

CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS): LIFE SKILLS FOUNDATION PHASE

SECTION 4: ASSESSMENT

Introduction

The purpose of assessment of Life Skills during the Foundation Phase is to assess the development of knowledge, concepts, skills and values that will help to prepare the Foundation Phase learner for more formal assessment during the Intermediate Phase.

Across all four Life Skills study areas the purpose of assessment is to support, encourage and to assess the learners' holistic development. The teacher should be able to know when each learner has developed the required concepts and skills. It has to be done continuously by observing a learner's participation and engagement in activities related to each of the Life Skills study areas.

Assessment for learning (informal assessment) of Life Skills in Grades R to 3 is conducted continuously. One good way to do this is to keep an observation book. Anything interesting or of concern should be noted in the observation book.

Assessment of learning which implies formal assessment should be done through observations and practical demonstrations to assess the Creative Arts and Physical Education. The forms of assessment that are encouraged to assess the content and skills in Beginning Knowledge and Personal and Social Well Being are oral, practical and written recording. Written recording should be done at least once per term in Beginning Knowledge and Personal and Social Wellbeing in Grade 2 and 3.

The forms of assessment should be age and developmentally appropriate for each grade. The design of each Assessment Task should cover the content and skills of each study area and include a variety of forms of assessment designed to achieve the objectives of that specific study area. Assessment can take place individually, in small groups or in large groups (indoors and outdoors) and as part of structured activities. The use of checklists and rubrics are encouraged to record assessments. Assessments both formal and informal will enable the teacher to track and monitor the learner's progress throughout the term. The Formal Assessment Task (FAT) is recorded, reported and also captured on SASAMS.

Exhibits of learner's work (drawings, 3 D's, posters, etc) should be displayed in the classroom. .At certain points learners can take their work home so that the classroom does not become cluttered.

Programme of Assessment

Assessment in Life Skills in Foundation Phase is largely informal and is continuous. The formal assessment of each learner once per term, should be formally recorded by the teacher. Assessment frameworks have been developed for each Assessment Task for Life Skills to mediate the formal and informal assessment activities.

A **Formal Assessment Task (FAT)** is described as a set of formal assessment activities which are recorded and scored. A FAT is not a learning and teaching unit, but it does suggest, in broad terms, what teaching and learning activities need to be assessed formally using a variety of forms of assessment such as observation, oral, practical and written activities.

Forms of assessment will differ from term to term and grade to grade according to the stages of cognitive and metacognitive development of learners. Therefore grade 1 learners will do more oral activities than grade 3 learners who will do more written work than other grades.

All activities that are identified to be assessed formally should be familiar to the learner meaning that it should be taught but not the exactly same example should be reassessed formally. It is also important to note that each formal assessment task should not be seen as a single event or test. Some of the activities should be assessed at the same time in an integrated way e.g. a Performing Arts activity (dance) can be integrated with a Physical Education activity.

Life Skills Formal Assessment Task

Each Formal Assessment Task (FAT) is meant to have 4 assessment activities, one formal activity for Beginning Knowledge and Personal and Social Well Being and the remaining 3 activities are informal assessment activities meaning, that Creative Arts (Performing Arts, Visual Arts) and Physical Education should be informally assessed continuously.

All four of the Life Skills Study Areas will be scored, recorded and reported upon. The teacher will use her professional judgement to give the learner a score each term for the Creative Arts (Performing Arts, Visual Arts) and Physical Education.

The FAT will be recorded using scores (recording sheet), reported upon (learner's quarterly report), captured on SASAMS.

Table 1 indicates the SA-SAMS weightings for Life Skills. These weightings inform the time to be spent on teaching and learning and the assessment component which includes both formal and informal. SASAMS has been designed to automatically convert scores/ marks into Levels (7 point scale) which are used for reporting. The aggregate means that the learner's total score for each FAT in every term will be weighted equitably to inform his/her progress Grades R-3).

Table 1: Suggested SASAMS weightings for Life Skills Grades R to 3								
Grades R-2 (6 Hours)			Grade 3 (7 Hours)			SA-SAMS weightings		
						Grade 1	Grade 2	Grade 3
Beginning Knowledge and Personal and Social Well-being		2 hours per week	Beginning Knowledge and Personal and Social Well-being		3 hours per week	40%	40%	40%
Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama	1 hour per week	Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama	1 hour per week	PA 15%	PA 15%	PA 15%
	Visual Arts (VA)	1 hour per week		Visual Arts (VA)	1 hour per week	VA 15%	VA 15%	VA 15%
Physical Education		2 hours per week	Physical Education		2 hours per week	30%	30%	30%
Aggregate		Term 1: 25 %	Term 2 : 25 %		Term 3 : 25%		Term 4 : 25%	

Table 2 gives an overview of the forms of assessment namely oral, practical and written that should be used to assess Life Skills Study areas both formally and informally for each FAT. This mapping will inform the capturing on SASAMS. Checklists, observation notes and the teacher's professional judgement should be used to score the informal assessment activities for the Creative Arts and Physical Education. These scores will be used for both recording and reporting purposes.

TABLE 2: Programme of Assessment : Formal Assessment Task (FAT)				
Grade 1				
Life skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well	1 Oral (Formal)	1 Oral (Formal)	1 Oral (Formal)	1 Oral (Formal)

Being (BKPSW)				
*Performing Arts (PA)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
*Visual Arts (VA)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
*Physical Education (PE)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
TOTAL	4 Activities	4 Activities	4 Activities	4 Activities
Grade 2				
Life Skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 Oral (Formal)	1 Oral (Formal)	1 Oral (Formal)	1 Oral (Formal)
*Performing Arts (PA)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
*Visual Arts (VA)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
*Physical Education (PE)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
TOTAL	4 Activities	4 Activities	4 Activities	4 Activities
Grade 3				
Life Skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 Oral (Formal)	1 Oral (Formal)	1 Oral (Formal)	1 Oral (Formal)
*Performing Arts (PA)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
*Visual Arts (VA)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
*Physical Education (PE)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)	1 Practical (Informal)
TOTAL	4 Activities	4 Activities	4 Activities	4 Activities

**Informally assessed continuously throughout the term*

In addition the DBE has developed **SBA exemplar booklets** to enable to support and guide the teacher.

The

Following are extracts from the SBA Booklet.

Programme of Assessment for Life Skills : Grade 1 Term 1							
Assessment Framework: Formal Assessment Task 1							
Life Skills Study Area	Component	Formal Assessment Activity	Forms of Assessment	Assessment tools	Suggested Score	Forms of Assessment	Date to be completed
Beginning Knowledge	Beginning Knowledge	Topic School: School details and classroom routines	Oral (Formal)	Checklist, Rubric Class workbook	5	By end of the Term	
Visual Arts	Create in 2D	Paint /Draw own portrait with facial features – eyes, ears, nose, hair, eyebrows and mouth	Practical (Informal)	rubric	5	By end of the Term	
Performing Arts	Drama, Music, Dance	Performs action rhymes and songs	Practical (Informal)	Rubric	5	By end of the Term	
Physical Education	Locomotor & Co-ordination	Jumps over and move under obstacles, crawling, climbing, jumping, etc.	Practical (Informal)	Rubric	5	By end of the Term	
TOTAL SCORE					20		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.							

LIFE SKILLS: CHECKLIST: GRADE 1 TERM 1										
Study Areas	Beginning knowledge & Personal and Social Wellbeing				Creative Arts			Physical Education		Comments
					Performing Arts		Visual Arts			
Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved	Personal details - e.g. name and surname, etc	Aware of personal hygiene and cleanliness	Knows and follows Classroom routines	Describe daily weather conditions	Performs action rhymes and songs	Role play parts of a story	Draw pictures to represent the weather	Hand eye and foot co-ordination balancing throwing and catching	Listens to instructions while moving around	

Date										
Learner's names										
1										
2										
3										
4										
5										

LIFE SKILLS: RECORDING SHEET (rubrics and checklist used for scoring): GRADE 1 TERM 1				
Study Areas	Beginning Knowledge and Personal and Social Well Being	Creative Arts		Physical Education
Skills to be assessed		Performing Arts	Visual Arts	
	Topic: School Details	Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos	Paint/Draw own portrait with facial features – eyes, ears, nose, hair, eyebrows and mouth.	Jump over and move under obstacles, crawling, climbing, jumping, etc.
Score	5	5	5	5
Date				
Learner's names				

LIFE SKILLS RUBRIC: GRADE 1: TERM 1

Beginning Knowledge and Social and Well Being

Activity	1	2	3	4	5
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Knows at least 5 details relating to My School	Knows school name only	Knows 2 school details (name, class teacher,)	Knows 3 school details (name, class teacher, address)	Knows 4 school details (name, address, principal, class teacher) correctly	Knows 5 school details (name, address, principal, class teacher, phone number) correctly
Performing Arts					
Activity	1	2	3	4	5
Performs action songs, improvisations using rhythmic movements and body percussions	Needs support to do action songs	Does action songs and rhymes and follows teacher signals (clapping and stamping)	Does action songs and , improvisations using body percussions(clapping, stamping, clicking) without support	Performs action songs and , improvisations using body percussions(clapping, stamping, clicking) and using some rhythmic movements naturally	Performs action songs , improvisations using rhythmic movements and body percussions(clapping, stamping, clicking) excellently
Visual Arts					
Activity :Draw portrait of Me	1	2	3	4	5
Paint/Draw own portrait adding features – eyes, ears, nose, mouth and chin.	Paint/Draw own portrait with one facial feature	Paint/Draw own portrait with two facial features	Paint/Draw own portrait with three facial features	Paint/Draw own portrait with four facial features	Paint/Draw own portrait with five facial features in the correct place on the face
Physical Education					
Activity	1	2	3	4	5
Jumps over and move under obstacles, crawling, climbing, jumping, etc.	Moves under the bigger obstacles with support	Walks around and moves under obstacles by crawling	Climbs over and moves under obstacles by crawling	Jumps over and moves under obstacles by crawling and jumping	Jumps over and moves under obstacles, by crawling, climbing, jumping

ASSESSMENT IN GRADE R

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

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*.

Thus, as the year progresses a full picture of each child complete with challenges and strengths is gradually built. This allows for challenges to be addressed and strengths to be maximised.

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

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

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

Tracking of Perceptual Development

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

RECORDING AND REPORTING

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

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

An observation booklet should be used by a teacher/practitioner to keep track of each learner's holistic development throughout the term and year. The teacher is encouraged to give scores for selected activities based on rubrics. The rubrics, checklists and the teacher's professional judgement should be used cumulatively to give each learner a final rating or score for each subject at the end of each term. This final score will be translated by SASAMS into an achievement level (7 point scale) and will be used for progression.

Suggested Rubrics for scoring

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.

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Exploring music, movement and voice focusing on tempo : fast and slow 		Checklist	Practical/ Oral	n/a		
3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Balance: balancing on a balancing beam/ skipping rope/ masking tape, walking forwards and backwards 		Checklist	Practical	n/a		
6	<ul style="list-style-type: none"> Coordination: throwing and catching beanbags, Jungle gym: climb a ladder 		Checklist	Practical	n/a		
<p>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.</p>			Checklist	Practical	n/a		

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														

Checklist: Term 1

Subject	Home Language	Mathematics	Life Skills
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- ✓ - achieved
- ✗ - not yet
- - almost

		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								

RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her / his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parent meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

MODERATION OF SCHOOL BASED ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

GENERAL

This document should be read in conjunction with the:

- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12;
- National Protocol for Assessment Grades R-12
- Subject specific School Based Assessment Exemplar booklet.