

SECTION 4 ASSESSMENT FOUNDATION PHASE HOME LANGUAGES

1. Introduction

People today live in a state of constant change. Ours is a technology rich world, where communication is instant and information is immediately accessible. The way people interact with each other personally, socially and at work has changed forever. Knowledge is growing at exponential rates in many domains, creating new information and possibilities. This is the world that South African learners are entering. Section four of CAPS has thus been modified to respond to the demanding world that our learners are entering.

The way that teaching, learning and assessment are aligned and integrated in the classroom are important for preparing and supporting learners to become responsible citizens, people who are critical and creative thinkers, effective communicators and who are equipped for a successful lifetime of learning where ongoing change is constant. The 21st Century Skills and the demands of the Fourth Industrial Revolution are captured in .Section 1 of CAPS (1.3(d)):

The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

Section 4 of CAPS is aligned with:

- Sections 1, 2 and 3 of Home Language (HL) CAPS for Grades R to 3;
- National Policy Pertaining to the Programme and Promotion Requirements (NPPR) of the National Curriculum Statement (NCS) Grades R-12; and
- National Protocol for Assessment (NPA) Grades R-12.

Section 4 is a new addition to the CAPS for Home Language. The existing Section 3 includes the suggested informal and formal activities at the end of each term in grades 1 to 3. The main purpose for the inclusion of

Section 4 is to mediate the amended Programme of Assessment (POA) which speaks to the reduction of the number of Formal Assessment Tasks (FATs).

This Section 4 of CAPS, reiterates the general aims and principles in Section 1 of the CAPS document, and in particular to the first general aim which states:

The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

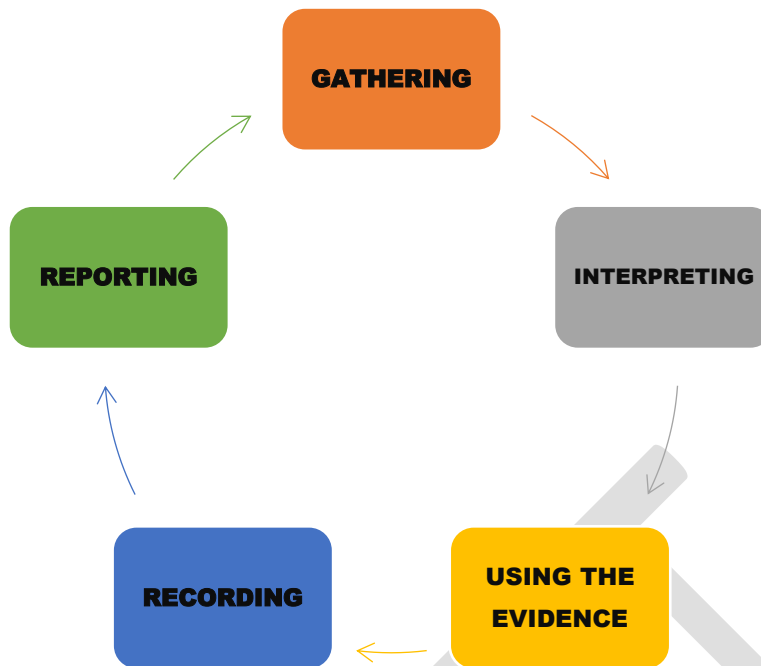
It is imperative that the assessment programme should take heed of the importance to not only assess the 'acquisition' of the required knowledge and skills, but also the 'application' of the knowledge and skills. The need to both acquire and apply knowledge and skills should inform and shape the design and practice of assessment activities in the classroom, whether they be Assessment for learning) or Assessment of learning.

It must be noted that assessment is an integral component of the Teaching and Learning cycle.

Diagram 1: Teaching and Learning Cycle



Assessment is a continuous planned process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes. The main purpose of assessment is to provide information on learner achievement and progress and set the direction for continuous teaching and learning. Assessment goes far beyond testing. It concerns the daily interactions between the teacher and each learner that include moment by moment interactions, observations and actions. Diagram 2: The importance of assessment-Why do we assess?



The curriculum identifies two main types of assessment namely

- Assessment for learning; and
- Assessment of learning.

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 questions:

- where are learners now in their learning?
- where are learners going 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.

In contrast **Assessment of learning** focusses on medium and long-term assessment and 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 of learning is used to compile a learner's report which can inform discussion between teacher and parents about each learner's learning strengths and weaknesses.

In the Foundation Phase, Assessment of Learning (**formal**) and Assessment for learning (**informal**) includes these forms of assessment:

- observation by the teacher;
- oral discussions,
- practical demonstrations ;and
- written recording.

2.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.

In the Foundation Phase SBA constitutes 100% which is achieved through continuous assessment practices. This means that learners in grades R-3 should be assessed continuously to monitor their progress and to **make daily instructional decisions**.

The following characteristics of continuous assessment are important.

- takes place over a period of time and is ongoing;
- supports growth and development;
- provides 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. LSEN, language 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

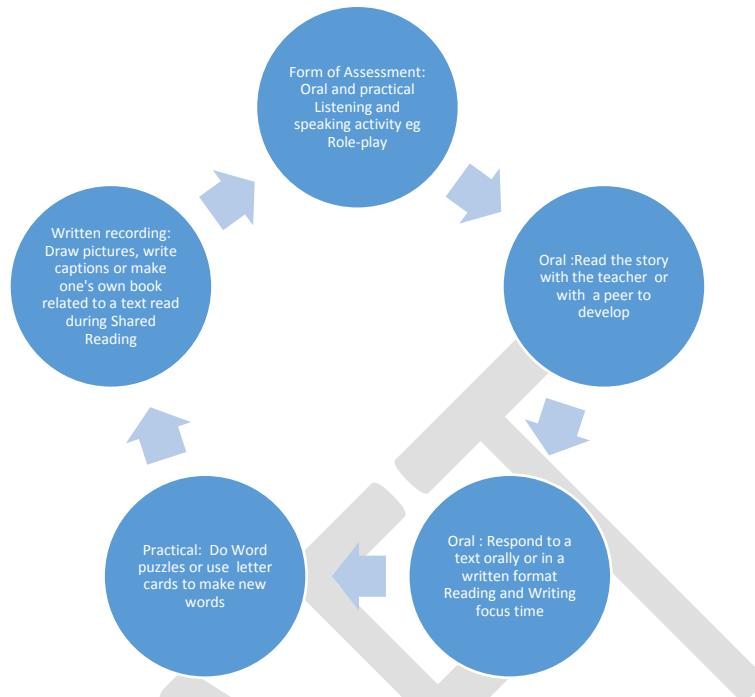
3. Guidelines for good language assessment practices in Foundation Phase

- 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 formal assessment 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 language that they can understand.

Learners who experience barriers to learning should be given the opportunities to demonstrate their competence in ways that suit their needs. This has the following implications:

- Some learners may need additional visual or verbal prompts for a longer time than their peers.
- Assessments activities, especially written activities, may have to be broken up into smaller sections for learners who cannot concentrate or work for a long time, or they may be given short breaks during the tasks.
- Enlarged texts and visuals may be necessary for visually impaired learners,
- Provide support for learners who struggle with crossing the midline and have poor hand eye co-ordination and need support with pencil grip;
- Different forms of assessment should be used, to cater for different learning styles, for example some learners would respond better to oral language activities (role-play, storytelling, personal recount) than writing words and sentence.

- Learners should be exposed to different forms of assessment (observation, oral, practical and written recording) which will give them opportunities to demonstrate what they can and show



4. Aims and objectives 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 formal 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
- To ensure that it informs the South African School Administration and Management Systems (SA-SAMS) and other electronic capturing systems.

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/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.

5. Programme of assessment

The Programme of Assessment (POA) will comprise one Formal Assessment Task (FAT per subject, per grade, per term. 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. 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. Monitoring can also be implemented at district, provincial and national level for quality assurance purposes.

| Table 1 | Number of Formal Assessment Tasks | | | | |
|----------------------------------|--|---------------|---------------|---------------|--------------|
| Grade 1 | Term 1 | Term 2 | Term 3 | Term 4 | Total |
| Home Language | 1 | 1 | 1 | 1 | 4 |
| First Additional Language | 1 | 1 | 1 | 1 | 4 |
| Mathematics | 1 | 1 | 1 | 1 | 4 |
| Life Skills | 1 | 1 | 1 | 1 | 4 |
| Total | 4 | 4 | 4 | 4 | 16 |
| | Number of Formal Assessment Tasks | | | | |
| Grade 2 | Term 1 | Term 2 | Term 3 | Term 4 | Total |
| Home Language | 1 | 1 | 1 | 1 | 4 |
| First Additional Language | 1 | 1 | 1 | 1 | 4 |
| Mathematics | 1 | 1 | 1 | 1 | 4 |
| Life Skills | 1 | 1 | 1 | 1 | 4 |
| Total | 4 | 4 | 4 | 4 | 16 |
| | Number of Formal Assessment Tasks | | | | |
| Grades 3 | Term 1 | Term 2 | Term 3 | Term 4 | Total |

| | | | | | |
|----------------------------------|----------|----------|----------|----------|-----------|
| Home Language | 1 | 1 | 1 | 1 | 4 |
| First Additional Language | 1 | 1 | 1 | 1 | 4 |
| Mathematics | 1 | 1 | 1 | 1 | 4 |
| Life Skills | 1 | 1 | 1 | 1 | 4 |
| Total | 4 | 4 | 4 | 4 | 16 |

According to the National Protocol for Assessment Grade R-12, “The national codes and their descriptions should be used for recording and reporting learner performance in the Foundation Phase (page 18, 1). These codes and descriptors which indicate learners’ achievement levels on a developmental path are more meaningful than marks for Foundation Phase learner.

5.1 Formal Assessment Tasks (FAT)

The National Protocol for Assessment Grades R-12 defines a Formal Assessment Task as:

“A systematic way of assessment used by teacher to determine how well learners are progression in a grade and in a particular subject” (page ix). Teachers thus need to have an organized, methodical approach to the way in which they assess learners. It is also important to note that on page 10 of section 2 of the Foundation Phase CAPS Home Language document, it is stipulated that:

Formal Assessment Task is made up of a number of parts dealing with different aspects of Language in Grades 1-3. It is important to note that the principle of alignment and integration of the language programme as demonstrated in the ‘Reading and Writing focus time’ (pages 11-12, FP CAPS Home Language section 2) should inform the design of a formal assessment task whenever possible.

It is also important to note that each formal assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times. The learning goals and focus of each task must be assessed in an integrated way through a range of activities. Some learning goals can be assessed at the same time, but others will be assessed at different times. For example, if grade 2 learners’ ability to write two paragraphs on a personal experience (section 2, page 30 FP CAPS English Home Language) is to be assessed, the following could also be assessed:

- Spells correctly using their phonic knowledge
- Uses correct punctuation
- Reads own and others writing
- Reads aloud to a partner

Forms of assessment will differ from term to term and grade to grade according to the stages of cognitive and metacognitive development of learners. For example, grade 1 learners will do more oral activities than grade 3 learners. These will be guided by the concepts/content knowledge/skills selected for assessment. For example, in Grade 2 the concepts/content knowledge/skills “uses a dictionary” could be an oral or written assessment. It is important to note that the skills, content and concepts to be assessed should be those that have been taught during a unit of work. When the teacher assesses the skills, knowledge and concepts taught, learners should have more than one opportunity to demonstrate what they know and can do.

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. 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 can also be carried out at district, provincial and national level.

Assessment for learning activities are not always recorded but when recorded it can be done using checklists, written recording in learner’s book and anecdotal notes. This evidence should inform the teacher’s professional judgement with regard to learner performance in the event of illness or other contextual factors.

Forms of assessment will differ from term to term and grade to grade according to the stages of cognitive and metacognitive development of learners. For example, grade 1 learners will do more oral activities than grade 3 learners

In order to design a Programme of Assessment

- The assessment task should be structured in such a way that there is a balance of skills that are assessed. This will assist in not assessing the same skills and concepts while neglecting others;
- Use the Grade overview in Section 3 of the CAPS (all languages) as a guide to ensure content coverage
- The Grade Overview Section 3 of English Home Language CAPS :
 - Grade 1 is found starting on page 50 ;
 - Grade 2 is found starting on page 80 and
 - Grade 3 is found starting on page 105
- content coverage is per term as indicated in Section 3 and not per week; and selection of content/skills and knowledge must not leave a gap throughout the four terms

Listening, Speaking, Phonics, Reading, Comprehension, Handwriting and Writing are the components of the Annual Teaching Plan (ATP) in Section 3 of CAPS. In view of this, it is necessary to structure the language Programme of Assessment according to these four categories or components.

The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible. Oral reading activities will include all word recognition skills (sight words, contextual analysis, structural analysis, phonics, oral reading fluency and comprehension). Decoding skills such as phonological awareness, Letter/ sound recognition, as well as the analysis and synthesis of words should also not be neglected. These activities can be done during focussed phonic lessons and consolidated in the Reading and Writing focus time using both seen and unseen texts at the learners' reading levels.

Mapping of Home Language Formal 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, eg, ig, og,ug) (Reading focus time: Focussed Phonic session) | Oral and Written : Make words with consonant blends(bl, br, cl, cr) (Reading focus time: Focussed Phonic session) |
| Reading and Comprehension | Oral : Read enlarged texts with teacher and respond to questions | Oral : Group Guided Reading (GGR) Read aloud from own book during with teacher and on his/her own | Oral : GGR:Uses sight words,decoding skills (syllabication , contextual clues, | Oral :GGR: Reads a short text of 100-120 words independently and responds |

| Language component | Grade R | Grade 1 | Grade 2 | Grade 3 |
|---|---|--|---|---|
| | (Shared Reading) (Reading focus time) | (word recognition, oral reading fluency, read for meaning) (Reading focus time) | oral reading fluency) to read texts independently (Reading focus time) | 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 questions Sequence 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 questions Prediction Reorganisation:: reorder events in sequence Inferences: What, Why, How (Reading focus time) | Written: Worksheet Fiction or nonfiction text (Reading focus time) Comprehension skills <ul style="list-style-type: none"> Literal questions Prediction Re-organisation Inferences Evaluation (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) | | | | |
| 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), |

| Language component | Grade R | Grade 1 | Grade 2 | Grade 3 |
|--------------------|--|--|--|---|
| 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 eg 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 eg My favourite sea animals Criteria: Rubric - Content-factual knowledge Language usage: - Sentence construction - Punctuation - Tenses - Spelling |

A written activity should not exceed time limits. In grade 1, this should be 15 -20 minutes, 20-25 minutes in grade 2 and 25-30 minutes in Grade 3. Writing tasks should have a clearly formulated learning focus with specific success criteria to guide learners. For example, grade 3 learners “will write a paragraph about whether dogs make better pets than cats”. Success criteria may include

- There must be a clear topic sentence
- There must be a concluding sentence
- There must be at least three supporting details.

Some learners may offer only two supporting details, others may provide five, six or seven. Some may omit a concluding sentence. In these instances, learners will nevertheless understand where they have succeeded or not succeeded and know how to improve their work. This is also an effective way to ensure that assessment activities are differentiated and done in ways that allow each learner to demonstrate what he or she knows and can do. Levels of difficulty within tasks should be identified and follow up support provided for learners who need it. Other ways to differentiate can include:

- Face-to-face engagements with the teacher one learner at a time or during small group sessions
 - Practical differentiation of support materials (for example, through the use of different levels of text)

- written activity done independently by each individual learner, and scaffolded to accommodate different learning styles and levels of need.

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.

Enrichment should be provided for top performing learners. **Formal Assessment Tasks**

NB

These 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 (grammar). These language skills and the assessment thereof should be aligned to the Nguni, Sotho language groupings, and Tshivenda and Xitsonga languages. The emphasis on diacritics in printed text must be emphasised in oral reading sessions: Shared Reading and GGR

| 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 |
| Reading/Phonics and Comprehension | 1 Oral | 1 Oral | 1 Oral/ 1 Written | 1 Oral/ 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 |
| Reading/Phonics and Comprehension | 1 Oral & 1 Written | 1Oral& 1 Written | 1Oral & 1 Written | 1. Oral & 1 Written |
| Handwriting | 1 Written | 1 Written | 1 Written | 1 Written |
| Writing | 1 Written | 1 Written | 1 Written | 1 Written |
| Reading/Phonics and Comprehension | 1 Oral & 1 Written | 1Oral& 1 Written | 1 Oral & 1 Written | 1 Oral & 1 Written |
| Grade 3 Minimum Requirements | | | | |
| Language Component | Term 1 | Term 2 | Term 3 | Term 4 |
| Listening and Speaking | 1Oral | 1.Oral | 1.Oral | 1.Oral |
| Reading/Phonics and Comprehension | 1 Oral & 1 Written | 1.Oral & 1 Written | 1.Oral & 1 Written | 1 Oral & 1 Written |

| | | | | |
|-----------------------------------|--------------------|--------------------|--------------------|-------------------|
| Handwriting | 1Written | 1 Written | 1 Written | 1 Written |
| Writing | 1Written | 1 Written | 1 Written | 1 Written |
| Reading/Phonics and Comprehension | 1 Oral & 1 Written | 1.Oral & 1 Written | 1.Oral & 1 Written | 1 Oral & 1Written |

6. Weighting of Content areas

The weightings in the CAPS will be used **to inform** the compliance of any administrative system e.g. SA SAMS. The table indicates the weightings to be used.

| Home language weightings | | | |
|------------------------------------|---------|---------|---------|
| Components | Grade 1 | Grade 2 | Grade 3 |
| Listening and speaking | 30% | 20% | 15% |
| Reading, phonics and comprehension | 40% | 40% | 40% |
| Writing | 20% | 30% | 35% |
| Handwriting | 10% | 10% | 10% |

These weightings inform the time to be spent on teaching and learning and the assessment component which includes both assessment for and assessment of learning. Hence the scores or marks for the formal assessment activities does not have to equate to the above weightings as the informal assessment is not accounted for in the formal assessment task. For example, the weighting for reading is 40%. This does not mean that the formal assessment activity for reading should count 40 marks.

7. Recording and reporting

7.1 Recording:

- is a process in which the teacher documents the level of a learner's performance in a specific assessment activity;

- indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements;
- should provide evidence of the learner's conceptual progression within a grade and her / his readiness to progress or be promoted to the next grade; and
- should also be used to verify the progress made by teachers and learners in the teaching and learning process.

7.2 Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, and so on. Report Cards should only contain the final rating for the subject, and not contain a rating for each component. This is to avoid a misinterpretation of the learners' abilities because of the weighting of the components in Language. Comments must contain information on the learners' holistic performance in Language.

Because assessment is 100% continuous, the learners' level of progress is continually monitored throughout the year. When deciding on the progression of a child to the next grade, Formal Assessment Tasks in Term 3 and 4 should provide sufficient information to form an accurate description of each learner's progress and readiness for the next grade. Teachers should take cognisance of the following:

- Some learners start off the year doing well as the work in the first term is often revision of the previous year's work. However as the year progresses and the concepts become more challenging, their progress is not maintained. These learners may have obtained a 7 in Term 1, a 6 in Term 2, a 4 in Term 3 and a 1 in Term 4. If these codes are aggregated, the learner will progress in spite of falling further and further behind. By using Term 3 and 4 codes, it will be evident that the learner needs to be retained.
- Some learners start off the year making slow progress, but as they mature and their cognitive skills improve, they begin to make rapid progress. These learners may have obtained a 1 in Term 1, a 1 in Term 2, a 2 in Term 3 and a 6 in Term 4. If these codes are aggregated, the learner will not progress in spite of showing positive improvement. By

using Term 3 and 4 codes, it will be evident that the learner needs to progress to the next grade.

- Some learners may not be consistent in their progress due to external factors such as health, social problems and so on. When aggregating the four terms codes, these learners may be disadvantaged and attention should be focussed on the context of the learner rather than the codes when making a decision on progression.

Although Terms 3 and 4 Formal Assessment Tasks should be used for progression purposes, Terms 1 and 2 may serve as a reference when taking the complete learner and their context into account when making a final decision. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING GRADES R TO 3

| RATING CODE | DESCRIPTION OF COMPETENCE | PERCENTAGE |
|--------------------|----------------------------------|-------------------|
| 7 | Outstanding achievement | 80 – 100 |
| 6 | Meritorious achievement | 70 – 79 |
| 5 | Substantial achievement | 60 – 69 |
| 4 | Adequate achievement | 50 – 59 |
| 3 | Moderate achievement | 40 – 49 |
| 2 | Elementary achievement | 30 – 39 |
| 1 | Not achieved | 0 - 29 |

8.ASSESSMENT IN GRADE R

In Grade R SBA is 100 % formative assessment which happens continuously. Learning and teaching experiences in Grade R are based on the principles of **integration and play-based learning**. It is for this reason that only informal assessment activities have been included for Grade R in the Curriculum and Assessment Policy Statement (CAPS). Formative assessment (informal assessment) is informed through observation, oral and practical activities.

In Grade R most of the assessment takes place through observation with the teacher recording the scores of the assessment using a checklist and rubric. Thus, as the year progresses a full picture of each child complete with challenges and strengths is gradually built. This allows for challenges to be addressed and strengths to be maximised.

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 Mathematics includes cognitive development and perceptual-motor 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”).

Most of the assessment takes place through observation with the teacher observing 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.

Learners should be given adequate opportunities to demonstrate *what they know, can do and show* orally, practically and physically through informal assessments which will enable the teacher to track and monitor the learner’s progress from term to term until the end of the year. The results of these informal assessments should be recorded using a checklist and rubric which will be used to record and report every term each learner’s progress in terms of the 7-point scale for Home Language, Mathematics and Life Skills.

8.1 Tracking of Perceptual Development

It is suggested that a perceptual developmental checklist be used to track learner's perceptual development from term to term and the same checklist should be used throughout the year. This checklist can be used to inform reporting to parents and other stakeholders etc.

8.2 RECORDING AND REPORTING

Formative assessment is recorded and reported and used for progression. Assessment is integrated across all 3 subjects. The following tools and methods are recommended for the recording and reporting process.

| 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 |

An observation booklet should be used by a teacher/practitioner to keep track of each learner's holistic development throughout the term and year.

Suggested Rubrics for scoring

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. |

Home Language: Rubric 2: Draws or paints pictures to convey messages related to a story that is told or read during creative art activities

| | |
|--|---|
| | Good concentration. The drawing reflects - all the details to convey the message. |
| | Selectively listens to the story and is unsure when he /she needs to draw a picture. |
| | Unable to concentrate when listening to a story, therefore unable to and/or struggles to draw a |

| | |
|--|----------|
| | picture. |
|--|----------|

Home Language: Rubric 3: Identifies similarities and differences in terms of colour, size and shape (only 1 attribute)

| | |
|--|---|
| | Can distinguish similarities and differences in terms of 1 attribute. |
| | Unable to identify similarities and differences. |

Home Language: Rubric 4: Tells stories and retells stories of others in own words

| | |
|--|--|
| | Very good at telling the story and retelling the story in own words. |
| | Attempts to retell a story in own words. |
| | Struggles to retell the story in own words. |

| Activities | Skills for informal assessment | Forms of Assessment | Assessment Tool | Assessment Method | Date to be completed | Date completed |
|------------|--|---------------------|-----------------|--------------------|-------------------------------|----------------|
| 1 | <ul style="list-style-type: none"> Listens attentively to simple questions, announcements and responds appropriately | OBSERVATION | Rubric 1 | Oral | On or before the end of term. | |
| 2 | <ul style="list-style-type: none"> Distinguishes aurally between different letter sounds especially at the beginning of own name | | Checklist | Oral | | |
| 3 | <ul style="list-style-type: none"> Draws or paints pictures to convey messages during creative art activities such as a personal experience | | Rubric 2 | Practical and oral | | |
| 4 | <ul style="list-style-type: none"> Identifies similarities and differences | | Rubric 3 | Oral | | |
| 5 | <ul style="list-style-type: none"> Tells stories and retells stories of others in own words | | Rubric 4 | Oral | | |




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 name 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 | Weightings = 100 % Life Skills |
| Date | | | | | | | | | | | | | | |
| Names of learners | | | | | | | | | | | | | | |

Checklist: Term 1

| Subject | Home Language | Mathematics | | | Life Skills | | |
|---|---|--|---|---|--|--|--|
| <p align="center"> ✓ - 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 | | | | | | | |

General and Perceptual Development Checklist: Term 1

| | |  I mastered the skill completely (✓) |  I am getting there (•) |  I struggle to master the skill, but still trying (x) |
|---|----------------|---|--|--|
| | Learners names | adapted easily in the Grade R class | has a lot of energy and enjoys Grade R | loves to help in class |
| | | 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 |
| | | and | likes to thread beads and buttons | can imitate sound heard – sounds around the house and school (bell, water, running, etc.) |
| | | eyes only, | 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 piece 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 |
| 1 | | | | |
| 2 | | | | |

