



FOUNDATION PHASE

GRADE R

SBA EXEMPLAR BOOKLET



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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.

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DIRECTOR-GENERAL

DATE: 13/09/2017

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1. INTRODUCTION

Learning and teaching experiences in Grade R are based on the principles of integration and play-based learning. It is for this reason that only informal assessment activities have been included for Grade R in the Curriculum and Assessment Policy Document Statement (CAPS).

In Grade R most of the assessment takes place through observation with the teacher observing learners in an ongoing and in planned way, during their daily routine, structured and free play activities when they work in small groups or in large groups or individually.

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

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

The checklist is used to track the learner’s performance informally and ongoingly. Rubrics are used to assess and score each learner accordingly in terms of his/her physical, oral and practical responses to the skills and concepts that are being assessed at the end of an activity or experience.

Rubric (example) ←

Home Language: Rubric: Activity 1: Listens attentively to simple questions, announcements and responds appropriately Criteria Score 3	
1	Unable to listen to questions and announcements and struggles to respond on his or her own
2	Tries to listen and respond to questions and announcements.
3	Good at listening to simple questions, announcements and responds appropriately.

Activities		Activity 1: Listens attentively to simple questions, announcements and responds appropriately	Activity 2:	Activity 3:	TOTAL
Score (as per rubric criteria)		3	3	3	9
Learners name					
1	Heidi	1	2	2	5
2	Ronica	2	2	1	5
3	Nakedi	3	1	2	6

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

It is not necessary to keep evidence of all learners' work in Grade R, however it is useful to keep a selection of learner's work that can show progress over time. The selected learners work can be kept in files, or displayed during parent evenings and in the classroom. Additional learner work can be taken home on a regular basis.

2. ASSESSMENT PRACTICES IN GRADE R

Assessment practices in Grade R should be informal and children should not be subjected to a 'test' situation. The School Based Assessment (SBA) guidelines seek to provide more guidance on formative assessment practices in Grade R. In Grade R most of the assessment takes place through observation with the teacher recording the results of the assessment using a checklist or rubrics. Each activity that is used for assessment should be carefully planned so that it integrates a variety of skills.

2.1 The CAPS policy is very explicit that assessment in Grade R is 100% formative assessment. Formative assessment (assessment for learning) is informal and more frequent, involving the gathering of information about learners and their learning needs **while still learning**. Formative assessment has two key functions: **informing** and **forming**. In other words, formative assessment shapes the decisions about what to do next, by helping **the teacher** to *select what to teach in the next lesson, or even in the next moment in the lesson*; and **the learners** to *understand what they have learnt and what they need to learn next*.

2.2 RECORDING AND REPORTING

Recording is a process in which the teacher documents (gather evidence) the level of the each individual learner's developmental skills and progress in each term. Observations based on the learner's development of skills should be used to give each learner the opportunity to demonstrate what he/ she can do. The following tools and methods are recommended for the recording and reporting process.

TOOLS	FORMS/ METHODS
Observation book (anecdotal notes)	Observation
Checklists	Oral – responds to questions, discussion etc.
Rubrics	Practical – sorting, building a puzzle, physical activity, moulding etc.
	Written - drawing, scribbling, painting, tracing etc

An observation booklet can be used by a teacher/practitioner to keep track of each learner's holistic development throughout the term and year. *The forms of assessment should be age appropriate and suitable for the skills that are being assessed. For example a Grade R learner should be assessed orally on his or her ability to perform an action rhyme or song. The forms of assessment should cater for the different learning styles namely visual, auditory and kinaesthetic.*

Reporting is a process of communicating the learner's developmental progress in terms of the skills that he/she has acquired during each term.

IMPLEMENTATION OF SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEMS (SA-SAMS). The programme of assessment for Grade R will be used to inform the implementation of SA-SAMS. Table 1 indicates the SA-SAMS-weightings for all the subjects offered in Grade R namely Home Language, Mathematics and Life Skills. The Daily programme is designed to cater for integration of teaching and learning and is integrated across all subjects. In Grade R **100% formative assessment is implemented**. Table 1 gives an indication of the SASAMS weightings that should be used to track learner performance.

Table 1

Subject	Grade R Hours	Weightings according to teaching time	Weighting when captured on SASAMS
Home Language	10	44%	100%
Mathematics	7	30 %	100%
Life Skills	6	26%	100%
TOTAL	23 hours	100%	100%

Term 1: Home Language: Grade R

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

Teacher Notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in Home Language (HL), Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities as per their developmental readiness, to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to give explanations
- Develops language to develop concepts for shape, colour and age
- Understands drawing and writing are different: pretend writing represented using squiggles
- “Reads” own writing: ‘reads what squiggles say’
- Recognises and points out to objects in pictures
- Forms letters in various ways using the whole body to make the letter “l”
- “Writes” in a sand tray
- Listens to short stories with enjoyment and joins in choruses at the appropriate time

By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric.

Term 1: Mathematics: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Estimates and rote counts up to 5	OBSERVATION	Rubric 1	Oral / Practical	3	On or before the end of term.	
2	• Copies, extends and creates own patterns		Rubric 2	Practical	3		
3	• Knows the number symbol and number name 1. • Identifies pictures and dot cards that involve number 1		Rubric 3	Oral / Practical	3		
4	• Recognise, identifies 3 D objects e.g. balls, boxes		Checklist	Practical	n/a		
5	• Knows on, in, out, up, down • Understands backwards, forwards, front, back		Checklist	Practical/ Oral	n/a		
6	• Describes, sort and compares 3D objects about according to shape • Able to collect and sort draw, read and represent objects according to one attribute		Checklist	Oral	n/a		
7	• Orders recurring events in own daily life (e.g. Daily programme)(ongoing)		Rubric 4	Practical/ Oral	3		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to give explanations
- Develops language to develop concepts for shape, colour and age
- Builds at least a 6 piece puzzle
- Shows ability to distinguish between objects in “foreground/ background”
- Distinguish between tall, taller, tallest, short, shorter, shortest (Height chart)
- Compares which of the two given collection of objects are bigger, smaller, biggest and smallest
- Sort objects according to: Size – big and small, Objects that roll and slide
- Recognises line of symmetry in self
- Identifies patterns in the environment
- Counting rhymes and games
- Understands ordinal numbers
- Understands one to one correspondence
- Uses concrete apparatus to solve problems
- Identifies and recognizes circle, triangle and square
- Understands words e.g. day, night, light and dark, morning, afternoon, tonight to describe time of day
- Shows awareness of days of the week, seasons and weather
- Knows own birth date
- Recognises, identifies and names his/her own symbol, his/her peers symbol and class name

By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric

Term 1: Life skills: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Participates and engages in discussions related to Topics (Beginning Knowledge & Personal and Social Well-being)	OBSERVATION	Rubric 1	Practical / Oral	3	On or before the end of term.	
2	• Exploring music, movement and voice focusing on tempo : fast and slow		Checklist	Practical / Oral	n/a		
3	• Identifies parts from the whole such as names and points to parts of the body • Identify and name body parts		Rubric 2	Oral	3		
4	• Locomotor: walk and run in different directions without bumping into each other, running on all fours, running around a marker		Rubric 3	Practical	3		
5	• Balance: balancing on a balancing beam/ skipping rope/ masking tape, walking forwards and backwards		Checklist	Practical	n/a		
6	• Coordination: throwing and catching beanbags, Jungle gym: climb a ladder		Checklist	Practical	n/a		
General and Perceptual Development The skills in the general and perceptual development checklist should be assessed continuously and reported to parents quarterly. The checklist is to be used for class recording and kept in the teacher's assessment file.			Checklist	Practical	n/a		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to give explanations
- Develops language to develop concepts for shape, colour and age
- Draws and paints freely
- Sings and recites simple songs and rhymes
- Rhythm: jumping with feet together and on alternate feet
- Rhyme: use of sense of hearing

By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric

Recording sheet using Rubric: Term 1

Subject		Home Language				TOTAL	Mathematics				TOTAL	Life Skills				TOTAL
Activity		Listens attentively to simple questions, announcements and responds appropriately	Draws or paints pictures to convey messages during creative art activities such as personal experience	Identifies similarities and differences	Tells stories and retells stories of others in own words	Weighting = 100 % Home Language	Estimates and rote counts up to 5	Copies, extends and creates own patterns	Knows the number symbol and number name 1. Identifies pictures and dot cards that involve number 1	Orders recurring events in own daily life	Weighting = 100 % Mathematics	Participates and discusses during the Beginning Knowledge and Personal and Social Well-being topics in the term	Identifies parts from the whole such as names and points to parts of the body Identify and name body parts	Locomotors: walk and run in different directions without bumping into each other, running on all fours, running around a marker	Weightings = 100 % Life Skills	
Date																
Score		3	3	2	3	11	3	3	3	3	12	3	3	3	9	
Names of learners																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

Checklist: Term 1											
Subject					Home Language	Mathematics			Life Skills		
<div>✓ - achieved</div> <div>✗ - not yet</div> <div>● - almost</div>					Distinguishes aurally between different letter sounds especially at the beginning of own name	Describes, sort and compares 3D objects about according to shape, Able to collect and sort draw, read and represent objects according to one attribute	Knows on, in, out, up, down Understands backwards, forwards, front, back	Recognise, identifies 3 D objects e.g. balls, boxes	Exploring music, movement and voice focusing on tempo : fast and slow	Balance: balancing on a balancing beam/ skipping rope/ masking tape walking forwards and backwards	Coordination: throwing and catching beanbags, Jungle gym: climb a ladder
Date											
Learners names											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Grade R: Rubrics for Term 1

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

3	Good at listening to simple questions, announcements and responds appropriately.
2	Attempts to respond appropriately. Tries to listen to questions and announcements.
1	Unable to listen to questions, announcements and struggles to respond .

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

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

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

2	Is able to distinguish similarities and differences in terms of 1 attribute.
1	Unable to identify similarities and differences.

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

3	Very good at telling the story and retelling the story in own words.
2	Attempts to retell a story in own words.
1	Struggles to retell the story in own words.

Mathematics: Rubric 1: Estimates and rote counts up to 5

3	Easily estimates and counts orally up to 5.
2	Starts to estimate and counts orally up to 5.
1	Still very unsure how to estimate and counts orally up to 5.

Mathematics: Rubric 2: Copies, extends and creates own patterns

3	Easily copies, extends and creates own patterns as he/she understand the concept.
2	Is able to understand, therefore is starting to try to copy or create his / her own patterns.
1	Still very unsure and has not mastered the skill to copy, extend and creates own patterns.

Mathematics: Rubric 3: Knows the number symbol **1** and recognises the number name (**one**) & identifies number pictures and dot cards of 1 e.g. 1

3	Easily identifies number symbol 1, name and picture with dot.
2	Is able to understand the concept and identifies number symbol 1, name and picture with dot.
1	Still very unsure and struggles to identifies number symbol 1, name and picture with dot.

Mathematics: Rubric 4: Orders recurring events in own daily life.

3	Very good understanding of that routines and events follow each other in a sequential order in a day.
2	Tries to understand that events that follow each other in a sequential order in a day.
1	Unable to understand that events follow each other in a sequential order in a day.

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

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

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

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

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

3	Very good at walking and running in different directions without bumping into each other. Enjoys running on all 4s. Excellent when running around markers, hands and feet move rhythmically.
2	Is starting to get confident when walking and running in different directions. Starts running on all 4s and around markers, hands and feet don't always follow each other rhythmically.
1	Struggles to walk and run in different directions without bumping into each other. Cannot run on all 4s nor around a marker, hands and feet do not move together rhythmically.

General and Perceptual Development (Report to Parent)

Name of learner: _____ Term: 1

Weight _____ kg Height: _____ cm



I mastered the skill completely



I am getting there



I struggle to master the skill, but still trying

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

General and Perceptual Development Checklist: Term 1

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

Term 2: Home Language: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Sings songs, recites rhymes and performs actions with the whole class.	OBSERVATION	Rubric 1	Oral	4	On or before the end of term.	
2	• Listens without interrupting, taking turns to speak		Checklist	Practical/ Oral	n/a		
3	• Looks carefully at pictures and talks about common experiences		Rubric 2	Practical	3		
4	• Discusses and describes characters in stories		Rubric 3	Practical	4		
5	• Begins to "write" observing conventions of directionality: writes from left to right, top to bottom of the page		Rubric 4	Practical/ Oral	4		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be "separated" in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age
- Participates in discussions and asks questions
- Tells stories and retells the stories of other children in own words
- Draws pictures to convey messages such as own news
- Understands that print communicates meaning: words can represent own names, names of people, places and things
- Finds specified images in a busy detailed picture
- Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempt: Pretend writing using a mixture of copied letters and squiggles
- "Reads" enlarged texts such as poems, big books, posture and electronic texts as a whole class with the teacher (shared reading)
- "Reads" what letters and squiggles say
- Begins to form letters using finger painting, paint brushes, wax crayons
- Identifies and describes similarities and differences
- Holds the book right way up and turns pages correctly when 'reading'
- Develops large muscle control: work in pairs or on own to form letters with their bodies
- Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts

By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric

Term 2: Mathematics: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	<ul style="list-style-type: none"> Counts forwards and backwards 	OBSERVATION	Checklist	Practical/ Oral	n/a	On or before the end of term.	
2	<ul style="list-style-type: none"> Knows the number symbols 1,2,3,4 Identifies number pictures and dot cards Recognizes the number names two, three, four 		Rubric 1	Practical/ Oral	3		
3	<ul style="list-style-type: none"> Able to collect, sort, draw, read and represent objects according to one attribute 		Checklist	Practical	n/a		
4	<ul style="list-style-type: none"> Solves addition and subtraction problems up to 4 		Rubric 2	Practical/ Oral	4		
5	<ul style="list-style-type: none"> Compares which of two given collection of objects are long, longer, short, shortest 		Checklist	Practical	n/a		
6	<ul style="list-style-type: none"> Builds at least a 12 piece puzzle 		Checklist	Practical	n/a		
7	<ul style="list-style-type: none"> Knows own birthday 		Checklist	Oral	n/a		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age
- Explores with building blocks
- Understands one -to one correspondence
- Estimates and rote counts up to 7
- Copies, extends and creates own patterns
- Recognize numbers in familiar context
- Uses concrete apparatus
- Explains own thinking in words through drawing or concrete objects
- Understands the position of two or more objects in relation to the other, on, under
- Understands the days of the week, season and weather chart
- Knows own birthday

- Understands the concepts of few and many
- Distinguishes between more, less and equal, many and few
- Sorts objects according to colour (red, yellow, blue, green)
- Distinguish between longest, shortest, longer and shorter
- Recognises the different South African coins
- Flag of our country with colours
- Recognises, identifies and names the shapes
- Understands form constancy of shape (triangle (shape conversation)

By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric

Term 2: Life Skills: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Participates and engages in discussions related to Topics (Beginning Knowledge & Personal and Social Well-being)	OBSERVATION	Rubric 1	Oral	3	On or before the end of term.	
2	• Sports and games: Throw bean bags/balls into containers.		Checklist	Practical/ Oral	n/a		
3	• Body awareness exploring space and direction such as large, small, high, low, far, near		Checklist	Practical/ Oral	n/a		
4	• Dramatising an existing story		Rubric 2	Practical/ Oral	3		
5	• Interpreting body parts in drawing and painting.		Rubric 3	Oral	4		
General and Perceptual Development The skills in the general and perceptual development checklist should be assessed continuously and reported to parents quarterly. The checklist is to be used for class recording and kept in the teacher's assessment file.			Checklist	Practical	n/a		
Teacher notes: The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric. <ul style="list-style-type: none">• Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age• Body awareness• Expressing moods and emotion• Music, voice and movement• Body awareness exploring space and direction• Use of objects• Coordination: Jungle Gym• Knows personal details• Sings and recites songs• Work in different sizes to increase awareness of detail• Craft skills and techniques: cutting, pasting, tearing• Use playdough to model: shaping, twisting, rolling <ul style="list-style-type: none">• Locomotion: running backwards and forwards• Bouncing, catching throwing By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric							

Recording sheet using Rubric: Term 2												
Subject	Home Language				TOTAL	Mathematics		TOTAL	Life Skills			TOTAL
Activity	Sings songs, recites rhymes and performs actions with the whole class	Looks carefully at pictures and talks about common experiences	Discusses and describes characters in stories	Begins to "write" observing conventions of directionality: writes from left to right, top to bottom of the page	Weighting = 100% Home Language	Knows the number symbols 1,2,3,4 Identifies number pictures and dot cards Recognizes the number names two, three, four	Orally solves addition and subtraction problems up to 4	Weighting = 100 % Mathematics	Participates and discusses during the Beginning Knowledge and Personal Social Wellbeing topics in the term	Dramatising an existing story	Interpreting body parts in drawing and painting.	Weighting = 100 % Life Skills
Date												
Score	3	3	3	3	12	3	4	7	3	4	3	10
Learners names												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												

Checklist: Term 2								
Subject	Home Language	Mathematics					Life Skills	
<p>✓ - achieved</p> <p>✗ - not yet</p> <p>● - almost</p>	Listens without interrupting, taking turns to speak	Counts forwards and backwards	Able to collect, sort, draw, read and represent objects according to one attribute	Compares which of two given collection of objects are long, longer, short, shortest	Builds at least a 12 piece puzzle	Knows own birthday	Sports and games: Throw bean bags/balls into containers.	Body awareness exploring space and direction such as large, small, high, low, far, near
Date								
Learners names								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

Grade R: Rubrics for Term 2

Home Language: Rubric 1: Sing songs / recite rhymes / perform actions in class

3	Excellent participation when singing / reciting and performing. Shows confidence and enjoyment
2	Wants to participate – but lacks confidence and unable to sing / recite / perform
1	Still unsure to recite /sing/ perform – but is gaining confidence by trying. Enjoys listening.

Home Language: Rubric 2: Looks carefully at pictures and talks about common experiences

3	Expresses him /herself clearly when talking about experiences based on a picture on his/her own.
2	Is able to talk about an experience based on a picture with support.
1	He/she talks about something unrelated to the picture.

Home Language: Rubric 3: Discuss and describes characters in a story

3	Describes characters with relevant details confidently and fluently.
2	Is learning to describe and discuss at least the main character.
1	Needs support and prompting to talk about a character.

Home Language: Rubric 4: Begins to write observing convention of directionality: writes from left to right / top to bottom of the page

3	"Copies and writes" own name and letters automatically from left to right, showing an understanding of directionality.
2	Tries to "write", using coping or squiggles, becoming aware of left to right
1	Does not try to "pretend" writing only uses squiggles. Not aware of directionality from left to right

Mathematics: Rubric 1: Know number symbols /value(dots)/ recognises number names 1-4

4	Demonstrates an ability to match and recognise number symbols, values and names with confidence.
3	Can identify at least 2 symbols/ dots and names – not necessary the same "pair"
2	Starts to show interest in number symbols acting to demonstrate an understanding of number symbols and value up to 2
1	Cannot identify the symbols/dots nor the number names

Mathematics: Rubric 2: Orally solves addition and subtraction problems up to 4

3	Accomplishes success when solving problems by means of concrete apparatus, good at explaining thinking methods and easily solves oral addition and subtraction problems
2	Starting to make sense of problem solving through concrete apparatus, can put in own words way of thinking. Starting to solve addition and subtraction problems orally
1	Unable to solve problems practically, unsure how to solve orally addition and subtraction problems nor able to explain thinking method

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

3	Participates actively and contributes in discussions
2	Participates and discusses when promoted by teacher
1	Unable to participate and is reluctant to contribute during discussions

Life skills: Rubric 2: Dramatises an existing story

3	The learner demonstrates self-confidence when dramatising and enjoys every moment.
2	The learner tries to dramatise – but tends to be a little bit shy.
1	The learner is unable to dramatise any actions as the learner does not understand the concept or lacks confidence to perform.

Life skills: Rubric 3: Interprets body parts in drawing or painting

4	The picture is accurately represented.
3	Is able to draw a picture of body parts with inaccurate details.
2	Unsure when he /she needs to draw a picture. Picture is represented as stick image.
1	Unable to reflect body parts in drawing or painting.

General and Perceptual Development (Report to Parent)

Name of learner: _____ Term: 2

Weight: _____ kg

Height: _____ cm



I mastered the skill completely



I am getting there



I struggle to master the skill, but still trying

Integrated specific criteria to ensure the holistic development of the Grade R learner				Comment
General Development				
• likes to play on his/her own				
• is a very independent learner				
• loves to play with friends				
• has good concentration skills				
• respects adults and classmates				
• listens the first time when spoken to				
• he/she can easily make a decision / a choice				
Perceptual Development				
• listen well in the class to the teacher and friends				
• is able to kick the ball during outdoor play				
• can fasten buttons, zips and bows				
• accurately cutting on line, precise and neat				
• can throw a ball/beanbag under or over to cover a distance of 3 metres				
• likes to skip and jump during outdoor activities and physical education				
• enjoys and memorises rhymes and songs				
• recognises his/her, as well as other friends written names in the class				
• understands position in space by demonstrating it practically by using his/her body				
• holds brushes, crayons, colouring pens etc. correctly in preparation of writing				
• easily finds specified images in a busy or detailed picture				
• identifies sweet and sour taste with ease				
• likes to demonstrate/act out the sounds of different everyday life and animals				
• can do windmills-hand to opposite foot/knee				
• complete the unfinished drawing of a face				

General Development and Perceptual checklist: Term 2

 I mastered the skill completely (✓)																						
 I am getting there (•)																						
 I struggle to master the skill, but still trying (x)																						
Learners names		likes to play on his/her own	is a very independent learner	loves to play with friends	has good concentration skills	respects adults and classmates	listens the first time when spoken to	he/she can easily make a decision / a choice	is able to kick the ball during outdoor play	can fasten buttons, laces, zips and bows	accurately cutting on line, precise and neat	can throw a ball/beanbag under or over to cover a distance of 3 metres	likes to skip and jump during outdoor activities and physical education	enjoys and memorises rhymes and songs	recognises his/her, as well as other friends written names in the class	understands position in space by demonstrating it practically by using his/her body	holds brushes, crayons, colouring pens etc. correctly in preparation of writing	easily finds specified images in a busy or detailed picture	identifies sweet and sour taste with ease	likes to demonstrate/act out the sounds of different everyday life and animals	Can do windmills – hand to opposite foot/knees	Complete the unfinished drawing of a face
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						

Term 3: Home Language: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Draws pictures to convey a message about a personal experience and uses this as a starting point for writing, teacher adds a word or phrase to the drawing.	OBSERVATION	Rubric 1	Oral	3	On or before the end of term	
2	• Listens attentively to questions and gives answers.		Rubric 2	Oral	3		
3	• Recognise and names some letters of their own name		Checklist	Oral	n/a		
4	• Can match words to objects: matches labels to labeled items on an interest table		Rubric 3	Oral	3		

Teacher notes:

The above will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to develop concepts in all subjects (e.g. Mathematics - quantity, size, time, shape, age, direction and colour)
- Interprets pictures to make up own story, that is, ‘reads’ the pictures.
- Looks carefully at pictures and talks about common experiences
- Matches things that go together, and compares things that are different
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Tells and retells other children's story in own words
- Understands that pictures and photographs convey meaning about events, people, places and things and talks about these
- Describes the characteristics of characters in stories or television and gives opinion
- ‘Reads’ high frequency words in the community, road signs, shop names
- Understands writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts, pretend writing using a mixture of copied letters and squiggles
- Reads’ class or group generated texts. For example sentences written by the teacher while the children are watching, talking and dictating.
- Distinguishes aurally between different sounds especially at the beginning of words
- Holds the book right way up and turns pages correctly when reading
- Uses pictures to understand simple phrases and sentences in a book
- Begins to “write” observing conventions of directionality: writes from left to right, top to bottom of the page
- Role plays writing in play situations
- Recognizes aurally and visually some initial consonants and vowels especially at the beginning of common words

By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric

Term 3: Mathematics: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	<ul style="list-style-type: none"> Distinguishes between more, less and equal, many and few up to 7 	OBSERVATION	Rubric 1	Practical	3	On or before the end of term	
2	<ul style="list-style-type: none"> Identifies number pictures and dot cards 5,6,7 Knows the number symbols 5, 6,7 Recognizes the number names five, six, seven 		Rubric 2	Practical	3		
3	<ul style="list-style-type: none"> Knows the position of two or more objects in relations to each other - on top, on, under, bottom, below, next to, middle, left and right 		Rubric 3	Practical	3		
4	<ul style="list-style-type: none"> Knows directions on arrow chart 		Checklist	Oral, Practical	n/a		
5	<ul style="list-style-type: none"> Understands the concepts "light, heavy, lighter, heavier, lightest, heaviest" 		Checklist	Practical	n/a		
6	<ul style="list-style-type: none"> Understands the concepts of 'empty, full, more than, less than" 		Checklist	Practical	n/a		
7	<ul style="list-style-type: none"> Able to collect, sort, draw, read and represent (analyse) objects according to one attribute 		Checklist	Practical	n/a		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be "separated" in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to develop concepts in all subjects (e.g. Mathematics - quantity, size, time, shape, age, direction and colour)
- Copies, extends and creates own patterns using pictures
- Understands the concepts of heavy, light, lighter, heavier, lightest, heaviest
- Knows which number of claps are more/less
- Uses concrete apparatus to solve problems
- Orally solves addition and subtraction problems
- Builds from a given construction example.
- Copies a construction from a design or picture card
- Counts forwards and backwards
- Recognises, identifies and names the square
- Understands form constancy of shapes learnt to date

- Estimates and rote counts up to 7,
- Recognises numbers in a familiar context,
- Estimates and measures the length of different objects
- Builds at least an 18 piece puzzle

By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric

Term 3: Life Skills: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Participates and engages in discussions related to Topics (Beginning Knowledge & Personal and Social Well-being)	OBSERVATION	Rubric 1	Practical / Oral		On or before the end of term	
2	• Using body percussion and/or percussion instruments to perform simple rhythm patterns.		Rubric 2	Practical Oral	4		
3	• Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off cuts and other.		Checklist	Practical	n/a		
4	• Simple obstacle course e.g. jumping, running, throwing, climbing, crawling etc.		Rubric 3	Practical			
General and Perceptual Development							
The skills in the general and perceptual development checklist should be assessed continuously and reported to parents quarterly. The checklist is to be used for class recording and kept in the teacher’s assessment file.			Checklist	Practical	n/a		
Teacher notes:							
The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.							
<ul style="list-style-type: none">• Uses language to develop concepts in all subjects (e.g. Mathematics - quantity, size, time, shape, age, direction and colour).• Draw and paint freely• Encourage development of skills through manipulation of the material• Use of play dough to improve fine motor ability: rolling, pinching, joining• Rhythm: Simple hopscotch• Coordination: throwing and catching, Jungle gym• Balance: walking on a balancing beam, balance on one foot• Uses gestures and facial expressions to communicate emotions• Sings songs and rhymes and performs actions on own							
<ul style="list-style-type: none">• Dramatises make-believe situations and own life experiences with movement and song• Locomotor: Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling• Spatial Orientation: Speed: walk fast, march faster, Jump over and move under obstacles• Laterality: Moving sideways• Music, voice and movement focusing on pitch• Using percussion instruments to keep a steady beat							
By the end of the term (or week 9) you should be able to complete the checklist and score each learner according to the rubric							

Recording sheet using Rubric: Term 3													
Subject		Home Language			TOTAL	Mathematics			TOTAL	Life Skills			TOTAL
Activity		Draws pictures to convey a message about a personal experience and uses this as a starting point for writing, teacher adds a word or phrase to the drawing.	Listens attentively to questions and gives answers.	Can match words to objects: matches labels to labeled items on an interest table	Weighting = 100 % Home Language	Distinguishes between more, less and equal, many and few up to 7	Identifies number pictures and dot cards 5,6,7. Knows the number symbols 5, 6,7 Recognizes the number names five, six, seven	Knows the position of two or more objects in relations to each other - on top, on, under, bottom, below, next to, middle, left and right	Weighting = 100 % Mathematics	Participation and discussion during the Beginning Knowledge and Personal and Social well-being topics in the term	Using body percussion and/or percussion instruments to perform simple rhythm patterns.	Simple obstacle course e.g. jumping, running, throwing, climbing, crawling etc.	Weighting = 100 % Life Skills
Date													
Score		3	3	3	9	3	3	3	9	3	3	3	9
Learners names													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													

Checklist: Term 3						
Subject	Home Language	Mathematics				Life Skills
<p>✓ - achieved</p> <p>✗ - not yet</p> <p>• - almost</p>	Recognise and names some letters of their own name	Knows directions on arrow chart	Understands the concepts "light, heavy, lighter, heavier, lightest, heaviest"	Understands the concepts of 'empty, full, more than, less than'	Able to collect, sort, draw, read and represent (analyse) objects according to one attribute	Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off cuts and other.
Date						
Learners names						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

Grade R: Rubrics for Term 3

Home Language: Rubric 1: Draws pictures to convey message / Learner draws and gives oral word or phrase for drawing while teacher writes it on picture

3	Good at drawing a picture to convey a message. Can provide a phrase for the pictures.
2	Tries to draw a picture to convey a message, uses some pictures to make a story, can provide only a word for his/her picture.
1	Struggles to draw a picture that can convey a message or to use pictures to make own story. Cannot provide a word or phrase orally.

Home Language: Rubric 2: Listens attentively to questions and gives answers

3	Attentive and is able to respond to questions with ease.
2	Attentive and is able to respond to questions with help.
1	Inattentive and not able to respond to questions.

Home Language: Rubric 3: Can match words to objects / matches labels to items on theme table

3	Able to match label/ words to objects on theme table
2	Tries to attach labels to objects on theme table
1	Cannot match any labels to objects on the theme table

Mathematics: Rubric 1: Distinguishes between more, less and equal, many and few up to 7

3	Easily able to distinguish between more, less and equal, many and few up to 7
2	Is able to distinguish between more, less and equal, many and few up to 7 with assistance
1	Unable to distinguish between more, less and equal, many and few up to 7

Mathematics: Rubric 2: Identifies number pictures and dot cards 5,6,7. Knows the number symbols 5, 6,7. Recognizes the number names five, six, seven

3	Excellent at identifying the symbols, pictures, dot cards and number names 5,6,7.
2	Can identify some symbols, pictures, dot cards and number names 5,6,7 with assistance.
1	Struggles to identify the symbols, pictures, dot cards and number names 5,6,7.

Mathematics: Rubric 3: Position in space

3	Can easily identify all positions in space e.g. next to, in between, right, left, forwards, backward upwards, downwards, up, down, middle.
2	Can identify some positions in space
1	Still very unsure when he/she needs to indicate different positions in space

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

3	Participates actively and contributes to discussions
2	Participates and discusses when supported by teacher

Life skills: Rubric 2: Using body percussion and/or percussion instruments to perform simple rhythm patterns.

3	Can easily perform simple rhythm patterns using body percussion and/or percussion instruments.
2	Can perform a few simple rhythm patterns using body percussion and/or percussion instruments.
1	Unable to perform simple rhythm patterns using body percussion and/or percussion instruments.

Life skills: Rubric 3: Simple obstacle course e.g. jumping, running, throwing, climbing, crawling etc.

3	Is able to participate in all the stations in the obstacle course with ease
2	Is able to participate in some stations in the obstacle course
1	Unable to participate in all the stations in the obstacle course.

General and Perceptual Development (Report to Parent)

Name of learner: _____ Term: 3

Weight: _____ kg Height: _____ cm



I mastered the skill completely



I am getting there



I struggle to master the skill, but still trying

Integrated specific criteria to ensure the holistic development of the Grade R learner				Comment
General Development				
• can convey a simple message				
• is a friendly learner and helps when it is cleaning up time				
• loves to play in the fantasy area e.g. kitchen				
• very creative when doing creative art activities				
• pronounces words well when speaking				
• uses good sentences structure when he/she is speaking				
• can complete tasks given				
• can take responsibility for his/her actions				
• can handle conflict situations well				
Perceptual Development				
• can match pictures or objects that go together e.g. nest and bird				
• awareness of own body: mirror games				
• enjoys simple and advanced pegboard activities				
• can put 3 pictures of a story in correct sequence				
• can catch the bean bag when playing with the "flip and catch"				
• can identify colours when mixed to make another colour (example red and blue = purple)				
• can demonstrate position regarding space: behind, in front, under, on top, at the side, first, middle, last				
• can match words describing objects on theme table to words on cards				
• can describe the character in a story and give a reason why he/she likes/dislike the person				
• can gallop like a horse				
• can skip over a swinging rope				
• can jump over and move under obstacles ,and weave through obstacles (obstacle course)				
• can balance on one foot: 5 sec = L 5 sec = R				
• can identify numbers and join the dots correctly				
• easily completes an 18 piece puzzle				
• can easily walk sideways on a raised beam, rope or masking tape				
• can select/identify an object between others e.g. bead between many other objects on a tray				
• can roll a ball from left to right on the floor as well as against the wall with both hands on the ball, crossing the midline				

General and Perceptual Development Checklist: Term 3	
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[illegible]

Term 4: Home Language: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence	OBSERVATION	Rubric 1	Oral	3	On or before the end of term	
2	• Interprets pictures to construct ideas , make up own story and “read” the pictures		Rubric 2	Practical/ Oral	3		
3	• Copies letters and numerals from the classroom environment when “writing”		Rubric 3	Practical/ Oral	3		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Reads big books or other enlarged texts as a whole class with the teacher
- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word, phrase or sentence
- ‘Writes’ and asks others to give meaning to what has been written
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Tells stories and retells other children’s stories in own words
- Matches things that go together and compares things that are different
- Looks carefully at pictures and talks about common experiences
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of words
- Recognises and names some letters of the alphabet such as letters in own name
- “Reads” own and others “writing”
- Identifies similarities and differences
- Makes attempts at familiar forms of writing, using known letters.
- Copies letters and numerals from the classroom environment when ‘writing’

By the end of the term (or week 7) you should be able to complete the checklist and score each learner according to the rubric

Term 4: Mathematics: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Counts backwards and forwards (0-10)	OBSERVATION	Checklist	Practical/ Oral	n/a	On or before the end of term	
2	• Identifies number pictures and dot cards from 0-10 • Knows the number symbols (8,9,10,0) • Recognises the number names (8,9,10,0)		Rubric 1	Practical	3		
3	• Able to build at least 24 piece puzzle		Rubric 2	Practical	5		
4	• Recognises the line of symmetry in objects		Checklist	Practical / oral	n/a		
5	• Orally solves addition and subtraction problems that involves numbers up to the number 10		Rubric 3	Practical	3		
6	• Understands ordinal numbers – first, second, third, fourth, fifth and sixth		Checklist	Practical/ Oral	n/a		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. The skills listed below are taught but do not appear on the checklist or rubric.

- Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence
- Recognises and identifies numbers in a familiar context
- Uses concrete apparatus
- Explains own thinking in words and through drawing or concrete objects
- Estimates and rote counts to 10
- Completes simple number sequences from the numbers 1-10
- Knows the concepts: next to, in between and middle, left and right
- Understands the concepts: forwards and backwards, up and down, upwards and downwards
- Understands that objects can also be measured by using a tape measure
- Recognises and identifies and names shapes
- Count in two's (e.g. number songs and rhymes)
- Understands which number of claps are more/less, most/least

- Distinguish between more /less, equal, most and least up to the number 10
- Copies, extends and creates own auditory patterns
- Able to collect, sort, draw, read and represent (analyse) according to one attribute
- Able to do more advanced pegboard work

By the end of the term (or week 7) you should be able to complete the checklist and score each learner according to the rubric

Term 4: Life Skills: Grade R

Activities	Skills for informal assessment	Forms of Assessment	Assessment Tool	Assessment Method	Score	Date to be completed	Date completed
1	• Participates and engages in discussions related to Topics (Beginning Knowledge & Personal and Social Well-being)	OBSERVATION	Rubric 1	Practical	3	On or before the end of term	
2	• Catches different size balls (large, medium, small) at various distances or heights		Checklist	Practical	n/a		
3	• Balance: Walking on stilts/tyres		Checklist	Practical	n/a		
4	• Co-ordination: Dribble a ball with L/R feet		Rubric 2	Practical	3		
5	• Improvise and interpret: Simple mime actions e.g. eating an ice cream		Rubric 3	Practical	3		
6	• Create in 3D: use play dough modeling, pinching, pulling, rolling smaller pieces		Checklist	Practical	n/a		
General and Perceptual Development The skills in the general and perceptual development checklist should be assessed continuously and reported to parents quarterly. The checklist is to be used for class reporting and kept in the teacher's assessment.			Checklist	Practical	n/a		

Teacher notes:

The above skills will be observed during the integrated daily programme. Many skills are integrated in HL, Mathematics and Life Skills and cannot be “separated” in grade R. All skills listed are not meant to be an assessment activity but rather you should ensure that your learners are afforded many opportunities to learn and practise the skill and demonstrate it in many ways. These skills are taught but do not appear on the checklist or rubric.

- Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence
- Non-locomotor: twisting, curling uncurling, stretching, bending.
- Using action songs learners copy movement: marching, galloping, hopping, skipping, rotation and balance

By the end of the term (or week 7) you should be able to complete the checklist and score each learner according to the rubric

Recording sheet using Rubric: Term 4													
Subject		Home Language		TOTAL	Mathematics			TOTAL	Life Skills			TOTAL	
Activity		Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence	Interprets pictures to construct ideas , make up own story and "read" the pictures	Copies letters and numerals from the classroom environment when "writing"	Weighting = 100 % Home Language	Identifies number pictures and dot cards from 0-10 Knows the number symbols (8,9,10,0) Recognises the number names (8,9,10,0)	Able to build at least 24 piece puzzle	Orally solves addition and subtraction problems that involves numbers up to the number 10	Weighting = 100 % Mathematics	Participates and discusses during the Beginning Knowledge Personal and Social Well-being topics in the term	Co-ordination: Dribble a ball with L/R feet	Improvise and interpret: Simple mime actions e.g. eating an ice cream	Weighting = 100 % Life Skills
Date													
Score		3	3	3	9	3	4	3	10	3	3	3	9
Learners names													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													

Checklist: Term 4						
Subject		Mathematics			Life Skills	
<div> <div>✓</div> - achieved <div>✗</div> - not yet <div>●</div> - almost </div>		Counts backwards and forwards (0-10)	Recognises the line of symmetry in objects	Understands ordinal numbers – first, second, third, fourth, fifth and sixth	Catches different size balls (large, medium, small) at various distances or heights	Balance: Walking on stilts/tyres Create in 3D: use play dough modeling, pinching, pulling, rolling smaller pieces
Date						
Learners names						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Grade R: Rubrics for Term 4

Home Language: Rubric 1: Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence

3	Uses language confidently to develop concepts of quantity, size, shape, direction, colour, speed, time, age and sequence in all subjects.
2	Struggles to use language confidently to develop concepts of quantity, size, shape, direction, colour, speed, time, age and sequence in all subjects. Requires teacher's support.
1	Unable to use language confidently to develop concepts of quantity, size, shape, direction, colour, speed, time, age and sequence in all subjects.

Home Language: Rubric 2: Interprets pictures to construct ideas, make up own story and "read" the pictures

3	Excellent in interpreting pictures to construct ideas, make up own story and "read" the pictures.
2	Good at interpreting pictures to construct ideas, make up own story and "read" the pictures.
1	Struggles to interpret pictures to construct ideas, make up own story and "read" the pictures.

Home Language: Rubric 3: Copies letters and numerals from the classroom environment when "writing"

3	Excellent at copying letter and numerals from the classroom environment, has a correct pencil grip.
2	Good at copying letter and numerals from the classroom environment, sometimes correct pencil grip.
1	Struggles to copy letter and numerals from the classroom environment, incorrect pencil grip.

Mathematics: Rubric 1: Identifies number pictures and dot cards from 0 -10, Know the number symbols (8, 9, 10, 0), Recognises the number names (8, 9, 10, 0)

3	Excellent at identifying the number pictures and dot cards up to 10. Can easily recognise the number symbols 8, 9, 10, 0. Can easily recognise the number names 8,9,10,0.
2	Good at identifying the number pictures and dot cards up to 10, good at identifying the symbols 8, 9,10,0 and getting better at recognising the number names.
1	Unable to identify the pictures and dot cards up to 10, unsure of the symbols 8, 9, 10, 0. and unsure of the number names.

Mathematics: Rubric 2: Able to build at least 24 piece puzzle

4	Completes a 24 piece easily as he/she applies all the skills needed to build a puzzle. Is a very competent puzzle builder - excellent!
3	Getting better at building 24 piece puzzle but lacks concentration, therefore does not always completes a puzzle.
2	Starts to build 24 piece puzzle but forces pieces into wrong positions. He/she not sure how to go about "looking" for the correct piece, fit it in and carry on.
1	Cannot build a 24 piece puzzle. Has not mastered the skills of puzzle building.

Mathematics: Rubric 3: Orally solves addition and subtraction problems that involves numbers up to the number 10

3	Accomplishes success when solving problems by means of concrete apparatus, good at explaining thinking methods and easily solves oral addition and subtraction problems.
2	Starting to make sense of problem solving through concrete apparatus, and orally uses own words way of thinking.
1	Unable to solve problems practically, unsure how to solve orally addition and subtraction problems nor able to explain thinking method.

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

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

Life skills: Rubric 2: Co-ordination: Dribble a ball with L/R feet

3	Demonstrates a good ability to dribble the ball. He/she has mastered the skill.
2	Starting to demonstrate more control of the ball – showing more success when dribbling.
1	Struggles to dribble the ball as learner is not able to control the ball.

Life skills: Rubric 3: Improvise and interpret: Mime/Act out actions e.g. eating an ice cream

3	The learner demonstrates self-confidence when dramatising and enjoys every moment. Expresses her/him self with confidence.
2	The learner tries to dramatise – but tends to be a little bit shy. Struggles to express her/him self.
1	The learner is unable to dramatise any actions as the learner does not understand the concept or lacks confidence to perform. Unable to express her/him self.

General and Perceptual Development (Report to Parent)

Name of learner: _____ Term: 4

Weight: _____ kg Height: _____ cm



I mastered the skill completely



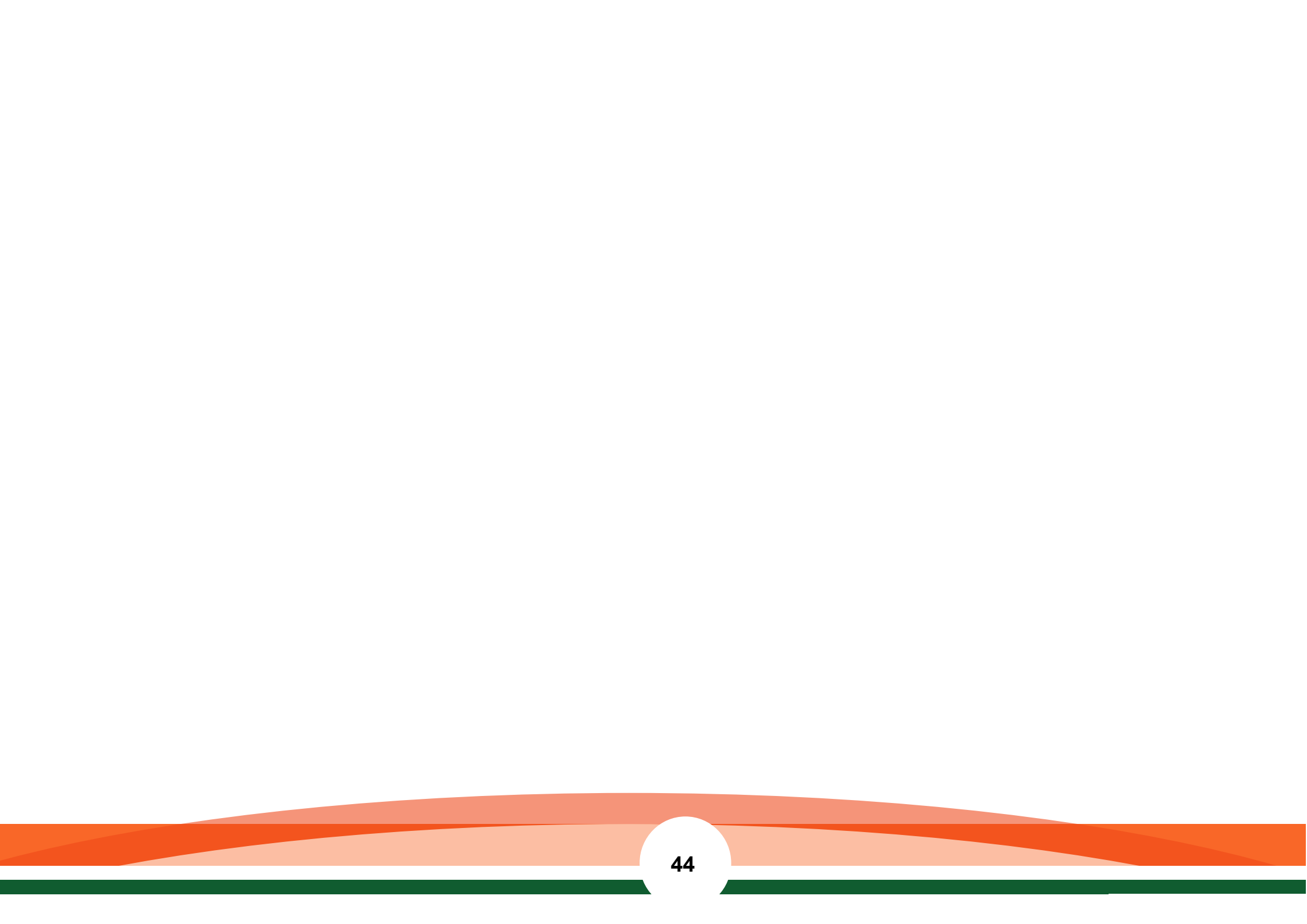
I am getting there



I struggle to master the skill, but still trying

Integrated specific criteria to ensure the holistic development of the Grade R learner				Comment
General Development				
• is ready and looking forward to grade 1				
• can express himself / herself				
• enjoys listening to stories				
• is adventures when playing outside during outdoor play				
• has good manners				
• can wait his /her turn when doing activities				
• can work independently without any assistance				
• able to listen well and pay attention although the class is busy talking etc.				
Perceptual Development				
• cuts a simple picture e.g. house very neatly and correct on the lines.				
• enjoys skipping with a skipping rope very competent.				
• builds a 24 piece puzzle with ease				
• can click fingers fast and slow				
• likes to identify rhyming words after a rhyme				
• can create or pack a pattern with different objects e.g. shapes, seeds etc.				
• demonstrates the correct pencil grip when using crayons, brushes, colouring pens etc.				
• can folds a paper in symmetry ensuring corners are on corners. Very neat & accurate.				
• can identify name & surname among others				
• knows his / her address & parents cell number				
• when blindfolded can identify from where the sound comes from by pointing in the correct direction.				
• can "create" own story if pictures are given, confident and using well-structured sentences with many extended vocabulary				
• enjoys to measure all kinds of objects, to compare and draw conclusions with piece of wool /string				
• likes to compare practically the different volume water contains in different containers				
• can easily add and expand on sounds if he/she needs to e.g. what else begins with a "s" or "b"				
• can complete a "unfinished" picture drawing or identify the object by looking at the "partly" drawing				
• likes to play with activities as pegboards, fingerboards, copy the pattern onto the dots				
• with a flat hand turn upwards: keep balloon in air for 10 sec				
• fastens own shoe laces				

Learners names		 I mastered the skill completely (✓)	 I am getting there (•)	 I struggle to master the skill, but still trying (x)
1		is ready and looking forward to grade 1	can express himself / herself	enjoys listening to stories
2		is adventures when playing outside during outdoor play	has good manners	can wait his /her turn when doing activities
3		can work independently without any assistance	able to listen well and pay attention although the class is busy talking etc	Cuts a simple picture 3.g. house very neatly and correct on the lines
4		builds a 24 piece puzzle with ease	can click fingers fast and slow	likes to identify rhyming words after a rhyme
5		can create or pack a pattern with different objects e.g. shapes, seeds etc.	demonstrates the correct pencil grip when using crayons, brushes, colouring pens etc.	can folds a paper in symmetry ensuring corners are on corners. Very neat and accurate.
6		can identify name & surname among others	knows his / her address & parents cell number	when blindfolded can identify from where the sound comes from by pointing in the correct direction
7		can "create" own story if pictures are given, confident and using well structured sentences with many extended vocabulary	enjoys to measure all kinds of objects, to compare and draw conclusions with piece of wool /string	likes to compare practically the different volume water contains in different containers
8		can easily add and expand on sounds if he/she needs to e.g. what else begins with a "s" or "b"	can complete a "unfinished" picture drawing or identify the object by looking at the "partly" drawing	likes to play with activities as pegboards, fingerboards, copy the pattern onto the dots etc.
		with a flat hand turn upwards: keep balloon in air for 10 sec	fasten own shoe laces	





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ISBN 978-1-4315-3130-1

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