial and national level for quality assurance purposes** (assessment tasks are grade appropriate, aligned to the curriculum for the term, appropriate forms of assessment are used and differentiated to cater for all ability levels).



Table 1	Number of Assessment Tasks			
Grade 1	Term 1	Term 2	Term 3	Term 4
Home Language	1	1	1	1
First Additional Language	1	1	1	1
Mathematics	1	1	1	1
Life Skills	1	1	1	1
Total	4	4	4	4



	Number of Assessment Tasks			
Grade 2	Term 1	Term 2	Term 3	Term 4
Home Language	1	1	1	1
First Additional Language	1	1	1	1
Mathematics	1	1	1	1
Life Skills	1	1	1	1
Total	4	4	4	4



	Number of Assessment Tasks			
Grades 3	Term 1	Term 2	Term 3	Term 4
Home Language	1	1	1	1
First Additional Language	1	1	1	1
Mathematics	1	1	1	1
Life Skills	1	1	1	1
Total	4	4	4	4



RECORDING AND REPORTING

The learner's achievement level is reported upon in terms of the **7-point scale as stipulated in the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 :**

- **Grade R :** All three of the subjects namely **Home Language, Mathematics and Life Skills.**
- **Grades 1-3 :** All four of the subjects namely **Home Language, First Additional Language, Mathematics and Life Skills.**

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GRADE R



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Assessment in Grade R

- ☐ **School Based Assessment (SBA) is 100 % continuous and ongoing.**
- ☐ **Learning and teaching experiences in Grade R are based on the principles of integration and play-based learning.**
- ☐ **Assessment practices in Grade R should be informal and children should not be subjected to a 'test' situation.**
- ☐ **It is for this reason that Assessment for Learning practices will be implemented to track the Grade R learner's progress from term to term.**

Grade R Assessment practices

- Observe learners in an **ongoing and a planned way, during their daily routine, structured and free play activities** when they work in small groups or in large groups or individually.
- Give learners adequate opportunities to demonstrate ***what they know, can do and show orally, practically and physically through informal assessments (assessment for learning situations)*** which will enable the teacher to **track and monitor the learner's progress from term to term until the end of the year.**



Focus: Holistic Development

- All aspects of Grade R, including **the classroom environment and teaching and learning practices**, should promote the holistic development of the child.
- Development that is an **integral part of emergent literacy and numeracy includes cognitive and perceptual-motor development as well as emotional and social development.**
- All these aspects can be developed **through stories, songs, rhymes, finger games and water play, educational toys including board games, construction and exploration activities** (imaginative play, outdoor play and “playground games”).



FORMS/ METHODS	TOOLS
Observation	Observation book
Oral : responds to questions, discussion etc.	Observation Book, Checklist and Rubric
Practical – sorting, building a puzzle, physical activity, moulding etc.	Observation Book, Checklist and Rubric
Recordings - drawing, scribbling, painting, tracing etc.	Observation Book, Checklist and Rubric

Home Language Term 1

Exemplar Tools : Planning, Recording & Reporting



Term 1 Home Language (HL) skills: How to assess and record



Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Date to be completed	Date completed
1	• Listens attentively to simple questions, announcements and responds appropriately	OBSERVATION	Rubric 1	Oral	On or before the <u>end</u> of term.	
2	• Distinguishes aurally between different letter sounds especially at the beginning of own name		Checklist	Oral		
3	• Draws or paints pictures to convey messages during creative art activities such as a personal experience		Rubric 2	Practical and oral		
4	• Identifies similarities and differences		Rubric 3	Oral		
5	• Tells stories and retells stories of others in own words		Rubric 4	Oral		



Exemplar rubrics

Home Language: Rubric 1: Listens attentively to simple questions, announcements and responds appropriately

Good at listening to simple questions, announcements and responds appropriately.

Attempts to respond appropriately. Tries to listen to questions and announcements.

Unable to listen to questions, announcements and struggles to respond.

Mathematics Term 1

Exemplar Tools : Planning, Recording & Reporting



Activities	Skills for informal assessment	Form of assessment	Assessment tool	Assessment method	Date to be completed	Date completed
1	• Estimates and rote counts up to 5	Observation	Observation book	Oral/Practical	On or before the end of the term	
2	• Copies, extends and creates own patterns		Observation book	Practical		
3	• Knows the number name and the number symbol 1 • Identifies pictures and dot cards that involve number 1		Observation book	Oral/Practical		
4	• Recognises, identifies 3D objects. E.g. balls, boxes		Checklist	Practical		
5	• Understands and knows how to use on, in, out, up, down etc. • Understands backwards, forwards, front, back		Checklist	Oral/Practical		
6	• Describes, sorts and compares 3D objects according to shape • Able to collect and sort; draw, read and represent objects according to one attribute.		Checklist	Oral		
7	Orders recurring events in own daily life e.g. (daily programme)		Checklist	Practical/Oral		



Focus: Life Skills Term 1

Exemplar Tools : Planning, Recording and Reporting





Term 1: Life skills: Grade R						
Act iviti es	Skills to be assessed	Forms of Assessme nt	Assessmen t Tool	Assessm ent Method	Date to be completed	Date completed
1	• Participates and engages in discussions related to Topics (Beginning Knowledge & Personal and Social Well-being)	OBSERVATION	Rubric 1	Practical / Oral	On or before the end of term.	
2	• Exploring music, movement and voice focusing on tempo: fast and slow		Checklist	Practical / Oral		
3	• Identifies parts from the whole such as names and points to parts of the body • Identify and name body parts		Rubric 2	Oral		
4	• Locomotor: walk and run in different directions without bumping into each other, running on all fours, running around a marker		Rubric 3	Practical		
5	• Balance: balancing on a balancing beam/ skipping rope/ masking tape, walking forwards and backwards		Checklist	Practical		
6	• Coordination: throwing and catching beanbags, Jungle gym: climb a ladder		Checklist	Practical		
General and Perceptual Development The skills in the general and perceptual development checklist should be assessed continuously and reported to parents quarterly. The checklist is to be used for class recording and kept in the teacher's assessment file.				Checklist		Practical



Suggested Rubrics for scoring

Life skills: Rubric 1: Participates and engages in discusses related to Topics (Beginning Knowledge & Personal and Social Well-being)

	Participates actively and contributes in discussions
	Participates and discusses when supported by teacher
	Unable to participate and is reluctant to contribute during discussions

Life skills: Rubric 2: Identifies names and points to parts of the body

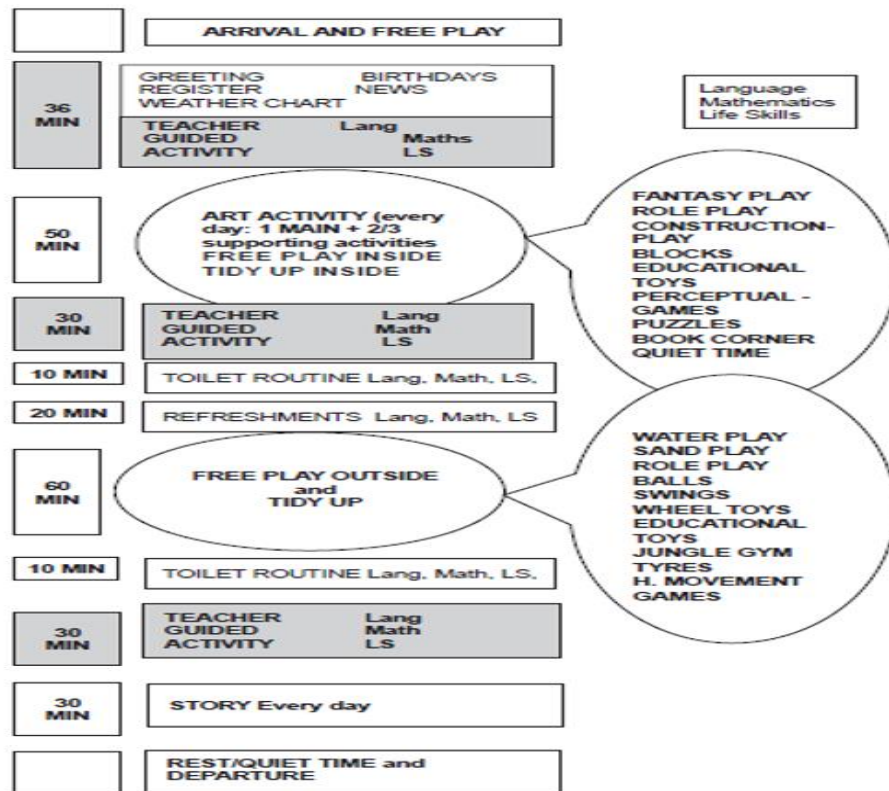
	Identifies, names and points at least 10 the body parts correctly: eye, ears, mouth, nose, hands, head, legs, feet, toes, fingers, hair, tongue, stomach, lip, elbows and anything else added by the learner.
	Identifies, names, points and touch at least 7-8 of the basic body parts (eye, ears, mouth, nose, hands, head, legs and feet).
	Identifies only 5 -6 of the basic body parts (eye, ears, mouth, nose, hands, legs). Can name these by pointing /touching them. Unsure of the other more detailed body parts such as elbow etc.

Life skills: Rubric 3: Locomotor: walk and run in different directions without bumping into each other, running on all fours, running around a marker

	Very good at walking and running in different directions without bumping into each other. Enjoys running on all 4s. Excellent when running around markers, hands and feet move rhythmically.
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CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

DAILY PROGRAMME: GRADE R



LANGUAGE

- ACTIVITIES DESIGNED FROM CAPS (HOME LANGUAGE)
- STORIES
- DRAMATISATION
- BOOKS/PICTURES
- PICTURE READING
- PICTURE -DISCUSSIONS
- PERCEPTUAL ACTIVITIES
- PARENT POSTER
- PARENT LETTER
- NEWS
- POEMS/RHYMES
- MUSIC/SONGS/RHYMES
- TAPES
- THEME DISCUSSIONS
- HUMAN MOVEMENT ACTIVITIES
- ROUTINES
- FREE PLAY

LIFE SKILLS

- ACTIVITIES DESIGNED FROM CAPS (LIFE SKILLS)
- HUMAN MOVEMENT ACTIVITIES
- SONGS AND MUSIC
- POEMS AND RHYMES
- THEME DISCUSSION
- BIRTHDAYS
- ROUTINES
- FREE PLAY

MATHEMATICS

- ACTIVITIES DESIGNED FROM CAPS (MATH)
- SONGS AND MUSIC ACTIVITIES
- PERCEPTUAL ACTIVITIES
- COUNTING RHYMES
- THEME DISCUSSIONS
- SCIENCE EXPERIMENTS
- FREE PLAY
- ROUTINES



Grade R Term 1

Exemplar Recording Checklist & Recording Sheet



Exemplar Checklist

Checklist: Term 1							
Subject	Home Language	Mathematics			Life Skills		
<p>✓ - achieved ✗ - not yet • - almost</p>	Distinguishes aurally between different letter sounds especially at the beginning of own name	Describes, sort and compares 3D objects about according to shape. Able to collect and sort draw, read and represent objects according to one attribute	Knows on, in, out, up, down Understands backwards, forwards, front, back	Recognize, identifies 3 D objects e.g. balls, boxes	Exploring music, movement and voice focusing on tempo: fast and slow	Balance: balancing on a balancing beam/skipping rope/ masking tape walking forwards and backwards	Coordination: throwing and catching beanbags. Jungle gym: climb a ladder
Date							
Learners names							



Exemplar Recording Sheet

Grade R Recording Sheet Term 1														
Subject	Home Language				TOTAL	Mathematics				TOTAL	Life Skills		TOTAL	
Activity	Listens attentively to simple questions, announcements and responds appropriately	Draws or paints pictures to convey messages during creative art activities such as personal experience	Identifies similarities and differences	Tells stories and retells stories of others in own words	Weighting = 100 % Home Language	Estimates and rote counts to 5	Copies, extends and creates own patterns	Knows the number symbol and number words 1. Identifies pictures and dot cards that involve number 1	Orders recurring events in own daily life	Weighting = 100 % Mathematics	Participates and discusses during the Beginning Knowledge and Personal and Social Well-being topics in the term	Identifies parts from the whole such as names and points to parts of the body identify and name body parts	Locomotors: walk and run in different directions without bumping into each other, running on all fours, running around a marker	Weightings = 100 % Life Skills
Date														
Names of learners														



Grade R: Tracking Perceptual Development

It is suggested that a perceptual developmental checklist be used to track learner's perceptual development from term to term.



Exemplar Perceptual Development Checklist

General and Perceptual Development Checklist: Term 1

Learners names		 mastered the skill completely (✓)	 I am getting there (•)	 struggle to master the skill, but still trying (x)
1		adapted easily in the Grade R class	has a lot of energy and enjoys Grade R	loves to help in class
2		shares toys, crayons etc.	communicates well with others	has made friends easily
		has a good self-image	participates in group activities	speaks with confidence
		shows a love for books	loves to participate in singing songs	can hold a book and turn pages correctly
		plays eagerly with the balls and ropes during outdoor play and	likes to thread beads and buttons	can imitate sound heard – sounds around the house and school (bell, water running etc.)
		can follow a ball on a string swinging from left to right with eyes only, not moving his/her head	can make a shape with my body	easily builds a puzzle of 6 pieces
		can identify left and right and uses the dominant hand with confidence	can easily bounce a ball and catch the ball against his/her body or between the hands	enjoys building and stacking blocks (plans and action)
		uses sense of smell	touches many objects and can identify rough, smooth	can complete an unfinished drawing of a body
		easily tears paper into small pieces and crumbles a paper with one hand (left and right hand)	performs activities that uses the non-dominant side of the body	uses a scissors during free cutting activities
		able to use a range of writing tools during art creative art (e.g. paint brushes and crayons)	can jump and move under and over obstacles	

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HOME LANGUAGE



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Guidelines for good language assessment practices

- Must prioritise the improvement of language proficiency, decoding (phonological awareness and phonics) oral reading fluency, comprehension and writing skills;
- Must avoid assessing language skills in disconnected sections. Whenever possible, the assessment of listening, speaking, reading and writing should be integrated. Integration with other subjects should also be encouraged.
- Teachers should not allow assessment of learning activities to interfere with their learning and teaching time.
- The tasks formally recorded for assessment should form part of the learners' normal language lessons.
- All learners' written work and teacher notes, recording tools (checklists, rubrics) should be kept as evidence of a learner's progress.
- Teachers should provide descriptive feedback to learners orally and in writing in a language that they can understand.

Table 3: Programme of Assessment: Minimum Requirements for Grades 1 to 3

Grade 1

Language Components	Term 1	Term 2	Term 3	Term 4
	Form of Ass.	Form of Ass.	Form of Ass.	Form of Ass.
Listening and Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics	1 Oral	1 Written	1 Written	1 Written
Reading and Comprehension	1 Oral	1 Oral	1 Written	1 Written
Handwriting	1 Written	1 Written	1 Written	1 Written
Writing	1 Written	1 Written	1 Written	1 Written

Grade 2 Minimum Requirements

Language Component	Term 1	Term 2	Term 3	Term 4
	Form of Ass.	Form of Ass.	Form of Ass.	Form of Ass.
Listening and Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics	1 Written	1 Written	1 Written	1 Written
Reading and Comprehension	1 Written	1 Written	1 Written	1 Written
Handwriting	1 Written	1 Written	1 Written	1 Written
Writing	1 Written	1 Written	1 Written	1 Written

Grade 3 Minimum Requirements

Language Component	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics	1 Written	1 Written	1 Written	1 Written
Reading and Comprehension	1 Written	1 Written	1 Written	1 Written
Handwriting	1 Written	1 Written	1 Written	1 Written
Writing	1 Written	1 Written	1 Written	1 Written

Table 4: Home language weightings

Components	Grade 1	Grade 2	Grade 3
Listening and speaking	25%	20%	15%
Phonics	20%	20%	20%
Reading and comprehension	25%	25%	25%
Handwriting	10%	10%	10%
Writing	20%	25%	30%



Planning an assessment task

When planning and implementing an assessment task the teacher should ensure that:

- the **content, concepts and skills that are being assessed are aligned to curriculum and are cognitively** appropriate for the grade;
- the **content, skills and concepts have already been taught** and different examples are used for the assessment activity;
- **differentiated assessment practices should be used to accommodate all ability levels and learning styles;**
- **resources** (personal word book, Class dictionary, grade appropriate texts for reading) are available for learners to enable them to complete the activity;
- the **evidence is recorded** (checklists, assessment rubrics, learner's class work books, worksheets etc.) by learners or teachers depending on the task/ activity
- **follow up interventions for underperforming learners.** Where remedial interventions are required, the school based support team should be consulted.
- Assessment activities should **be contextualised for the African Languages** which are offered as Home Language in grades 1 to 3, the phonics programme, reading (decoding skills, high frequency words, the length of oral reading and comprehension texts) and language usage skills



Table 2 Mapping of Home Language Assessment Task for the Term				
Language component	Grade R	Grade 1	Grade 2	Grade 3
Listening and speaking	Oral: Listens and responds to stories told and read (Reading focus time)	Oral: Retells the main parts of a familiar story that is told or read (Life Skills: Creative Arts)	Oral: Tells a story that has a beginning, middle and end using props (puppet/mask) (Life Skills: Creative Arts)	Oral: Makes an oral presentation on a topic using a Story board (Animals that live in water) (Life Skills)
Props for Listening and speaking activities should be made in the Life Skills lesson				
Phonics	Oral: Distinguishes aurally between different initial sounds of words (Reading focus time)	Oral and Written: Identifies the single letter sound relationships of some letters (vowels and consonants) (Reading focus time: Focussed Phonic session)	Oral and Written: Make words with short vowels (ag, e.g., <u>ig</u> , <u>og</u> , <u>ug</u>) (Reading focus time: Focussed Phonic session)	Oral and Written: Make words with consonant blends (<u>bl</u> , <u>br</u> , <u>cl</u> , <u>cr</u>) (Reading focus time: Focussed Phonic session)

Table 2	Mapping of Home Language Assessment Task for the Term			
Language component	Grade R	Grade 1	Grade 2	Grade 3
Reading and Comprehension	Oral: Read enlarged texts with teacher and respond to questions (Shared Reading) (Reading focus time)	Oral: Group Guided Reading (GGR) Read aloud from own book during with teacher and on his/her own (word recognition, oral reading fluency, read for meaning) (Reading focus time)	Oral: GGR: Uses sight words, decoding skills (syllabication, contextual clues, oral reading fluency) to read texts independently (Reading focus time)	Oral: GGR: Reads a short text of 100-120 words independently and responds questions (prediction, inferences) (Reading focus time)
		<ul style="list-style-type: none">Written: Worksheet Passage from a familiar text (Reading focus time) Comprehension skills <ul style="list-style-type: none">Recall: Multiple choice questionsSequence 3 events in the right order (Reading focus time)	Written: Worksheet Passage from unfamiliar text (Reading focus time)Comprehension skills <ul style="list-style-type: none">Literal questionsPredictionReorganisation: reorder events in sequenceInferences: What, Why, How (Reading focus time)	Written: Worksheet Fiction or nonfiction text (Reading focus time)Comprehension skills <ul style="list-style-type: none">Literal questionsPredictionRe-organisationInferencesEvaluation (Reading focus time)
(Language activities should be contextualised for each language differently, a child taking isiZulu as Home language will write a shorter text than the learner who uses English to perform a written activity of 5 sentences, the same will apply to the number of words in reading texts too)				



Table 2 Mapping of Home Language Assessment Task for the Term				
Language component	Grade R	Grade 1	Grade 2	Grade 3
Handwriting	Traces pictures related to the text (Reading focus time: Shared Writing)	Writes lower case letters correctly. (Handwriting session)	Copies and writes short sentences paying attention to correct letter formation. (Handwriting session)	Copies and writes words and short sentences in a joined script neatly. (Handwriting session),
Writing	Directionality skills (left, right, top, bottom) (Reading focus time: Shared Writing)	Writes 2 sentences of own news (Term 3) - Sentence construction	Writes (6-8 sentences) on an event e.g. Sports day Criteria: Rubric Contents - Introduction - Description of the event - Conclusion Language usage: - Sentence construction - Punctuation - Tenses	Write 2 paragraphs (8-10 sentences) on a topic e.g. My favourite sea animals Criteria: Rubric - Content-factual knowledge Language usage: - Sentence construction - Punctuation - Tenses - Spelling



Table 3: Programme of Assessment (Minimum Requirements)



PROGRAMME OF ASSESSMENT : MINIMUM REQUIREMENTS				
GRADE 1				
Language Components	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Oral Integrated Task	1 Oral Integrated task	1 Oral Integrated task	1 Oral Integrated task
Reading and Phonics				
GRADE 2				
Language Components	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities
Phonics, Reading and Comprehension				
Writing				



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CAPS Section 4 Assessment: First Additional Language (FAL)



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FIRST ADDITIONAL LANGUAGE WEIGHTINGS

Components	Grade 1	Grade 2	Grade 3
Listening and speaking	60%	50%	40%
Reading (Phonics and Comprehension)	40%	45%	50%
Writing		5%	10%
Language Use			
	100%	100%	100%

Table 3: Programme of Assessment (Minimum Requirements)



PROGRAMME OF ASSESSMENT : MINIMUM REQUIREMENTS				
GRADE 1				
Language Components	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Oral Integrated Task	1 Oral Integrated task	1 Oral Integrated task	1 Oral Integrated task
Reading and Phonics				
GRADE 2				
Language Components	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities
Phonics, Reading and Comprehension				
Writing				



GRADE 3				
Language Components	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities	1 Integrated Task incorporating Oral and written activities
Phonics, Reading and Comprehension				
Writing				



Table 2: Mapping of First Additional Language Assessment Task for the Term



Language component	Grade 1	Grade 2	Grade 3
Listening and speaking	Oral : Integrated with Reading <ul style="list-style-type: none"> - Responds to simple questions related to Shared Reading text - Begins to identify different initial sounds in words found in the Shared Reading text 	Oral and Written Reading and Writing focus time: <ul style="list-style-type: none"> - identifies the letter-sound relationships of most single letters Group Guided Reading (GGR) Reads aloud a short text with teacher <ul style="list-style-type: none"> - Completes the story frame related to the reading text 	Oral and Written: Reading and Writing focus time <ul style="list-style-type: none"> - Recognises and makes words with consonant digraphs Group Guided Reading Session (GGR) <ul style="list-style-type: none"> - Reads a text with teacher and engages in a discussion (title, setting, characters, problem))
Phonics, Reading and Comprehension			
Writing			

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Life Skills



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Guidelines for Life Skills Assessment

- The purpose of assessment is to assess the development of concepts, skills and values, in an ongoing and planned way through **discussion, role-play and demonstration** mainly in **Creative Arts and Physical Education**, whilst **written recording** will be more appropriate for **Beginning Knowledge and Physical and Social Well-being**;
- It is also important to note that each **assessment task should not be seen as a single event or test**.
- **Activities should be assessed at the same time in an integrated way e.g. a Performing Arts activity (dance) can be integrated with a Physical Education activity.**
- There will be **one Assessment Task (AT)** which incorporates **Beginning Knowledge and Personal and Social Well Being meaning, Creative Arts (Performing Arts and Visual Arts) and Physical Education.**
- All four of the **Life Skills Study Areas will be assessed in an integrated way** using a combination of assessment forms.

Table 3: Programme of Assessment: Assessment Task (AT)

GRADE 1				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Oral	1 Oral	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical

Table 3: Programme of Assessment: Assessment Task (AT)

GRADE 2				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Oral	1 Written	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical

Table 3: Programme of Assessment: Assessment Task (AT)

GRADE 3				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Written	1 Written	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical

Table 4: Suggested weightings for Life Skills Grades R to 3

Grades R-2 (6 Hours)			Grade 3 (7 Hours)			Weightings of Study Areas			
						Grade 1	Grade 2	Grade 3	
Beginning Knowledge and Personal and Social Well-being			2 hours per week	Beginning Knowledge and Personal and Social Well-being		3 hours per week	40%	40%	40%
Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama	1 hour per week	Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama)	1 hour per week	PA 15%	PA 15%	PA 15%	
	Visual Arts (VA)	1 hour per week		Visual Arts (VA)	1 hour per week	VA 15%	VA 15%	VA 15%	
Physical Education			2 hours per week	Physical Education	2 hours per week	30%	30%	30%	



Assessment Task (AT) : Grades 1, 2 and 3

Life Skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 AT: Integrate oral, practical, demonstration, recording	1 AT: Integrate oral, practical. demonstration, and recording	1 AT: Integrate oral, practical, demonstration, and recording	1 AT: Integrate oral, practical, demonstration and recording
Performing Arts (PA)				
Visual Arts (VA)				
Physical Education (PE)				

ASSESSMENT TASK: Integrated Activities across all Life Skills Study Areas

Grade 1

Topic: Me

- Draw a picture of yourself and write at least 3 personal details.

Group activity:

- Do an action rhyme singing eg “Heads and Shoulders” demonstrating locomotor movements.eg body percussion and dance movements

Grade 2

Topic: Animals

Group activity:

- The learners will design a poster with at least 3 farm animals and list their uses.
- The group will do a presentation on the poster.
- Demonstrate locomotor and rhythmic dance movements with music (e.g. Old MacDonald has a farm)

Grade 3

Topic: Space

Group activity:

- Make a model of a space ship and give a talk on space travel
- Roleplay: Aliens from space
- Locomotor, non-locomotor and laterality movements with music and dance.

Grade 2

Topic: Ways we communicate

Group activity:

- Role play a story using a puppet that is made during visual arts
- Demonstrate and display ways of communication through dance and music (singing) using locomotor movements and spatial orientation



EXEMPLAR ASSESSMENT TASK

Content and skills to be assessed	Grade 1 : Term 1	Grade 2: Term 2	Grade 3 : Term3
	BKPSW: We are special and unique	BKPSW: Farm animals – uses – such as food and clothing	BKPSW: Stars and planets – what they are
	PA Singing indigenous songs using appropriate movements	PA Performing songs focusing on dynamics	PA Classroom dramas: illustrate different characters.
	VA: Draw pictures of self using different media	VA: Use recyclable objects and thick paint to create a surface and organic shapes	VA: Craft from recyclable materials using geometric shapes
	PE: Locomotor using senses: hearing -	PE: Locomotor and Rhythm	PE: Locomotor Non-locomotor movements

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MATHEMATICS



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Read to Lead
A Reading Nation is a Leading Nation

CHANGES

- The number of formal tasks has been **reduced** to **four tasks per grade per year**

	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Grade 1	1	1	1	1	4
Grade 2	1	1	1	1	4
Grade 3	1	1	1	1	4



MEANING OF A TASK

- A Formal Assessment Task is, therefore, a *set of concepts/content knowledge/skills* used to design activities for assessment purposes. **(See the table in the next slide)**
- The concepts/content knowledge/skills are systematically assessed using a **variety of forms of assessment** such as **observation, oral, practical and written**, and the results recorded.
- It is important that all grades include all forms of assessment in each formal assessment task.



PROGRAMME OF ASSESSMENT

GRADE 1

Content Area	Term 1	Term 2	Term 3	Term 4
Numbers, Operations and Relationships	Oral	Written	Written	Practical
Patterns Functions and Algebra	Practical	Written	Written/Oral	Practical
Space and shape (Geometry)	Written	Practical	Practical	Written
Measurement	Oral/Practical	Oral	Practical	Oral
Data Handling	Practical	Written	Oral	Written



PROGRAMME OF ASSESSMENT

GRADE 2				
	Term 1	Term 2	Term 3	Term 4
Numbers, Operations and Relationships	Written	Written	Written	Practical or Written
Patterns Functions and Algebra	Written	Practical	Oral	Written
Space and shape (Geometry)	Oral	Written	Written	Practical
Measurement	Practical	Oral	Practical	Oral
Data Handling	Practical	Written	Oral	Written



PROGRAMME OF ASSESSMENT

GRADE 3

	Term 1	Term 2	Term 3	Term 4
Numbers, Operations and Relationships	Written	Written	Practical and/or Written	Written
Patterns Functions and Algebra	Oral	Written	Written	Practical
Space and shape (Geometry)	Written	Practical	Oral	Written
Measurement	Practical	Oral	Written	Oral
Data Handling	Written	Written	Written	Written



POINTS TO NOTE

- A task should **not be seen as a single event** or test, but must comply with the principles of **continuous assessment** at all times.
- Some learning goals can be assessed at the same time, but others will be assessed at different times.
- The skills, content and concepts to be assessed should be those that have been taught during a unit of work.
- Learners should have differentiated or several opportunities to demonstrate what they know and can do.

POINTS TO NOTE...(2)

- Assessment tasks should be **collaboratively planned** by **grade specific teachers**.
- **Levels of difficulty** within tasks should be identified.
- Departmental Heads(DHs) should monitor and supervise Formal Assessment Tasks in all grades.
- Departmental Heads should provide follow up support and constructive feedback to the teachers.

POINTS TO NOTE...(3)

- Resources be made available for learners to enable them to complete the activity;
- Evidence be recorded (checklists, assessment rubrics, learner's class work books, worksheets etc.); and
- Follow up interventions such as remedial (under-performing learners) and enrichment (top performing) activities should be done.
- Assessment tasks will happen mainly in small group focused sessions and it will take a few days to assess the whole class.

POINTS TO NOTE...(4)

- In Grade R - 3, it is important that the area of Numbers, Operations and Relationships is the main focus of Mathematics. Learners need to exit the Foundation Phase with a secure number sense and operational fluency. The aim is for learners to be competent and confident with numbers and calculations.
- **An example** of the number of concepts/content knowledge/skills required in a Formal Assessment Task to comply with the weightings provided in the Section 4 document.



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