









FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

MR'HM MWELI DIRECTOR-GENERAL DATE: 13/09/3019

The Programme of Assessment (POA) for Grades 1 to 3 is aligned to the Curriculum and Assessment Policy Statement (CAPS). The POA for each term includes exemplar **Assessment frameworks** which give an overview of the skills and concepts which should be assessed in each term. **Assessment frameworks** are useful tools for **planning an assessment task or an activity** and must not be limited to written tests only. Assessment frameworks should enable the teacher to identify the following:

- content, knowledge, concepts and skills that need to be assessed;
- forms of assessment that will be relevant for the assessment activity;
- design of the activity (questions and cognitive levels);
- recording tools that will be used; and
- resources that can be used for the assessment task.

The assessment tasks for each term has been repackaged into an Assessment Framework which gives a comprehensive overview of the concepts/skills to be assessed, the forms of assessment and the assessment tools to be used as well as an indication of when the assessment activities should be done. Assessment tasks in Mathematics need to include activities and exercises that are not language based, and not reading dependent, to reflect the real abilities of these learners. However, cognisance should also be taken of what is being assessed. Certain knowledge and skills are best assessed with particular forms of assessment. Different forms of assessments are appropriate to assess the skills and concepts necessary for different topics.

The Assessment Framework gives an overview of the concepts and skills to be assessed in all five topics in each term. The activities cover both Assessment for learning (informal assessment) and Assessment of learning (formal assessment) for the term. However, not everything in the curriculum needs to be *formally assessed or formally* reported on. Numbers, Operations and Relationships make up 65%; 60% and 58% of Mathematics in Grades 1 – 3 respectively. This means that about 60% of the formal assessment each term and for the year should be focused on Numbers, Operations and Relationships.

The formal assessment activities should *not be seen* as a *single event or test*. Some of the criteria can be assessed at the same time, but others will be assessed at different times. For example, if learners' skip counting skills are being assessed, their ability to do the following could be assessed in the same exercise or event:

- Complete counting sequences
- Say, read and write number symbols
- Counting forward and backward in multiples of 10s, 5s, 2s etc.

The formal assessment should reflect a variety of forms of assessment such as oral, practical observation and written activities. These may be short activities that are aggregated to make up a task that are completed over a few sessions. Assessment activities should be done in many ways to ensure that each learner is able to demonstrate what he or she has learnt, knows and can do through:

- one-on-one engagements with the teacher with respect to Mental Mathematics, rapid recall of number bonds, verbalising a problem solving strategy, an oral response to a Mathematics poster;
- practical activity (sorting out concrete objects according size, shape, quantity, etc.);
- completing a written activity independently;
- individual response to problem solving.

For example, if an assessment task includes both solving problems by grouping or sharing, and assessing learners' ability to measure capacity; it is more likely that these aspects of Mathematics will be assessed at different times and in different ways.

The forms of assessment used should be age and developmentally appropriate. Formal assessments must cater for a range of cognitive levels and abilities of learners.

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

- the content, concepts and skills that are being assessed are aligned to curriculum and are grade appropriate;
- 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 are available for learners to enable them to complete the activity;
- the evidence is recorded (checklists, rubrics, learner's class work books, worksheets, etc.);
- scores are recorded and are aggregated to inform the learner's achievement level in each term,
- follow up interventions for under-performing learners and enrichment activities for top performing are catered for .

IMPLEMENTATION OF SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEMS

(SA-SAMS)

The weightings in the CAPS will be used to inform the implementation of SA-SAMS in Grades 1 to 3. Table 2 indicates the weightings to be used in SASAMS.

TABLE 2: IN	TABLE 2: IMPLEMENTATION OF SA-SAMS AND WEIGHTING OF CONTENTS AREAS										
(Contont Aroa		Weightin	gs per	Cont	tent Area	SA-S	AMS weigh	ntings		
, c	Jonleni Area		Grade 1	Grade	e 2	Grade 3	Grade 1	Grade 2	Grade 3		
Numbers, Opera	;	65%	60%	6	58%	65%	60%	58%			
Patterns, Function		10%	10%	6	10%	10%	10%	10%			
Space and shap	e		11%	13%	6	13%	11%	13%	13%		
Measurement			9%	12%	6	14%	9%	12%	14%		
Data Handling		5%	5%)	5%	5%	5%	5%			
Aggregate	Т	erm 2: 25%			Term 3: 259	%	Term 4:	25%			

Table 3 gives an overview of the number of the suggested activities which should be assessed formally in each of the five Content Areas in Terms 1 to 4 in each grade. This mapping will inform the capturing of the assessment data on SASAMS for Mathematics in Grades 1 to 3.

	TABLE 3 : Overview of	of the Programme of Assessme	ent: Suggested Recordings for	SASAMS							
	Grade 1										
Content areas	Term 1	Term 2	Term 3	Term 4							
Numbers Operations and Relationships	2 Orals and 1 Practical 1 Written	2 Orals and Practicals 1 Written	3 Orals and 2 Practicals 1 Written	1 Oral and Practical 1 Written							
Patterns, Functions and Algebra	1 Oral and practical 1 Written	1 Oral and practical 1 Written	1 Oral and practical 1 Written	1 Written							
Space and Shape	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical 1 Written							
Measurement	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical	1 Oral and Practical							
Data Handling	1 Oral and Practical	1 Written	1 Oral and Practical	1 Written							
		Grada 2									
Content erece	Torm 1		Torm 2	Torm 4							
Content dreas											
and Relationships	1 Written	1 Written	1 Written	1 Written							
Patterns, Functions and Algebra	1 Written	1 Oral and practical 1 Written	1 Written	1 Written							
Space and Shape	1 Oral and Practical	1 Oral and Practical 1 Written	1 Oral and Practical 1 Written	1 Written							
Measurement	2 Orals and Practicals	1 Oral and Practical 1 Written	1 Written	1 Written							
Data Handling	1 Written	1 Written	1 Written	1 Written							

	Grade 3										
Content areas	Term 1	Term 2	Term 3	Term 4							
Numbers Operations	2 Orals and 1 Practical	3 Orals and 1 Practical	2 Orals and 1 Practical	2 Orals							
and Relationships	1 Written	1 Written	1 Written	1 Written							
Patterns, Functions and Algebra	1 Oral 1 Written	1 Written	1 Oral 1 Written	1 Written							
Space and Shape	1 Written	1 Oral and Practical 1 Written	1 Oral and Practical 1 Written	1 Written							
Measurement	2 Orals and Practicals 1 Written	1 Written	1 Written	1 Oral and Practical							
Data Handling	1 Written	1 Written	1 Written	1 Written							

Grade 1

Mathematics: Programme of Assessment: Grade 1: Ierm 1 Content Area Skills and knowledge assessed Form of Assessment Assessment Tool Score Date to be completed Date (completed) • Counting • Counts out 10 objects reliably, saying the names in sequence • Count forwards and backwards in ones from any number between 1 and 20 Mental Maths Oral Rubric 5 By end of the Term • Count forwards and backwards in ones from any number between 1 and 20 Mental Maths Oral Oral Rubric 5 • Count forwards and backwards in ones from any number between 1 and 20 Mental Maths Compare numbers up to 10 and say which is 1 and 2 more or less. Oral Oral Rubric 5 By end of the Term • Order Numbers (using a number line line) Number symbols and names • Writes number names up to 5 Written Class work book/ Worksheet 5 By week 8							
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	 Follows directions and instructions to place one object in relation to another. 								
	 3D objects Describes, sorts and compares 3-D objects in terms of size, colour Recognises and names 3-D objects - ball shapes (spheres), box shapes (prisms) 		Checklist	n/a					
t	 Time Orders regular events Daily Routine Describes when something happens using language e.g. morning, afternoon, night, early, late Telling the time Names and sequence days of week and months of year 		Checklist	n/a					
Measureme	 Time Orders regular events Daily Routine Describes when something happens using language e.g. morning, afternoon, night, early, late Telling the time Names and sequence days of week and months of year 	Oral and Practical	Checklist	n/a	By end of the Term				
	 Mass - non-standard measures Measures and compares mass of three or more objects.: Uses language heavy/light; lighter, heavier 		Rubric	5					
Data- handling	 Collects and sorts everyday physical objects according to criteria given by teacher Represents data Draws a picture of the sorted objects and describes the sorted collection 	Oral and Practical	Checklist	n/a					
Teacher Grade 1 I should in workshee	Teacher note: Grade 1 learners cannot be expected to do a long written activity. The written activities may be divided into 2 or 3 smaller parts and done in small groups . Written activities should include at least 1 example of each skill/concept and should be done in a worksheet format. The skills to be assessed in a written format should be done in 1 worksheet for Numbers, Operations and Relationships and Patterns. For Word problems refer to the problem types in CAPS Pages 45-46.								
IUIAL	SLUKE			35					
Scores wil	Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.								

Mathematics: GRADE 1: TERM 1: Checklist												
	Num	nbers, C Relatio	Operations & onships	Patterns, Functions & Algebra	Space & Shape		Meas	urement		Da hano	ita- dling	Comments
 - achieved - not yet - almost 	Count forwards and backwards in ones from any number between 1 and 20	Mental Maths: Compare numbers up to 10 and say wnicn one and ∠ more or less	Solves word problems in context and explains own solution to problems involving addition, subtraction, repeated addition, equal sharing and grouping with answers up to 5	Copies, extends and describes in words simple patterns made with physical objects, by drawings	3D objects Describes, sorts and compares 3-D objects in terms of size, colour Recognises and names 3-D objects - ball shapes (spheres), box shapes (prisms)	Orders regular events Daily Routine	Describes when something happens using language e.g. morning, afternoon, night, early, late	Names and sequences days of week and months of year	Measures length, width or height using informal measures: Uses language to talk about the comparison	Collects and sorts everyday physical objects according to criteria given by teacher	Draws a picture of the sorted objects and describes the sorted collection	
Date												
Names of learners												
2												
3												
4												
5												<u> </u>
6		1		<u> </u>								
7	1											
8	1											
9		1										
10		1										
11												

Mathematics: GRADE 1: TERM 1: Scores using rubrics and written recording – Recording Sheet										
		Numbers, Ope	rations & Relati	onships		Patterns, Functions & Algebra	Space & Shape	Measurement	Comments	
	Oral and Practical : Counting Counts out 10 objects reliably, saying the names in sequence	Written : Order Numbers Describes, and orders numbers to 5	Written: Number symbols and names Writes number symbols up to 5, Recognises and identifies number names up to 5	Written: Context Free Calculations Adds up to 5, Subtracts from 5 (no operational symbols) using techniques like drawing and concrete number line	Total	Written : Number Patterns Copy, extend and describe simple number sequences to at least 20. (counting forward and backward)	Oral and Practical Position &direction Describes the position of one object in relation to another Follows directions and instructions to place one object in relation to another.	Oral and Practical : Mass Measures and compares mass of three or more objects		
Date										
Score	5	5	5	5	20	5	5	5		
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Mathematics: Grade 1 :Term 1 Suggested Rubrics											
Numbers, Operations & Relationships											
Activity (oral)	1	2	3	4	5						
Counts out 10 objects reliably,	Counts out 2-3 objects,	Counts out 4-5 objects, saying	Counts out 6-7 objects, saying the	Counts out 8-9 objects reliably,	Counts out 10 objects						
saying the names in sequence.	saying the names in	the names in sequence.	names in sequence.	saying the names in sequence.	reliably, saying the						
	sequence. Counts number				names in sequence						
	by saying them randomly.				with speed and						
					accuracy.						
		Space & S	hape								
Activity (practical) 1 2 3 4 5											
Follows directions and instructions	Able to point out objects	Follows directions and	. Follows directions and	Follows directions and	Follows directions and						
to place one object in relation to	mentioned but does not have	instructions to place one object in	instructions to place one object in	instructions to place one object	instructions to place						
another. Describes at least 4	the language to describe the	relation to another and describes	relation to another and describes 2	in relation to another and	one object in relation						
positions of one object in relation	positional relationship or	2 of 4 positions of the object	of 4 positions of the object using	describes 3 of 4 positions of	to another and						
to another using language such as	follow the instructions.	using language	correct language	the object using correct	describes 4 positions						
next to, on top, under, in front				language	of the object using						
					correct language						
		Measuren	nent								
Activity (practical)	1	2	3	4	5						
Mass - non-standard measures	Needs support to identify	Measures mass of three objects	Measures and compares mass of	Measures and compares mass	Measures and						
Measures & compares mass of	and use language to	but needs support with language	three or more objects and knows	of three or more objects and	compares mass of						
three or more objects & knows &	compare heavy/light etc	to talk about 1 of 4 comparisons	and uses language to talk about 2	knows and uses language to	three or more objects						
uses language to talk about 4			of 4 comparisons	talk about 3 of 4 comparisons	and knows and uses						
comparisons language				correctly	language correctly to						
heavy/light; lighter, heavier					talk about 4						
					comparisons						

	Mathematics: Programme of Asses	sment: G	rade 1 : Te	erm 2		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	Counting Counts out objects reliably to 20 Counts forwards and backwards in 1s between 1 up to 50 Counts forwards in multiples of 10s and 5s up to 50 Mental Maths Compare numbers up to 10 and say which is 1 and 2 more or less Practise number bonds to 5	Oral	Checklist	n/a	By end of the Term	
ttionships	 Number Concept Development Write number symbols 1 to 10 Write number names 1 to 10 Uses language to describe relative size of numbers: before, after, between Orders numbers 1 – 10 from smallest to greatest 	Written	Class work book/ Worksheet	5	By Week 8	
nd Rela	 Recognise, identify and read number symbols 1 to 50 Compares the size of numbers up to 10 using language e.g. more than, fewer than etc. 	Oral	Checklist	n/a	By end of Term	
rs, Operations ar	 Solve Problems in context Involving addition, subtraction with answers up to 10 using one of the following: apparatus & - drawings number lines (at least 1 addition and subtraction word problem to be formally assessed in the Term) 	Written	Class work book/ Worksheet	5	By Week 8	
Numbei	 Equal sharing and grouping with whole numbers up to 10 and with answers that may include remainders using: apparatus & drawings 	Practical	Checklist	n/a	By end of Term	
	 Calculations (Context free) Does addition up to 10 Does subtraction from any number 10 or fewer Does repeated addition to 10 using one of the following (apparatus & drawings) Write number sentence using +, - 	Written	Class work book/ Worksheet	5	By Week 8	
	Money Recognises South African currency coins 10c, 20, 50c, R1, R2; R5	Practical	Rubric	5	By end of the Term	

tterns, ictions Idgebra	Geometric Patterns Copy, extend and describe in words simple patterns made with physical objects simple patterns made by drawings lines, shapes or objects	Oral, and practical	Checklist	n/a	By end of the Term	
Pat Fun & A	 Number Patterns Completes number sequences of counting in 1's up to 50 forwards and backwards Completes number sequences of counting in 10's up to 50 forwards and backwards 	Written	Class work book worksheet	5	By Week 8	
e & pe	 2 - D shapes Identifies and names 2-D shapes - circles, triangles, squares 	Oral and	Rubric	5	By Week 8	
Spac Sha	 Describes, sorts and compares 2-D shapes in terms of size, colour, straight, sides, round sides 	Practical	Checklist	n/a	By end of the Term	
It	Capacity/ volume Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures using language full, empty etc		Rubric	5		
Measuremen	 Passing of time Compares lengths of time using language e.g. longer, shorter, faster, slower Sequences events using language such as yesterday, today, tomorrow Telling the time Describes when something happens using language e.g. morning, afternoon, night, early, late Names and sequences days of week and months of year 	Oral and Practical	Checklist	n/a	By end of the Term	
Data- handling	 Represent sorted objects Collects and sorts everyday physical objects. Draws a picture of the sorted objects and give reasons for how the collection was sorted 	Written	Class work book Worksheet	5	By Week 8	
Teacher I Grade 1 le should ind workshee	note : earners cannot be expected to do a long written activity. The written activities may be c clude at least 1example of each skill/concept and should be done in a worksheet forma t for Numbers, Operations and Relationships , Patterns and Data Handling. For Word p	livided into 2 or 3 t. The skills to b problems refer to	3 smaller parts and be assessed in a w o the problem type	d done in ritten form s in CAPS	small groups. Wi nat should be do 2 Pages 45-46.	ritten activities ne in 1
TOTAL	SCORE			40		
Scores will	be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for	r the report card.				

			Math	nematics: (GRADE 1: ⁻	FERM 2: Cheo	cklist			
		Numbe	ers, Opera	tions & Relations	hips	Patterns, Functions & Algebra	Space & Shape	Mea	surement	Comments
 - achieved - not yet - almost 	Counts out objects reliably to 20	Counts forwards and backwards in 1s between 1 up to 50, Counts forwards in multiples of 10s and 5s up to 50	Compare numbers up to 10 and say which is 1 and 2 more or less Practise number bonds to 5	Equal sharing and grouping with whole numbers up to 10 and with answers that may include remainders by one of the following: - apparatus & - drawings	Recognise, identify and read number symbols 1 to 50, Compares the size of numbers up to 10 using language e.g. more than, fewer than etc.	Geometric Patterns Copy, extend and describe in words simple patterns made with physical objects simple patterns made by drawings lines, shapes or objects	Describes, sorts and compares 2-D shapes in terms of size, colour, straight, sides, round sides	Passing of time Compares lengths of time using language e.g. longer, shorter, faster, slower Sequences events using language such as vesterdav. todav. tomorrow	Telling the time Describes when something happens using language e.g. morning, afternoon, night, early, late, Names and sequences days of week and months of year	
Date										
Names of learners										
1										
2										
	——									
5										
6										
7										
8										
9										
10										
11							1			

	Mathematics: GRADE 1: TERM 2: Scores using rubrics and written recording – Recording Sheet										
				Numbers, Operation Relationships	s &		Patterns, Functions & Algebra	Space & Shape	Measurement	Data - handling	Comments
		Oral and Practical Recognises South African currency coins	Written: Number Concept Development Write number symbols 1 to 10, Write number names 1 to 10, Uses language to describe relative size of numbers: Orders numbers	Written: Calculations (Context free) Does addition up to 10 Does subtraction from any number 10 or fewer, Does repeated addition to 10 using one of the following (apparatus & drawings) Write number sentence using +, -	Written: Solve Problems in context Involving addition, subtraction with answers up to 10	Total	Written Completes number sequences of counting in 1's up to 50 forwards and backwards Completes number sequences of counting in 10's up to 50 forwards and backwards	Oral and Practical 2 - D shapes Identifies and names 2-D shapes	Oral and Practical Capacity/ volume Estimates, measures, compares, orders and records the capacity of containers by using non standard measures using language	Written Collects and sorts everyday physical objects. Draws a picture of the sorted objects and give reasons for how the collection was sorted	
	Date	5	E	E	E	20	5	5	5	5	
Nar	ocore	C	5	5	5	20	J	5	5	5	
1											
2											
3											
4											
5											
6		<u> </u>									
/		<u> </u>									
ð 0											
9											
11											
12											
12											

	Mathematics: Grade 1 :Term 2 Suggested Rubrics											
Numbers, Operations & Relationships												
Activity (oral)	1	2	3	4	5							
Money Recognises the 6 South African currency coins 10c, 20, 50c, R1, R2; R5	Is able to recognise 2 of the 6 South African currency coins with support	Recognises 3 of the 6 South African currency coins correctly	Recognises 4 of the 6 South African currency coins correctly	Recognises 5 of the 6 South African currency coins correctly	Recognises the 6 of the South African currency coins correctly							
	Space & Shape											
Activity (practical)	1	2	3	4	5							
2 - D shapes Identifies and names 2-D shapes - circles, triangles, squares	Is only able to identify a circle	Identifies 2-D shapes - circles, triangles, squares but confuses the names	Identifies and names 2-D shapes - circles, triangles, squares correctly	Identifies and names 2-D and describes 2 properties shapes - circles, triangles, squares correctly	Identifies names and describes 3 properties of 2- D shapes - circles, triangles, squares correctly							
		Measu	rement									
Activity (practical)	1	2	3	4	5							
Capacity/ volume Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures using language full, empty etc	Needs support to recognise the capacity of a container that is full /empty	Measures and compares the capacity of containers with support.	Estimates ,measures, and compares the capacity of containers correctly	Estimates, measures and compares the capacity of containers and using language correctly to talk about comparisons	Estimates, measures, compares, orders and records the capacity of containers using language correctly to talk about comparisons							

	Mathematics: Programme of Assessment: Grade 1 : Term 3											
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed						
	 Counting Estimates and counts out objects reliably to 40 by using the strategy of grouping Counts forwards and backwards in Ones from any number between 0 and 80 Counts forwards in multiples of 10s , 2s and 5s between 0 and 80 	Quel	Checklist	n/a	Du and af the							
sd	Mental Maths ■ Recalls addition and subtraction facts to 5	Urai	Rubric	5	Term							
telationshi	 Number symbols and number names Recognises, identifies, reads and writes number names 1 to 10 Reads number symbols 1 to 80 		Checklist	n/a								
erations and F	 Writes number symbols 1 to 20 Compares and orders numbers Describe and order numbers: from smallest to greatest and greatest to smallest, before, after, in the middle/ between using the number line 0 – 15 	Written	Class work book/ Worksheet	5	By Week 8							
mbers, Op	 Place value Recognises the place value of numbers 11 to 15 Decomposes two-digit numbers into ten and ones. 	Oral and practical	Checklist	n/a	By end of the Term							
Nu	 Solve Problems in context involving addition, subtraction with answers up to 15 using one of the following: apparatus, drawings, number lines supported by concrete and explain solutions to problems Solve word problems in context and explain own solution to problems involving repeated addition with answers up to 15. 	Written	Class work book/ Worksheet	10	By Week 8							

	 Solve Problems in context Equal sharing and grouping with whole numbers up to 15 and with answers that may include remainders by one of the following: apparatus & drawings 	Oral and practical	Rubric	5	By end of the Term	
	 Context free calculations Does addition, repeated addition and subtraction up to 15 using one of the following: apparatus, drawings, number lines, doubling and halving Writes a number sentence using +, = 	Written	Class work book/ Worksheet	10	By Week 8	
erns, tions gebra	 Geometric patterns Copies, extends and describes in words simple patterns made with physical objects, by drawings lines, shapes or objects 	Written	Class work book/ Worksheet	5	By Wook 8	
Patte Func & Alę	 Number patterns Copies, extends and describes simple number sequences In 1s, 10s, 5s, 2s to at least 80 	Oral and Practical	Checklist	n/a	by week o	
ace & hape	 3-D objects Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll/ objects that slide 	Practical and	Rubric	5	By end of the	
Sp	SymmetryRecognises and draws line of symmetry in 2-D geometrical and non-geometrical shapes.	Oldi	Checklist	n/a	Term	
Measurement	 Length Estimates, measures, compares, orders and records length using non-standard measures Uses language to talk about the comparison 	Oral and Practical	Rubric	5	By end of the Term	
Data- handling	Collect and organise data Answers questions about data in pictograph	Oral and Practical	Checklist	n/a	By end of the Term	

Teacher note:

Grade 1 learners cannot be expected to do a long written activity. The written activities may be divided into 2 or 3 smaller parts and done in small groups. Written activities should include at least 1 example of each skill/concept and should be done in a worksheet format by Week 8 and the duration should be 30-40 minutes. The skills to be assessed in a written format should be captured on 1 worksheet for Numbers, Operations and Relationships and Patterns. For Word problems refer to the problem types in CAPS Pages 45-46.

TOTAL SCORE

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 1: TERM 3: Checklist												
	Number	s, Opera	tions & Re	lationships				Patterns, Functions & Algebra	Space & Shape	Measurement	Data handling	Comments
 - achieved - not yet - almost 	Estimates and counts out objects reliably to 40 by using the strategy of grouping	Counts forwards and backwards in Ones from any number between 0 and 80	Counts forwards in multiples of 10s , 2s and 5s between 0 & 80	Recognises, identifies, reads and writes number names 1 to 10	Reads number symbols 1 to 80	Recognises the place value of numbers 11 to 15	Decomposes two-digit numbers into ten ones.	Copies, extends and describes simple number sequences In 1s, 10s, 5s, 2s to at least 80	Recognises and draws line of symmetry in 2-D geometrical and non-geometrical shapes	Estimates, measures, compares, orders and records length using non-standard measures Uses language to talk about the comparison	Answers questions about data in pictograph	
Date												
Names of learners												
2												
3												
4												
5	1											
6												
7												
8												
9												
10												
11												
12												

Mathematics: GRADE 1: TERM 3: Scores using rubrics and written recording – Recording Sheet										
			Numbers, Operations & Relat	tionships	Patterns, Functions & Algebra	Space & Shape	Measurement	Comments		
	Oral: Mental Maths Recalls addition and subtraction facts to 5	Written: Compares and orders numbers Describe and order numbers: from smallest to greatest and greatest to smallest, before, after, in the middle/ between using the number line 0 – 15	Written: Solve Problems in context Involving addition, subtraction with answers up to 15 using one of the following: apparatus, drawings, number lines supported by concrete and explain solutions to problems Solve word problems in context and explain own solution to problems involving repeated addition with answers up to 15.	Oral and Practical: Solve Problems in context Equal sharing and grouping with whole numbers up to 15 and with answers that may include remainders by one	Written: Context free calculations Does addition, repeated addition and subtraction up to 15, Writes a number sentence using +, =	TOTAL	Oral and Practical : Geometric patterns Copies, extends and describes in words simple patterns made with physical objects, by drawings lines, shapes or objects	Oral and Practical: 3-D objects Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll/ objects that slide	Practical : Length Estimates, measures, compares, orders and records length using non-standard measures Uses language to talk about the comparison	
Date	•									
Score	9 5	5	10	5	10	35	5	5	5	
Names of learners										
1										
2										
3										
4										
5										
6					ļļ					
8										
9										

Mathematics: Grade 1 :Term 3 Suggested Rubrics											
Numbers, Operations & Relationships											
Activity (oral)	1	2	3	4	5						
Mental Maths Recalls addition and subtraction facts to 5	Does not recall addition facts	Recalls addition facts to 2 with hesitation	Recalls addition and subtraction facts to 3 correctly	Recalls addition and subtraction facts to 4 correctly and rapidly	Recalls addition and subtraction facts to 5 correctly and rapidly						
Activity (oral)	1	2		4	5						
Solve Problems in context Equal sharing and grouping with whole numbers up to 15 and with answers that may include remainders by one of the following: apparatus & drawings	Needs support to do word problems involving sharing and grouping up to 5 using concrete apparatus	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 8 using concrete apparatus	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 10 and with numbers that may include remainders using concrete apparatus	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 12 and with numbers that may include remainders using concrete apparatus and apparatus.	Is able to solve word problems correctly involving equal sharing and grouping with whole numbers up to 15 and with numbers that may include remainders using apparatus drawings.						
		Space	& Shape								
Activity (practical)	1	2	3	4	5						
3-D objects Describes, sorts and compares 3-D objects in terms of 5 properties namely size, shape, colour, objects that roll/ objects that slide	Is able to sort 3 D objects according to size with support	Describes, sorts and compares 3-D objects in terms of size, colour , shape	Describes, sorts and compares 3- D objects in terms of 3 properties size , colour and shape	Describes sorts and compares 3-D objects in terms of: 4 properties size, colour, shape, objects that roll.	Describes, sorts and compares 3-D objects in terms of 5 properties size, colour , objects that roll, objects that slide correctly						
		Measu	urement								
Activity (practical)	1	2	3	4	5						
Length Measures length, width or height using informal measures: Knows and uses language to talk about 8 comparisons e.g. long, short, tall, wide and longer, shorter, taller, wider	Needs support to identify and use language to compare short/long, tall etc.	Measures length using informal measures and knows and 1 -2 comparisons but needs support to use the correct language to compare different lengths e.g. short/long	Measures length and height using informal measures and knows and uses language to talk about the 3 - 4 comparisons correctly	Measures length, width and height using informal measures and knows and uses language to talk about the 5-6 comparisons correctly	Measures length, width and height using informal measures and knows and uses language correctly to talk about 7- 8 comparisons						

	Mathematics: Programme of Asses	sment: G	rade 1 : Te	rm 4		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	 Counting Estimates and counts out objects reliably to 50 by using the strategy of grouping Counts forwards and backwards in Ones from any number between 0 and 100 Compares numbers up to 20 and say which is more or less. Mental Mathematics Number bonds to 10 	Oral and practical	Checklist	n/a	By end of the Term	
	 Counts forwards in 10s , 5s ,2s from any multiple of 10 between 0 and 100 		Rubric	5		
telationships	 Number symbols and number names Recognises, identifies, reads and writes number names 1 to 10. Reads number symbols 1 to 100. Writes number symbols 1 to 20. 			5		
Operations and R	 Compare and order numbers Describes, compares and orders numbers to 20 according to smaller than, greater than, more than, less than, is equal to before, after, in the middle/ between. Uses ordinal numbers to show order, place or position from first to tenth using the number line 0 – 20. 			5		
umbers,	 Place value Recognises the place value of numbers 11 to 19. Decomposes two-digit numbers into ten and ones. 	Written	Worksheet	5	By Week 8	
Z	 Problem solving Solves practical problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders by one of the following: apparatus, drawings, number lines Money: Solve money problems involving totals and change to R20 and in cents up to 20c 			5		
	 Context free Calculation Addition and subtraction and repeated up to 20 using one of the following: apparatus, drawing, building up and breaking down numbers, number lines, doubling and halving 			5		

Patterns, Functions & Algebra	 Number patterns Copies, extends and describes simple number sequences to at least 100 Completes number sequences of 10s , 5s ,2s from any multiple of 10 between 0 and 100 	Written	Class work	5					
tce & Shape	 3-D objects and 2 D shapes Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll / objects that slide Symmetry Recognises and draws line of symmetry in 2-D geometrical and non-geometrical shapes. 	Written	book/ Worksheet	5	By Week 8				
Spa	 2-D shapes Recognises and names 2-D shapes circles, triangles, squares 	Oral and Practical	Checklist	n/a	By end of the Term				
nent	 Telling the time Names and sequences days of week and months of year 		Rubric	5					
Measurer	Mass ■ Use language to talk about the comparison e.g. light, heavy, lighter, heavier	Oral and Practical	Checklist	n/a	By end of the Term				
Data- handling	Collect and organise data ■ Analyses and Interprets data in a pictograph	Written	Class work book/ Worksheet	5	By Week 8				
Teacher note: Grade 1 learners cannot be expected to do a long written activity. The written activities may be divided into 2 or 3 smaller parts and done in small groups. Written activities should include not more than 2 examples of each skill/concept and should be done in a worksheet format. The skills to be assessed in a written format should be done in 1 worksheet for Numbers, Operations and Relationships, Patterns, Shape and Space and Data Handling and the duration should be 30-40 minutes. For Word problems refer to the problem types in CAPS Pages 45-46.									

TOTAL SCORE

50

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 1: TERM 4: Checklist									
	Num	bers, Operations &	Relationships		Space & Shape	Measurement	Comments		
 - achieved - not yet - almost 	Counting Estimates and counts out objects reliably to 50 by using the strategy of grouping	Counts forwards and backwards in Ones from any number between 0 and 100	Compares numbers up to 20 and say which is more or less.	Mental Mathematics Number bonds to 10	2-D shapes Recognises and names 2-D shapes circles, triangles, squares	Mass Use language to talk about the comparison e.g. light, heavy, lighter, heavier			
Date									
1									
2									
3									
4									
5									
7									
8									
9									
10									
11									

Mathematics: GRADE 1: TERM 4: Scores using rubrics and written recording – Recording Sheet											
			Numbers, O		Patterns, Functions & Algebra	Space & Shape	Measure- ment	Data handling			
	Oral: Counts forwards in 10s , 5s ,2s from any multiple of 10 between 0 and 100	Written: Number symbols and number names Recognises, identifies, reads and writes number names 1 to 10. Reads number symbols 1 to 100. Writes number symbols 1 to 20.	Written: Compare and order numbers Describes, compares and orders numbers to 20 according to smaller than, greater than, more than, less than, is equal to before, after, in the middle/ between. Uses ordinal numbers to show order, place or position from first to tenth using the number line 0 – 20.	Written: Place value Recognises the place value of numbers 11 to 19. Decomposes two-digit numbers into ten and ones.	Written: Problem solving Solves practical problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders by one of the following: apparatus , drawings, number lines Money: Solve money problems involving totals and change to R20 and in cents up to 20c	Written: Context free Calculation Addition and subtraction and repeated up to 20 using one of the following: apparatus, drawing, building up and breaking down numbers, number lines. doubling and halving	TOTAL	Written: Number patterns Copies, extends and describes simple number sequences to at least 100, Completes number sequences of 10s , 5s ,2s from any multiple of 10 between 0 and 100	Written: 3-D objects Describes, sorts and compares 3-D objects in terms of: size / colour / objects that roll / objects that slide	Practical: Telling the time Names and sequences days of week and months of year	Written: Collect and organise data Analyses and Interprets data in a pictograph
Date											
Score	5	5	5	5	5	5	30	5	5	5	5
Names of learners											
2											
3											
5											
6									}		
7											
8											
9											

Mathematics: Grade 1 :Term 4 Suggested Rubrics											
Numbers, Operations & Relationships											
Activity (oral)	1	2	3	4	5						
Counts forwards in 10s ,5s , 2s from any multiple of 10 between 0 and 100	Counts forwards in 10s up to 60 with support	Counts forwards in 10s and 5s up to 70	Counts forwards in 10s and 5s from any multiple of 10 between 0 and 80 correctly	Counts forwards in 10s ,5s , 2s from any multiple of 10 between 0 and 90 correctly	Counts forwards in 10s ,5s , 2s from any multiple of 10 between 0 and 100 with speed and accuracy						
		Meas	surement								
Activity (practical)	1	2	3	4	5						
Telling the time Names and sequences days of week and months of the year	Knows the names of only a few days of the week	Knows the names of the days of the week but confuses the names of the months	Knows the names and days of week and months of year but confuses the sequence of the days and months	Knows the names and days of week and months of year but confuses the sequence of the months.	Names and sequences days of week and months of the year with speed and accuracy						

Grade 2

	Mathematics: Programme of Asses	sment: G	rade 2 : Te	rm 1		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Selationships	Estimate and count at least 100 everyday objects reliably Count forwards and backwards in: • 5s from any multiple of 5 between 0 and 100 • 2s from any multiple of 2 between 0 and 100 • 10s from any multiple of 10 between 0 and 100 Mental Maths: Recall addition and subtraction facts to 10 Number symbols and number names • Recognise, identify and read number symbols 0 to 200	Oral	Checklist	n/a	By the end of the term	
Numbers, Operations and F	 Write number symbols for the number values up to 100 Write number names for the number symbols up to 25 Compare and order whole numbers up to 25 Place value Decompose two-digit numbers of numbers 11 to 25 into multiples of 10 and ones/ units Context free calculations Addition and subtraction up to 20 Solves Problems in context solving Addition and subtraction up to 20 Repeated addition with answers up to 20 Grouping and sharing leading to division with whole numbers up to 20 that may include remainders 	Written	Class work book/ Worksheet	10	By Week 8	
Patterns, Functions & Algebra	 Geometric patterns Copy and extend simple patterns using physical objects and drawings Number patterns Completes number sequences in multiples of 2's, 5's.10's up to 100 	Written	Class work book/ Worksheet	5	By the end of the term	
Space & Shape	 3-D objects Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres)/ box shapes (prisms) Identify, sort and compare 3-D objects in terms of size/ objects that roll/ objects that slide 	Oral and practical	Rubric	5	By the end of the term	

surement	 Telling the time Place birthdays, religious festivals, public holidays, historical events, school events on a calendar Tell 12-hour time in hours and half hours on analogue clocks Calculate length of time and passing of time using clocks to calculate length of time in 	Oral and Practical	Checklist	n/a	By the end of the term			
Mea	hours or half hours							
	 Length Estimate, measure, compare, order and record length using non-standard measures 		Rubric	5				
Data- handling	 Represent data in pictograph with one-to-one correspondence and answer questions 	Written	Class work book/ Worksheet	5	By the end of the term			
Teacher note: Written examples should include at least 1-2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships Patterns and Data Handling should be done in 1 worksheet format and the duration should be 30-35 minutes. The written assessment should be mediated and done in small groups (1 group per day) For Word Problems refer to the problem types in CAPS pages 61 -62								
TOTAL	TOTAL SCORE 40							
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card								

Mathematics: GRADE 2: TERM 1: Checklist											
		Numbers, Operations & Relationships						Shape and Measurements Space			Comments
 - achieved - not yet - almost 	Estimate and count at least 100 everyday objects reliably	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 100	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 100	Count forwards and backwards in: 10s from any multiple of 10 between 0 and 100	Mental Maths: Recall addition and subtraction facts to 10	Number symbols and number names Recognise, identify and read number symbols 0 to 200	Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres)/ box shapes (prisms)	Place birthdays, religious festivals, public holidays, historical events, school events on a calendar	Tell 12-hour time in hours and half hours on analogue clocks	Calculate length of time and passing of time using clocks to calculate length of time in hours or half hours	
Date											
Names of learners											
2											
3											
4											
7											
8											
10											
12											
13											
	I										

	Mathematics: GRADE 2: TERM 1: Scores using rubrics and written recording– Recording Sheet											
Numbers, Operations & Relationships							Patterns, Functions & Algebra	Space & Shape	Measurement	Data handling	Comments	
		Written: Write number symbols for the number values up to 100,Write number names for the number symbols up to 25	Written: Compare and order whole	Written: Context free calculations Addition and subtraction up to 20	Written Solves Problems in context solving : Addition and subtraction up to 20, Repeated addition with answers up to , 20 . Grouping and sharing leading to division with whole numbers up to 20 that may include remainders	Written Place value Decompose two-digit numbers of numbers 11 to 25 into multiples of 10 and ones/ units	Total	Written Geometric patterns: Copy and extend simple patterns using physical objects and drawings Number patterns Completes number sequences in multiples of 2's, 5's.10's up to 100	3-D objects Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres)/ box shapes (prisms) Identify, sort and compare 3-D objects in terms of size/ objects that roll/ objects that slude that slude	Length Estimate, measure, compare, order and record length using non-standard measures	Written Represent data in pictograph with one-to-one correspondence and answer questions	
	Dat	9										
	Scor	9	10	1	10		20	5	5	5	5	
Name	es of learners											
2												
2												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Mathematics: Grade 2 :Term 1 Suggested Rubrics										
Space and Shape										
Activity (oral)	1	2	3	4	5					
3-D objects Identify, sort and compare 3-D objects in terms of size/ objects that roll/ objects that slide (5 3 D objects)	Attempts to sort 3 –D's according to size.	Is able Identify, sort and compare correctly: 2 3-D objects in terms of size	Is able Identify, sort and compare correctly: 3 3-D objects in terms of size and objects that roll,	Is able Identify, sort and compare correctly: 4 3-D objects in terms of size, objects that roll, and objects that slide	Is able Identify, sort and compare correctly: 5 3-D objects in terms of size, objects that roll, and objects that slide					
		Measu	ırement							
Activity (oral)	1	2	3	4	5					
Length Estimate, measure, compare, order and record length using non- standard measures	Needs assistance to estimate, measure, compare, order and record length using informal units to measure 1 object	Able to estimate, measure, compare, order and record length using informal units to measure 2 objects	Confidently and correctly estimates, measures, compares, orders and records length using non-standard measures to measure 3 objects	Confidently and correctly estimates, measures, compares, orders and records length using non- standard measures to measure 4 objects	Confidently and correctly estimates, measures, compares, orders and records length using non-standard measures to measure 5 objects					

	Mathematics: Programme of Asses	sment: G	rade 2 : Te	rm 2		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	Estimate and count at least 150 everyday objects reliably Count forwards and backwards in: 1s from any number between 0 and 150 10s from any multiple of 10 between 0 and 150 5s from any multiple of 5 between 0 and 150 2s from any multiple of 2 between 0 and 150 Identify, recognise and read number symbols 0 to 150 Mental Mathematics	Oral	Checklist	Checklist n/a		
sdin	Recall addition and subtraction facts to 10					
Numbers, Operations and Relationsh	Compare numbers to 50 and say which is 1/2/3/4 more/less Number Concept development Write number symbols of given number values up to 150 Write number names up to 50 Describe, compare and order numbers to 50 Recognise place value of numbers 11 to 50 Solve word problems in context		Checklist	10	By Week 8	
	 Addition and subtraction and explain own solution to problems involving addition and subtraction with answers up to 50. repeated addition leading to multiplication with answers up to 30 problems involving equal sharing and grouping up to 30 with answers that may include remainders 	Written	Class work book/ Worksheet			
	 Context free calculations Add to 50, Subtract from 50 Multiply numbers 1 to 10 by 2 and 5 Use appropriate symbols (+,×, =, □) Doubling and halving, 			10		

	 Money Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50 	Oral and Practical	Checklist	n/a				
	FractionsEqual sharing leading to solutions that include unitary fractions e.g. half	Oral and Practical	Checklist	n/a				
erns, tions gebra	 Geometric patterns Describe in words simple patterns made with physical objects, drawings, of lines, shapes or objects, groups of shapes are repeated in, exactly the same way 	Oral and Practical	Checklist	n/a	By Week 8			
Patte Func & Alç	 Number patterns Copy, extend and describe simple number sequences to at least 150. Counting forwards and backwards in: 2's; 3's and 4's up to 150 	Written	Class work book/ Worksheet	5	By end of the Term			
lape	 Language of position Describe the position of one object in relation to another 	Oral and Practical	Checklist	n/a	By end of the Term			
pace & Sh	 2-D shapes Recognise and name 2-D shapes – circles/ triangles/ squares/ rectangles. Symmetry 	Written	Class work book/ Worksbeet	5	By Week 8			
ى س	 Recognise and draw line of symmetry in 2-D geometrical shapes. 		WorkSheet					
ment	Time Calculate length of time and passing of time Use clocks to calculate lengths of time in hours or half hours 	Written	Class work book/ Worksheet	5	By Week 8			
Measure	 Mass Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures Use language to talk about the comparison e.g. light, heavy, lighter, heavier 	Oral and Practical	Rubric	5	By end of the Term			
Data- handling	 Answer questions from a pictograph with one-to-one correspondence 	Written	Class work book/ Worksheet	5	By Week 8			
Teacher note: Written examples should include at least 1-2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships Patterns, Shape and Space, Measurement and Data Handling should done in 1 worksheet format and the duration should be 30-35 minutes. The written assessment should be mediated and done in small groups (1 group per day) For Word Problems refer to the problem types in CAPS pages 61 -62								

TOTAL SCORE Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.
Mathematics: GRADE 2: TERM 2: Checklist											
	Numbers, Operations & Relationships							Patterns, Functions & Algebra	Space & Shape	Comments	
 - achieved - not yet - almost 	Estimate and count at least 150 everyday objects reliably	Count forwards and backwards in: 1s from any number between 0 and 150	Count forwards and backwards in: 10s from any multiple of 10 between 0 and 150	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 150	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 150	Compare numbers to 50 and say which is 1/2/3/4 more/less	Money Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50	Fractions Equal sharing leading to solutions that include unitary fractions e.g. half	Geometric patterns Describe in words simple patterns made with physical objects, drawings, of lines, shapes or objects, groups of shapes are repeated in, exactly the same way	Language of position Describe the position of one object in relation to another	
Date											
Names of learners											
1											
2											
3	 										
5											
6	-										
7											
8											
9	1										
10	-										
	1										

	Mathematics: GRADE 2: TERM 2: Scores using rubrics and written recording – Recording Sheet											
		Num	bers, Operations & Relations	ships		Patterns, Functions & Algebra	Space & Shape		Measure	ement	Data handling	Comments
	Mental Mathematics Recall addition and subtraction facts to 10	Number Concept development Write number symbols of given number values up to 150, Write number names up to 50 describe, compare and order numbers to 50 Recognise place value of numbers 11 to 50	Solve word problems in context (refer to CAPS) ; Addition and subtraction and explain own solution to problems involving addition and subtraction with answers up to 50. Repeated addition leading to multiplication with answers up to 30. Problems involving equal sharing and grouping up to 30 with answers that may include remainders	Context free calculations: (CAPS) Add to 50, Subtract from 50, Multiply numbers 1 to 10 by 2 and 5, Use appropriate symbols $(+, -, =, \Box)$, Use appropriate symbols $(+, -, =, \Box)$, Doubling and halving,	TOTAL	Written Number patterns Copy, extend and describe simple number sequences to at least 150. Counting forwards and backwards in: 2's; 3's and 4's up to 150	Written 2-D shapes Recognise and name 2-D shapes – circles/ triangles/ squares/ rectangles.	Written Symmetry Recognise and draw line of symmetry in 2-D geometrical shapes.	Written Time Calculate length of time and passing of time Use clocks to calculate lengths of time in hours or half hours	Mass Estimate, measure, compare, order and record mass using a balancing scale and non-standard	Written Answer questions from a pictograph with one-to-one correspondence	
Date												
Score	5	5	10	10	30	5	5		5	5	5	
Names of learners												
1												
2	_											
3												
5	+											
6	+											
7												
8												
9	+											<u> </u>
10	1											<u> </u>
11												
12												

Mathematics: Grade 2 :Term 2 Suggested Rubrics									
Numbers, Operations and Relationships									
Activity (oral)	1	2	3	4	5				
Mental Maths Recall addition and subtraction facts to 10	Recall addition facts with support up to 1-2	Recalls addition and subtraction facts up to to 3-4 with hesitation	Recalls addition and subtraction facts in the up to 5-6 correctly	Recalls addition and subtraction facts up to 7-8 correctly	Recalls addition and subtraction facts up to 9-10 correctly and rapidly				
Measurement									
Activity (oral)	1	2	3	4	5				
Estimate, measure, compare, order and record mass using a balancing scale and non- standard measures Use language to talk about the comparison e.g. light, heavy, lighter, heavier (5 objects)	Needs support to measure and compare the mass of 1 object	Measures and compares the mass of 2 objects uses language to talk about the comparisons (light/heavy)	Estimates, measures and compares the mass of 3 objects using language correctly to talk about the comparisons light, heavy, lighter/ heavier	Estimates, measures and compares the mass of 4 objects using language correctly to talk about the comparisons light, heavy, lighter, heavier	Estimates, measures and compares the mass of 5 objects using language correctly to talk about the comparisons light, heavy, lighter, heavier, heaviest				

	Mathematics: Programme of Asses	sment: G	rade 2 : Te	erm 3		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
S.	Counting : Estimate and count at least 180 everyday objects reliably Count forwards and backwards in: 1s from any number between 0 and 180 10s from any multiple of 10 between 0 and 180 5s from any multiple of 5 between 0 and 180 2s from any multiple of 2 between 0 and 180 3s from any multiple of 3 between 0 and 100 4s from any multiple of 4 between 0 and 100 Mental Mathematics: Rapidly recall	Oral	Checklist	n/a	By end of Term	
diys	 Recall addition and subtraction facts to 15 	Oral	Rubric	5		
tior	 Compare numbers to 75 and say which is 1/2/3/4 more/less 		Checklist	n/a		
erations and Rel	 Number symbols and number names Identify, recognise and read number symbols up to 180 Write number symbols 0 to 80 Identify, recognise and reads number names 0 to 75 Write number names 0 to 75 			10		
s, Op	Describe, compare and order numbers up to 75			10		
Number:	 Compare whole numbers and order whole numbers up to 75 Recognise place value of numbers 11 to 75 Decompose two-digit numbers into multiple of tens and ones/units Identify and state the value of each digit 	Written	Class work book/ Worksheet		By Week 8	
	Context-free calculations • Add to 75 • Subtract from 75 Multiply numbers 1 to 10 by 2, 5 and 3 Fractions • Recognise fractions in diagrammatic form			10		
	 Write fractions as 1 half, 2 thirds 					

	 Money Solve money problems involving totals and change in cents up to 75c and rands to R75 Solve word problems in context 					
	 Explain own solution to problems involving addition and subtraction with answers up to 75. Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 40. Solve word problems in context and explain own solutions to problems that involve equal 	Written	Class work book/ Worksheet	10		
	sharing and grouping up to 75 with answers that may include remainders.					
unctions ebra	 Geometric patterns Copy, extend and describe a geometric pattern in which the same shapes occur, but the number of each kind of shape increases in a predictable way 		Class work	5		
Patterns, Fu & Alge	 Number patterns: Copy, extend and describe simple number sequences to at least 180. Counting forwards and backwards in: 3s from any multiple of 3 between 0 and 180 4s from any multiple of 4 between 0 and 180 	Written	book/ Worksheet		By Week 8	
ape	 2-D-shapes Recognise, name and sort into shapes with straight sides and those with round sides. e.g. Circles, triangles, squares and rectangles Position and directions Follow directions to move around the classroom 	Oral and Practical	Checklist	n/a	By end of the Term	
e & Sh	 Language of position Match different views of the same everyday object 					
Spac	 3-D Objects Recognise and name 3-D objects: ball shapes, (spheres)/ box shapes (prisms)/ cylinders Features of objects Describe, sort and compare 3-D objects in terms of: size/ objects that roll/ objects that slide 	Written	Class work book/ Worksheet	5	By the end of the term	
Measure ment	 Time Tell 12-hour time in hours, half hours and quarter hours on analogue clocks Calculate length of time and passing of time Use clocks to calculate lengths of time in hours or half hours 	Written	Class work book/ Worksheet	5	By the end of the term	

	 Capacity/ Volume Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres 			5					
Data- handling	 Represent data in pictograph with 1-1 correspondence. Answer questions about data in pictograph with one-to-one correspondence. 	Written	Class work book/ Worksheet	5					
Teacher of Written ex Patterns 1 and the du CAPS pag	Teacher note: Written examples should include at least 1-2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships Patterns 1 worksheet format and the duration should be 30-35 minutes. The written activities for Space and Shape, Measurement and Data Handling should be done in another worksheet and the duration should be 20-25 minutes. The written assessment should be mediated and done in small groups (1 group per day) For Word Problems refer to the problem types in CAPS pages 61 -62								
TOTAL SCORE 60									
Scores will	Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.								

Mathematics: GRADE 2: TERM 3 Checklist											
			Numbers	, Operatio	ons & Rela	ationships			Space &	& Shape	Comments
 - achieved - not yet - almost 	Estimate and count at least 180 everyday objects eliably	Count forwards and backwards in: 1s from any number between 0 and 180	Count forwards and backwards in: 10s from any nultiple of 10 between 0 and 180	Count forwards and backwards in: 5s from any nultiple of 5 between 0 and 180	Count forwards and backwards in: 2s from any nultiple of 2 between 0 and 180	Count forwards and backwards in: 3s from any nultiple of 3 between 0 and 100	Count forwards and backwards in: 4s from any nultiple of 4 between 0 and 100	Compare numbers to 50 and say which is 1/2/3/4 nore/less	2-D-shapes Recognise, name and sort into shapes with straight sides and those with round sides.	.anguage of position Match different views of the same everyday bbject	
Date											
Names of learners											
2											
5											
6											
7								<u> </u>		ļ	
8						ļ		<u> </u>			
9			I					<u> </u>			
10											
11											
12											
13											

Mathematics: GRADE 2: TERM 3: Scores using rubrics and written recording – Recording Sheet															
				Num	nbers, Opera	ations &	Relatior	nships		Patterns, Functions & Algebra	Spac	e & Shape	Measure	ment	Data handling
		Mental Mathematics: Rapidly recall: Recall addition and subtraction facts to 15, Compare numbers to 75 and say which is 1/2/3/4 more/less	Written Number symbols and number names Identify, recognise and read number symbols up to 180, Write number symbols 0 to 80 Identify, recognise and reads number names 0 to 75 Write number names 0 to 75	Written :Describe, compare and order numbers up to 75, Compare whole numbers and order whole numbers up to 75	Written: Recognise place value of numbers 11 to 75 Decompose two-digit numbers into multiple of tens and ones/units Identify and state the value of each digit	Written: Context-free calculations: Add to 75, Subtract from 75, Multiply numbers 1 to 10 by 2, 5 and 3	Fractions: Recognise fractions in diagrammatic form Write fractions as 1 half, 2 thirds	Written Solve money problems involving totals and change in cents up to 75c and rands, Problems involving addition and subtraction with answers up to 75. Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 40. Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders	TOTAL	Written Geometric patterns: Copy, extend and describe a geometric pattern , Number Patterns Counting forwards and backwards in: 3s and 4s up to 180, 3s from any multiple of 3 between 0 and 180, 4s from any multiple of 4 between 0 and 180eometric pattern in which the same shapes occur	Written Language of position: Match different views of the same everyday object	Written 3-D Objects: Recognise and name 3-D objects: ball shapes, (spheres)/ box shapes (prisms)/ cylinders, Features of objects: Describe, sort and compare 3-D objects in terms of: size/ objects that roll/ objects that slide	Written Time, Tell 12-hour time in hours, half hours and quarter hours on analogue clocks, Calculate length of time and passing of time, Use clocks to calculate lengths of time in hours or half hours	Written Capacity/ Volume: Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres	Written Represent data in pictograph with 1-1 correspondence. Answer questions about data in pictograph with one-to-one correspondence.
	Date	F		10		4	_								
Nom	Score	5		21.1.1				10	25	<i>_</i>		F	г	_	
inam		•		10			0	10	35	5		5	5	5	5
1	es of learners			10				10	35	5		5	5	5	5
1 2	es of learners			10				10	35	5		5	5	5	5
1 2 3	es of learners							10	35	5		5	5	5	5
1 2 3 4	es of learners							10	35	5		5	5	5	5
1 2 3 4 5	es of learners							10	35	5		5	5	5	5
1 2 3 4 5 6	es of learners							10	35	5		5	5	5	5
1 2 3 4 5 6 7	es of learners							10	35	5		5	5	5	5
1 2 3 4 5 6 7 8	es of learners							10	35	5		5	5	5	5
1 2 3 4 5 6 7 8 9	es of learners							10	35	5		5	5	5	5
1 2 3 4 5 6 7 8 9 10	es of learners							10	35	5		5	5	5	5
1 2 3 4 5 6 7 8 9 10 11	es of learners							10	35	5		5	5	5	5

Mathematics: Grade 2 :Term 3 Suggested Rubrics									
Numbers, Operations and Relationships									
Activity (oral)	1	2	3	4	5				
Mental Maths: Recall addition and subtraction facts to 10	Recall addition and subtraction facts with support up to 5-6	Recalls addition and subtraction facts up to 8-9 with hesitation	Recalls addition and subtraction facts up to 11-10 correctly	Recalls addition and subtraction facts to 12-13 correctly	Recalls addition and subtraction facts to 14-15 correctly and rapidly				

	Mathematics: Programme of Assess	sment: G	rade 2 : Te	rm 4		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	Counting: Estimate and count at least 200 everyday objects reliably Count forwards and backwards in: 1s from any number between 0 and 200 10s from any multiple of 10 between 0 and 200 5s from any multiple of 5 between 0 and 200 2s from any multiple of 2 between 0 and 200 3s from any multiple of 3 between 0 and 200 4s from any multiple of 4 between 0 and 200 	Oral	Checklist	n/a	By end of Term	
S	 Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 20 	Oral	Rubric	5		
ship	Compare numbers to 99 and say which is 1/2/3/4 more/less		Checklist	n/a		
umbers, Operations and Relations	Number symbols and number names Identify, recognise and read number symbols up to 200 Write number symbols 0 to 200 Identify, recognise and reads number names 0 to 100 Write number names 0 to 100 Describe, compare and order numbers up to 99 Compare whole numbers and order whole numbers up to 99 Position objects in a line from first to twentieth or first to last Recognise place value of numbers 11 to 99 Decompose two-digit numbers into multiple of tens and ones/units Identify and state the value of each digit	Written	Class work book/ Worksheet	10	By Week 8	
N	 Context-free calculations Add to 99, Subtract from 99 Multiply numbers 1 to 10 by 2, 5 and 3, 4 Money Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50 			10	By Week 8	
	 Fractions Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. ¹/₂, ¹/₄, ¹/₅, ¹/₅, etc. 	Written	Class work book/ Worksheet	10	By Week 8	

	 Solve word problems in context Explain own solution to problems involving addition and subtraction with answers up to 99. Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 50. Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 100 with answers that may include remainders. 					
Patterns, Functions & Algebra	 Number patterns Copy, extend and describe simple number sequences to at least 200. Counting forwards and backwards in: 3s from any multiple of 3 between 0 and 200, 4s from any multiple of 4 between 0 and 200 	Written	Class work book/ Worksheet	5	By Week 8	
Space & Shape	 2-D-shapes: Range of shapes: Recognise and name 2-D shapes circles, triangles, squares, rectangle Symmetry Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes 	Written	Class work book/ Worksheet	5	By the end of the term	
Measurement	 Time Tell 12-hour time in hours, half hours and quarter hours on analogue clocks Length Estimate, measure, compare, order and record length using metres Mass: Reading pictures of products with mass written on them bathroom scales where the needle points to a numbered gradation line Capacity: Reading pictures of products with their capacity written on them in order to sequence in order of jugs where the volume is near to a 1-litre or 2-litre gradation line 	Written	Class work book/ Worksheet	10	By the end of the term	
Data- handling	Answer questions about data in pictograph with one-to-one correspondence.	Written	Class work book/ Worksheet	5	By the end of the term	
Teacher I Relationsh another wo problem ty	note : Written examples should include at least 1-2 examples of each skill/concept and should ips Patterns 1 worksheet format and the duration should be 30-35 minutes. The written activition should be 20-25 minutes. The written assessment should be mediat pes in CAPS pages 61 -62	be done in a work ies for Space and ed and done in si	sheet format. The w Shape, Measureme mall groups (1 group	vritten activent and Date pper day)	ities for Numbers, a Handling should For Word Probler	Operations and I be done in ns refer to the
TOTAL	SCORE			65		
Scores will	be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for	r the report card.				

Mathematics: GRADE 2: TERM 4 Checklist									
			Numbers	s, Operatio	ons & Rela	ationships			Comments
 - achieved - not yet - almost 	Estimate and count at least 200 everyday objects eliably	Count forwards and backwards in: 1s from any number between 0 and 200	Count forwards and backwards in: 10s from any multiple of 10 between 0 and 200	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 200	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 200	Count forwards and backwards in: 3s from any multiple of 3 between 0 and 200	Count forwards and backwards in: 4s from any multiple of 4 between 0 and 200	Compare numbers to 99 and say which is 1/2/3/4 more/less	
Date				0 1	0 -	0 -			
Names of learners									
2									
5									
6									
7								<u> </u>	
8									
9									
10									
11									
12									
13									

	Mathematics: GRADE 2: TERM 4: Scores using rubrics and written recording – Recording Sheet													
				Numbers,	Operations & F	Relationships		Patterns, Functions & Algebra	Space & Shape		Measur	ement		Data handling
Date		tal Mathematics: Rapidly recall all addition and subtraction facts to 20 apare numbers to 99 and say which is 1/2/3/4 more/less ten:Number symbols and number names tify, recognise and read number symbols up to 200 e number symbols 0 to 200 ifily, recognise and reads number names 0 to 100 e number names 0 to 100 e number names 0 to 100 e number names 0 to 100 gipty numbers and order whole numbers up to 99 tion objects in a line from first to twentieth or first to last ten:Context-free calculations: Add to 99, Subtract from 99 joly numbers 1 to 10 by 2, 5 and 3, 4, Recognise and identify South African coins 10c, 20c, 50c, R1, R2, R5, and bank note , R20, R50		Written: Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, etc. Explain own solution to problems involving addition and subtraction with answers up to 99. Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 50. Solve word problems in context and explain own solution to problems up to 100 with answers that involve equal sharing and grouping up to 100 with answers that may include	TOTAL	Written:Number patterns Copy, extend and describe simple number sequences to at least 200. counting forwards and backwards in: 3s from any multiple of 3 between 0 and 200, 4s from any multiple of 4 between 0 and 200	ten:2-D-shapes: Range of shapes: Recognise and le 2-D shapes, circles, triangles, squares, rectangle nmetry: Recognise and draw line of symmetry in 2-D metrical and non-geometrical shapes	Written:Time: Tell 12-hour time in hours, half hours and quarter hours on analogue clocks	Written:Length: Estimate, measure, compare, order and record length using metres	Written: Mass: Reading pictures of products with mass	Written: Capacity: Reading pictures of products with their capacity written on them	Written:Answer questions about data in pictograph with one-to-one correspondence.		
	Date	5	10	5	10	10	10	5	5		1(5
Nar	nes of learners	5	10	5	10	10	40	J	5			,		5
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

	Mathematics: Grade 2 :Term 4 Suggested Rubrics												
Numbers, Operations and Relationships													
Activity (oral) 1 2 3 4 5													
Rapidly recall Recall addition and subtraction facts to 20	Recall addition and subtraction facts up 10 with apparatus	Recalls addition and subtraction facts with up to 13-14 with hesitation	Recalls addition and subtraction facts up to 15-16 correctly	Recalls addition and subtraction facts up to 17-18 correctly	Recalls addition and subtraction facts up to 19-20 correctly								



Grade 3

	Mathematics: Programme of Asses	sment: G	rade 3 : Te	erm 1		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Relationships	Counting: Group to at least 200 objects to estimate and count reliably. Count forwards and backwards in: 1 s from any number between 0 and 200 10s from any multiple of 10 between 0 and 200 5s from any multiple of 5 between 0 and 200 2s from any multiple of 2 between 0 and 200 3s from any multiple of 3 between 0 and 200 4s from any multiple of 4 between 0 and 200 100s to at least 500 Identify, recognise and read number symbols up to 500 Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 20	Oral	Checklist	n/a	By end of the Term	
	 Add or subtract multiples of 10 from 0 to 100 	-	Rubric	5		
rs, Operations and	Number symbols and number names • Write number symbols 0 to 500 • Identify, recognise and reads number names 0 to 250 • Write number names 0 to 100 Describe, compare and order numbers up to 99 • Compare whole numbers and order whole numbers up to 99	Written	Class work book/ Worksheet	10	By Week 8	
Numbe	 Position objects in a line from first to twentieth or first to last Recognise place value of numbers 11 to 99 Know what each digit represents Decompose two-digit numbers into multiple of tens and ones/units Identify and state the value of each digit 	Oral and practical	Checklist	n/a	By end of the Term	
	 Context-free calculations Add to 99, Subtract from 99 Multiply numbers 1 to 10 by 2, 5 and 3, 4 Divide numbers to 50 by 2, 5, 10 Money Recognise and identify the South African coins 10c, 20c, 50c, R1, R2, R5, and bank notes R10, R20, R50 	Written	Class work book/ Worksheet	10	By Week 8	

	 Fractions: Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions e.g. ¹/₂, ¹/₄, ¹/₅, ¹/₅, etc. 	Written	Class work book/ Worksheet	5	By Week 8	
	 Solve word problems in context Explain own solution to problems involving addition and subtraction with answers up to 99. Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 50. Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 50 with answers that may include remainders. 	Written	Class work book/ Worksheet	10	By Week 8	
Patterns, Functions & Algebra	 Number patterns: Copy, extend and describe simple number sequences to at least 200 counting forwards and backwards in: 3s from any multiple of 3 between 0 and 200 4s from any multiple of 4 between 0 and 200 100s from any multiple of 100 to 500 	Written	Class work book/ Worksheet	5	By Week 8	
Space & Shape	 2-D-shapes: Range of shapes: Recognise and name 2-D shapes circles, triangles, squares, rectangle 	Written	Class work book/ Worksheet	5	By the end of the term	
int	 Time Read dates on calendars Place birthdays, religious festivals, public holidays, historical events, school events on a calendar 	Oral and practical	Rubric	5	By the end of the term	
Measureme	 Tell 12-hour time in hours, half hours and quarter hours and minutes Capacity Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres 	Written	Class work book/ Worksheet	5	By the end of the term	
	 Know that a standard cup is 250 millilitres Know that a teaspoon is 5 millilitres 	Oral and practical	Checklist	n/a		
Data- handling	Represent data in: • Tables/ • Bar graphs	Written	Class work book/ Worksheet	5	By the end of the term	
Teacher r Written exa	note: amples should include at least 2 examples for each skill/concept and should be done in a works	neet format. The	written activities for	Numbers,	Operations and Relat	tionships and

Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space, Measurement and Data Handling should be done in another worksheet and the duration should be 15-20 minutes. These written assessments should be done in small groups and should include easy items (50%) and moderate items (50%). For Word Problems refer to the problem types in CAPS pages 79 -81

TOTAL SCORE

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

65

Mathematics: GRADE 3: TERM 1: Checklist													
				N	umber	s, Opera	ations &	Relatior	nships			Measurement	Comments
 - achieved - not yet - almost 	Counting: Group to at least 200 objects to estimate and count reliably.	Count forwards and backwards in: 1s from any number between 0 and 200	10s from any multiple of 10 between 0 and 200	5s from any multiple of 5 between 0 and 200	2s from any multiple of 2 between 0 and 200	3s from any multiple of 3 between 0 and 200	4s from any multiple of 4 between 0 and 200 100s to at least 500	dentify, recognise and read number symbols up o 500	Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 20	Mental Mathematics: Rapidly recall Compare numbers to 200 and say which is	Recognise place value of numbers 11 to 99 Know what each digit represents Decompose two-digit numbers into multiple of tens and ones/units dentify and state the value of each digit	Capacity Know that a standard cup is 250 millilitres Know that a teaspoon is 5 millilitres	
Date													
Names of learners													
2													
3													
4													
5													
6													
7													
8													
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10													
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13													

Mathematics: GRADE 3 : TERM 1: Scores using rubrics and written recording – Recording Sheet													
			Numbers	s, Operations & R	elationships			Patterns, Functions & Algebra	Space & Shape	Measu	irement	Data handling	
		Oral: Add or subtract multiples of 10 from 0 to 100	Written: Context-free calculations: Add to 99, Subtract from 99, Multiply numbers 1 to 10 by 2, 5 and 3, 4, Divide numbers to 50 by 2, 5, 10 Money: Recognise and identify the South African coins and bank notes	Written: Number symbols and number names Write number symbols 0 to 500, Identify, recognise and reads number names 0 to 250, Write number names 0 to 100	Written: Fractions Solve word problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary fractions	Written: Word problems –Money, addition, subtraction multiplication, equal sharing and grouping	Total	Written: Number patterns Copy, extend and describe simple number sequences to at least 200. Counting forwards and backwards in: 3s from any multiple of 3 between 0 and 200, 4s from any multiple of between 0 and 200, 100s from any multiple of 100 to 500	Written: 2-D-shapes: Range of shapes: Recognise and name 2-D shapes: circles, triangles, squares, rectangle	Oral and Practical: Time Read dates on calendars, Place birthdays, religious festivals, public holidays, historical events, school events on a calendar	Written: Tell 12-hour time in hours, half hours & quarter hours & minutes Compare, order and record the capacity of commercially packaged objects	Written: Represent data in Tables, bar graphs	
	Date												
	Score	5	10	10	5	10	40	5	5	5	5	5	
Names of learners													
2											<u> </u>		
3											<u> </u>		
4													
5											1	1	
6													
7													
8													
9													
10													
11													
12													

Mathematics: Grade 3 :Term 1 Suggested Rubrics													
Numbers, Operations & Relationships													
Activity (oral) 1 2 3 4 5													
Is able to add multiples of	Is able to add multiples of 10	Is able to add and subtract	Is able to add and subtract	Is able to add and subtract									
10 from 0 to 20-30 with	from 0 to 40-50 correctly	multiples of 60-70 correctly	multiples of 10 from 0 to 80-	multiples of 10 from 0 to 100									
support			90 with speed and accuracy	with speed and accuracy									
	Measu	urement											
1	2	3	4	5									
Is still learning to read dates	Is able to read dates and place	Is able to read dates, place	Is able to read dates, place	Is able to read dates, place									
from the calendar,	birthdays, on a calendar with	birthdays, school events on a	birthdays, public holidays,	birthdays, religious festivals,									
	support	calendar correctly	school events on a calendar	public holidays, historical									
			correctly	events, school events on a									
	1 Is able to add multiples of 10 from 0 to 20-30 with support 1 </td <td>Mathematics: Grade 3 :T Numbers, Operation 1 2 Is able to add multiples of 10 from 0 to 20-30 with support Is able to add multiples of 10 from 0 to 40-50 correctly Measu 1 2 Measu 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 3 3 3 1 3 3 3 3 3 1 3</td> <td>Mathematics: Grade 3 :Term 1 Suggested Rul Numbers, Operations & Relationships123Is able to add multiples of 10 from 0 to 20-30 with supportIs able to add multiples of 10 from 0 to 40-50 correctlyIs able to add and subtract multiples of 60-70 correctlyMeasurement123Is still learning to read dates from the calendar,Is able to read dates and place birthdays, on a calendar with supportIs able to read dates, place birthdays, school events on a calendar correctly</td> <td>Mathematics: Grade 3 :Term 1 Suggested RubricsNumbers, Operations & Relationships1234Is able to add multiples of 10 from 0 to 20-30 with supportIs able to add multiples of 10 from 0 to 40-50 correctlyIs able to add and subtract multiples of 60-70 correctlyIs able to add and subtract multiples of 60-70 correctlyMeasurement1234Is still learning to read dates from the calendar,Is able to read dates and place birthdays, on a calendar with supportIs able to read dates, place birthdays, school events on a calendar correctlyIs able to read dates, place birthdays, school events on a calendar correctlyIs able to read dates, place birthdays, school events on a calendar correctly</td>	Mathematics: Grade 3 :T Numbers, Operation 1 2 Is able to add multiples of 10 from 0 to 20-30 with support Is able to add multiples of 10 from 0 to 40-50 correctly Measu 1 2 Measu 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 3 3 3 1 3 3 3 3 3 1 3	Mathematics: Grade 3 :Term 1 Suggested Rul Numbers, Operations & Relationships123Is able to add multiples of 10 from 0 to 20-30 with supportIs able to add multiples of 10 from 0 to 40-50 correctlyIs able to add and subtract multiples of 60-70 correctlyMeasurement123Is still learning to read dates from the calendar,Is able to read dates and place birthdays, on a calendar with supportIs able to read dates, place birthdays, school events on a calendar correctly	Mathematics: Grade 3 :Term 1 Suggested RubricsNumbers, Operations & Relationships1234Is able to add multiples of 10 from 0 to 20-30 with supportIs able to add multiples of 10 from 0 to 40-50 correctlyIs able to add and subtract multiples of 60-70 correctlyIs able to add and subtract multiples of 60-70 correctlyMeasurement1234Is still learning to read dates from the calendar,Is able to read dates and place birthdays, on a calendar with supportIs able to read dates, place birthdays, school events on a calendar correctlyIs able to read dates, place birthdays, school events on a calendar correctlyIs able to read dates, place birthdays, school events on a calendar correctly									



	Mathematics: Programme of Assess	sment: G	rade 3 : Te	rm 2		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
elationships	Counting: Group to at least 500 objects to estimate and count reliably. Count forwards and backwards in:	Oral	Checklist	n/a	By end of the Term	
d Relâ	Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 30 		Rubric	5		
ins an	 Add or subtract multiples of 10 from 0 to 100 Compare numbers to 500 and say which is 1/2/3/4 /5/10 more/less 		Checklist	n/a		
Numbers, Operatio	Number symbols and number names • Write number symbols 0 to 1000 • Identify, recognise and reads number names 0 to 250 • Write number names 0 to 250 • Describe, compare and order numbers up to 500 Recognise place value of numbers 500 • Know what each digit represents • Decompose three-digit numbers up to 500 into multiples of hundreds, tens & ones/units • Identify and state the value of each digit Context-free calculations • Add to 400, Subtract from 400 • Multiply 2 4 5 10 3 to a total of 50	Written	Class work book/ Worksheet	10	By Week 8	
	■ IVIUITIPIY 2, 4, 5, 10, 5 to a total of 50			10		

	 Divide numbers to 50 by 2, 4, 5, 10 					
	 Fractions Use and name unitary fractions in familiar contexts including halves, quarters eighths, thirds, sixths, fifths 	Oral, practical	Checklist	n/a	By end of Term	
	 Recognise fractions in diagrammatic form Write fractions as 1 half, 1 third 	Written	Class work book/ Worksheet	5	By Week 8	
	 Money Solve money problems involving totals and change in rands or cents Solve word problems in context Explain own solution to problems involving addition and subtraction with answers up to 	Writter	Class work			
	 400 Solve word problems in context and explain own solution to problems involving multiplication with answers up to 75. Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders. 	whiten	book/ Worksheet	10	By week 8	
nctions ora	 Geometric Patterns: Range of patterns: Simple patterns in which shapes, or groups of shapes are repeated in exactly the same way 			5		
Patterns, Fu & Algel	 Number patterns: Copy, extend and describe simple number sequences to at least 500. In 4s from any multiple of 4 between 0 and 500 In 5s from any multiple of 5 between 0 and 500 In 10s from any multiple of 10 between 0 and 500 in 50s from any multiple of 50 between 0 and 500 	Written	Class work book Worksheet		By Week 8	
ce & Shape	 Position and views Match different views of the same everyday object Name an everyday object when shown an unusual view of it Position and directions Follow and give directions to move around the classroom and school 	Oral and practical	Checklist	n/a	By the end of the term	
Spac	 Features of objects Describe, sort and compare 3-D objects in terms of: 2-D shapes that make up the faces of 3-D objects flat or curved surfaces 	Written	Class work book/ Worksheet	5		
easure ment	 Time: Tell 12-hour time in: hours , half hours, quarter hours, minutes on analogue clocks and digital clocks 	Written	Class work book/ Worksbeet	5	By the end of the term	
Ē	Length		VIUINSIIEEL	5		

	 Estimate and measure lengths in centimetres using a ruler 										
	 Mass Compare, order and record the mass of commercially packaged objects which have their mass stated in kilogram 			5							
Data- handling	Analyse and Interpret data from pictographs/ bar graphs	Written	Class work books/ Worksheet	5	By the end of the term						
Teacher note : Written examples should include at least 2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships and Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space. Measurement and Data Handling should be done in another											

Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space, Measurement and Data Handling should be done in another worksheet and the duration should be 15-20 minutes. These written assessments should be done in small groups and should include easy items (40%) and moderate items (60%). For Word Problems refer to the problem types in CAPS pages 79 -81 70

TOTAL SCORE

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 3: TERM 2: Checklist													
			N	umbers,	Operatio	ns & Rela	tionships				Space &	& Shape	Comments
 - achieved - not yet - almost 	Counting: Group to at least 500 objects to stimate and count reliably.	Count forwards and backwards in: s from any number between 0 and 500	0s from any multiple of 10 between 0 and 500	is from any multiple of 5 between 0 and 500 is from any multiple of 2 between 0 and 500	is from any multiple of 3 between 0 and 500	ls from any multiple of 4 between 0 and 500 00s and 100s to at least 1 000	dentify, recognise and read number symbols up o 1000	Add or subtract multiples of 10 from 0 to 100	Compare numbers to 500 and say which is /2/3/4 /5/10 more/less	ractions Jse and name unitary fractions in familiar contexts	Osition and views Aatch different views of the same everyday object Name an everyday object when shown an unusual	osition and directions ⁻ ollow and give directions to move around the classroom and school	
Date													
Names of learners													
2													
4													
5													
6													
7													
8													
9									ĺ				
10													
11													
12													

Mathematics: GRADE 3: TERM 2: Scores using rubrics and written recording – Recording Sheet												
		Numbers, O	perations & Rel	ationships			Patterns, Functions & Algebra	Space & Shape	I	Measurement		
	Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 30	Written Number symbols and number names: Write number symbols 0 to 1000, Identify, recognise and reads number names 0 to 250, Write number names 0 to 250	Written Context-free calculations Add to 400, Subtract from 400 Multiply 2, 4, 5, 10, 3 to a total of 50 Divide numbers to 50 by 2, 4, 5, 10	Written Fractions: Recognise fractions in diagrammatic form, Write fractions as 1 half, 1 third	Written : Word problems –Money, addition, subtraction, multiplication, equal sharing and grouping	Total	Written: Geometric Patterns: Range of patterns: Number patterns :Copy, extend and describe simple number sequences to at least 500	Written: Features of objects: 2-D shapes that make up the faces of 3-D objects flat or curved surfaces	Written: Time: Tell 12-hour time in: hours , half hours, quarter hours, minutes on analogue clocks and digital clocks	Written: Length:Estimate and measure lengths in centimetres using a ruler	Written: Mass : Compare, order and record the mass of commercially packaged objects which have their mass stated in kilogram	Written :Analyse and Interpret data from pictographs/ bar graphs
Date	F	10	10	F	10	40	Г					
Names of learners	5	10	10	5	10	40	C	5	D	5	5	5
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
12												

Mathematics: Grade 3 :Term 2 Suggested Rubrics												
Numbers, Operations & Relationships												
Activity (oral)	1	2	3	4	5							
Recall addition and subtraction facts to 30	Is able to recall addition and subtraction facts to 10 with support	Is able to recall addition and subtraction facts to 15 correctly	Is able to recall addition and subtraction facts to 20 correctly	Is able to recall addition and subtraction facts to 25 with speed and accuracy	Is able to recall addition and subtraction facts to 30 with speed and accuracy							

	Mathematics: Programme of Asses	sment: G	rade 3 : Te	rm 3		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
lips	Counting: Group to at least 750 objects to estimate and count reliably. Count forwards and backwards in: 1s from any number between 0 and 700 10s from any multiple of 10 between 0 and 700 5s from any multiple of 5 between 0 and 700 2s from any multiple of 2 between 0 and 700 3from any multiple of 3 between 0 and 700 4from any multiple of 4 between 0 and 700 20s, 25s, 50s,100s to at least 1 000 Identify, recognise and read number symbols up to 1000 	Oral	Checklist	n/a	By end of the Term	
tionsh	Mental Mathematics: Rapidly recall Recall addition and subtraction facts to 30 		Rubric	5		
d Rela	 Add or subtract multiples of 10 from 0 to 100 Compare numbers to 750 and say which is 1/2/3/4 /5/10 more/less 		Checklist	n/a		
Numbers, Operations and	Number symbols and number names Write number symbols 0 to 1000 Identify, recognise and reads number names 0 to 500 Write number names 0 to 500 Describe, compare and order numbers up to 750 Use ordinal numbers to show order, place or position Recognise place value of numbers 750 Know what each digit represents Decompose three-digit numbers up to 750 into multiples of hundreds, tens and ones /units Identify and state the value of each digit	Written	Class work book Worksheet	10	By Week 8	
	Context-free calculations • Add to 800, Subtract from 800 • Multiply 2, 4, 5, 10, 3 to a total of 100 • Divide numbers to 50 by 2, 3, 4, 5, 10 Money • Convert between rand and cents			10		

	 Fractions Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent 	Oral, practical	Checklist	n/a	By end of the Term	
	 Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions 	Written	Class work book/ Worksheet	5		
	 Solve word problems in context Explain own solution to problems involving addition and subtraction with answers up to 800 Solve word problems in context and explain own solution to problems involving multiplication with answers up to 75. Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders. 	Written	Class work book /Worksheet	10	By Week 8	
tions	 Geometric Patterns: Range of patterns: Patterns in which the number of shapes in each stage changes in a predictable way i.e. regularly increasing patterns 			5		
Patterns, Funci & Algebra	 Number patterns: Copy, extend and describe simple number sequences In 4s from any multiple of 4 between 0 and 750 In 5s from any multiple of 5 between 0 and 750 In 10s from any multiple of 10 between 0 and 750 in 50s from any multiple of 50 between 0 and 750 In 20s,25s, 50s,100s to at least 1 000 	Written	Class work book /Worksheet	5	By Week 8	
& Shape	 Position and views Read, interpret and draw informal maps, Find objects on maps Position and directions Follow directions from one place to another on an informal map 	Written	Class work book/ Worksheet	5	By the end of	
Space	 Recognise and name 3-D objects in the classroom and in pictures ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cone Features of shapes: Describe, sort and compare 2-D shapes in terms of: shape, straight sides, round sides 	Oral and practical	Checklist	n/a		
leasurement	 Time: Use calendars to calculate and describe lengths of time in days or weeks or months including converting between days and weeks converting between weeks and months Use clocks to calculate length of time in hours, half hours and quarter hours 	Written	Class work book/ Worksheet	5	By the end of the term	
2	Perimeter			5		

	 Investigate the distance around 2-D shapes and 3-D objects using direct comparison or informal units. 							
Data- handling	 Re-organise data provided in a list or tally or table in a bar graph. Represent data on bar graph. Answer questions about data on bar graph 	Written	Class work book/ Worksheet	5	By the end of the term			
Teacher note: Written examples should include at least 2 examples of each skill/concept and should be done in a worksheet format. The written activities for Numbers, Operations and Relationships an Patterns should done in 1 worksheet and the duration should be 30-40 minutes. The written activities for Shape and Space, Measurement and Data Handling should be done in another worksheet and the duration should be 15-20 minutes. These written assessments should be done in small groups and should include easy items (30%), moderate items (65%), difficult item (5%). For Word Problems refer to the problem types in CAPS pages 79 -81								
TOTAL	SCORE			70				

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Mathematics: GRADE 3: TERM 3: Checklist															
		Numbers, Operations & Relationships												Shape	Comments
 - achieved - not yet - almost 	Counting Group to at least 750 objects to estimate and count reliably.	Count forwards and backwards in:1s from any number between 0 and 700	Count forwards and backwards in 10s from any nultiple of 10 between 0 and 700	Count forwards and backwards in: 5s from any nultiple of 5 between 0 and 700	Count forwards and backwards in: 2s from any nultiple of 2 between 0 and 700	Count forwards and backwards in: 3s rom any multiple of 3 between 0 and 700	Count forwards and backwards in: 4 from any multiple of 4 between 0 and 700	Dount forwards and backwards in: 20s, 25s, 50s, 00s to at least 1 000	Add or subtract multiples of 10 from 0 to 100	Compare numbers to 750 and say which is 1/2/3/4 5/10 more/less	Number symbols and number names dentify, recognise and reads number names 0 to 500	Fractions: Begin to recognise that two halves or three hirds make one whole and that 1 half and 2 quarters are equivalent	Recognise and name 3-D objects in the classroom and in pictures ball shapes (spheres), box shapes prisms), cylinders, pyramids, cone	eatures of shapes: Describe, sort and compare 2.D shapes in terms of: shape, straight sides, round sides	
Date							00						H Q)		
Names of learners															
1															
2															
5															
6															
7															
8		İ			ĺ										
9															
10															
11															
12															
13															

Mathematics: GRADE 3: TERM 3: Scores using rubrics and written recording – Recording Sheet															
			I	Numbers, Operatior	ns & Relationships	3		Patterns, Functions Spa & Algebra St			Space & Shape	Mea	surement		Data handling
		Oral: Mental Mathematics: Rapidly recall. Recall addition and subtraction facts to 30	Written: Describe, compare and order numbers up to 750 Use ordinal numbers to show order, place or position	Written: Context-free calculations: Add to 800, Subtract from 800 , Multiply 2, 4, 5, 10, 3 to a total of 100, Divide numbers to 50 by 2, 3, 4, 5, 10, Convert between rands and cents	Solve & explain solutions to practical problems that involve equal sharing leading to solutions that include unitary & non-unitary fractions	Solve word problems in context :addition subtraction, multiplication ,grouping and sharing	TOTAL	Geometric Patterns: Range of patterns: Patterns in which the number of shapes in each stage changes	Number patterns: Copy, extend and describe simple number sequences	TOTAL	Written: Position and views: Read, interpret and draw informal maps, find objects on maps. Position and directions Follow directions from one place to another on an informal map	Written: Time: Use calendars to calculate and describe lengths of time in days or weeks or months, Use clocks to calculate length of time in hours, half hours and puarter hours	Written: Perimeter Investigate the distance around 2-D shapes and 3-D objects using direct comparison or informal units.	TOTAL	Written: Re-organise data provided in a list or tally or table in a bar graph. Represent data on bar graph. Answer questions about data on bar graph
	Dat	e	10	10	5	10	40	5	5	10	5	5	5	15	5
Nan	les of learners	; 0	10	10	5	10	40	5	5	10	5	5	5	15	5
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															

Mathematics: Grade 3 :Term 3 Suggested Rubrics												
Numbers, Operations & Relationships												
Activity (oral)	1	2	3	4	5							
Recall addition and subtraction	Is able to recall addition	Is able to recall addition and										
facts to 30	facts to 30 and subtraction facts to 10 subtraction facts to 15 correctly subtraction facts to 20 correctly subtraction facts to 25 with subtraction facts to 30 with											
	with support speed and accuracy speed and accuracy											



	Mathematics: Programme of Asses	sment: G	rade 3 : Te	rm 4		
Content Area	Skills and knowledge assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
ships	Counting: Group to at least 1000 objects to estimate and count reliably. Count forwards and backwards in: 1s from any number between 0 and 1000 10s from any multiple of 10 between 0 and 1000 5s from any multiple of 5 between 0 and 1000 2s from any multiple of 2 between 0 and 1000 3s from any multiple of 3 between 0 and 1000 4s from any multiple of 4 between 0 and 1000 20s, 25s, 50s,100s to at least 1 000, Identify, recognise and read number symbols up to 1000 	Oral	Checklist	n/a	By end of Term	
Relations	 Mental Mathematics: Rapidly recall: Multiplication and division facts for the: two times table up to 2 x 10 ten times table up to 10 x 10 	Oral	Rubric	5		
ions and	 Recall addition and subtraction facts to 30 Add or subtract multiples of 10 from 0 to 100 Compare numbers to 1000 and say which is 1/2/3/4 /5/10 more/less 	Ola	Checklist	n/a		
Numbers, Operati	Number symbols and number names • Write number symbols 0 to 1000 • Identify, recognise and reads number names 0 to 1000 • Write number names 0 to 1000 • Write number names 0 to 1000 • Describe, compare and order numbers up to 999 • Use ordinal numbers to show order, place or position Recognise place value of numbers 999 • Know what each digit represents • Decompose three-digit numbers up to 750 into multiples of hundreds, tens & ones/units	Written	Class work book/ Worksheet	10	By Week 8	
	Context-free calculations Add to 999, Subtract from 999 Multiply 2, 4, 5, 10, 3 to a total of 100 Divide numbers to 50 by 2, 3, 4, 5, 10			10		

	 Fractions Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent Recognise fractions in diagrammatic form Write fractions as 1 half, 2 third 	Written	Class work book/ Worksheet	5	By Week 8	
	 Solve word problems in context Solve money problems involving totals and change in rands or cents Explain own solution to problems involving addition and subtraction with answers up to 999 Solve word problems in context and explain own solution to problems involving multiplication with answers up to 100 Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 100 with answers that may include remainders. 	Written	Class work book/ Worksheet	10	By Week 8	
Patterns, Functions & Algebra	 Number patterns: Copy and extend simple number sequences In 4s from any multiple of 4 between 0 and 1000 In 5s from any multiple of 5 between 0 and 1000 In 10s from any multiple of 10 between 0 and 1000 in 50s from any multiple of 50 between 0 and 1000 In 20s, 25s, 50s, 100s to at least 1 000 	Written	Class work book/ Worksheet	5	By Week 8	
Space & Shape	Recognise and name 3-D objects ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cone Symmetry	Written	Class work book/ Worksheet	5	By the end of the term	
ent	 Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes Time: Tell 12-hour time in hours, half hours, quarter hours, minutes on analogue clocks and digital clocks and other digital instruments Area Investigate the area using tiling. 	Written	Class work book/ Worksheet	5	-	
surem	 Mass: Read pictures of products with mass written on them 	Oral and practical	Rubric	5	By the end of the term	
Mea	 Capacity: Reading pictures of products with their capacity written on them jugs where the volume is near to a numbered 1 litre or 2 litre gradation line or half litre or quarter litre jugs where the volume is near to a numbered millilitres gradation line 	Written	Class work book/ Worksheet	5		

Data handling	 Analyse and interpret data from pictograph/ bar graph/ table 	Written	Class work book /Worksheet	5	By the end of the term				
Teacher I Written exa Patterns si worksheet (10 %). Fo	note: amples should include at least 2 examples of each skill/concept and should be done in a works hould done in 1 worksheet and the duration should be 30-40 minutes. The written activities for and the duration should be 15-20 minutes. These written assessments should be done in small or Word Problems refer to the problem types in CAPS pages 79 -81	sheet format. The or Shape and Spa I groups and shoul	written activities for ce, Measurement a ld include easy item	Numbers, nd Data Ha s (20%), m	Operations and R andling should be oderate items (70 ⁰	elationships and done in another %), difficult items			
TOTAL SCORE 75									
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.									

Mathematics: GRADE 3: TERM 4: Checklist																	
				Nu	mbers, Op	Comments											
 - achieved - not yet - almost 	Counting Group to at least 1000 objects to estimate and count reliably.	Count forwards and backwards in:1s from any number between 0 and 1000	Count forwards and backwards in 10s from any multiple of 10 between 0 and 1000	Count forwards and backwards in: 5s from any multiple of 5 between 0 and 1000	Count forwards and backwards in: 2s from any multiple of 2 between 0 and 1000	Count forwards and backwards in: 3s rom any multiple of 3 between 0 and 1000	Count forwards and backwards in: 4 from any multiple of 4 between 0 and 1000	Count forwards and backwards in: 20s, 25s, 50s, 100s to at least 1 000	Recall addition and subtraction facts to 30	Compare numbers to 1000 and say which is 1/2/3/4 /5/10 more/less	dentify, recognise and reads number names 0 to 1000						
Date			<u> </u>	0 2		<u> </u>	01				<						
Names of learners																	
1																	
2	 																
3																	
5																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
Mathematics: GRADE 3: TERM 4: Scores using rubrics and written recording – Recording Sheet																	
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		Numbers, Operations & Relationships							Patterns, Functions & Algebra	Space & Shape	Measurement			Data handling			
		Mental Mathematics: Rapidly recall: Multiplication and division facts for the: two times table up to 2 × 10, ten times table up to 10 × 10	Written: Number symbols and number names, Write number symbols 0 to 1000, Identify, recognise and reads number names 0 to 1000, Write number names 0 to 1000	Written: Describe, compare and order numbers up to 999,Use ordinal	Written Recognise place value of numbers 999,	Written Context-free calculations, Add to 999, Subtract from 999, Multiply 2, 4, 5, 10, 3 to a total of 100, Divide numbers to 50 by 2, 3, 4, 5, 10	Written Fractions ; Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent Recognise fractions in diagrammatic form. Write fractions as 1 half, 2 third	Written Solve money problems involving totals and change in rands or cents, Solve word problems in context :addition subtraction, multiplication ,grouping	TOTAL	Written Number patterns: Copy and extend simple number sequences in 4s, 5s,1 0s, 20s, 25s, 50s, 100s, up to 1000	Written Recognise and name 3-D objects ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cone, Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes	Written Time: Tell 12-hour time in hours, half hours, quarter hours, minutes on analogue clocks and digital clocks and other digital instruments	Written Area: Investigate the area using tiling.	Written Mass: Read pictures of products with mass written on them	Written Capacity: Reading pictures of products with their capacity written on them	TOTAL	Written Analyse and interpret data from pictograph, bar graph, table
	Date			10		10		40	40				_		_		
	Score	5		10		10	5	10	40	5	5	5	5	5	5	30	5
Names of learners																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	

Mathematics: Grade 3 :Term 4 Suggested Rubrics											
Numbers, Operations & Relationships											
Activity (oral)	1	2	3	4	5						
Multiplication and division facts for the: two times table up to 2 x 10 ten times table up to 10 x 10 5 times tables up to 5X10	Is still learning 10 times tables	Knows 10 times tables and is learning 2 times tables	Knows 2 and 10 times tables well and applies it in context free calculations	Knows 2 , 5, and 10 times tables very well and applies it in context free calculations	Knows 2, 5, and 10 times tables very well and applies it in context free calculations and problem solving.						
Activity (oral)	1	2	3	4	5						
Read pictures of products with mass written on them in kilograms and grams(10 pictures)	Reads 1-2 pictures of products with mass written in kilograms with support.	Reads 3-4 pictures of products with mass written on them in kilograms	Reads 5-6 pictures of products with mass written on them in kilograms and grams correctly.	Reads 7-8 pictures of products with mass written on them in kilograms and grams correctly	Reads 9-10 pictures of products with mass written on them in kilograms and grams correctly						



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