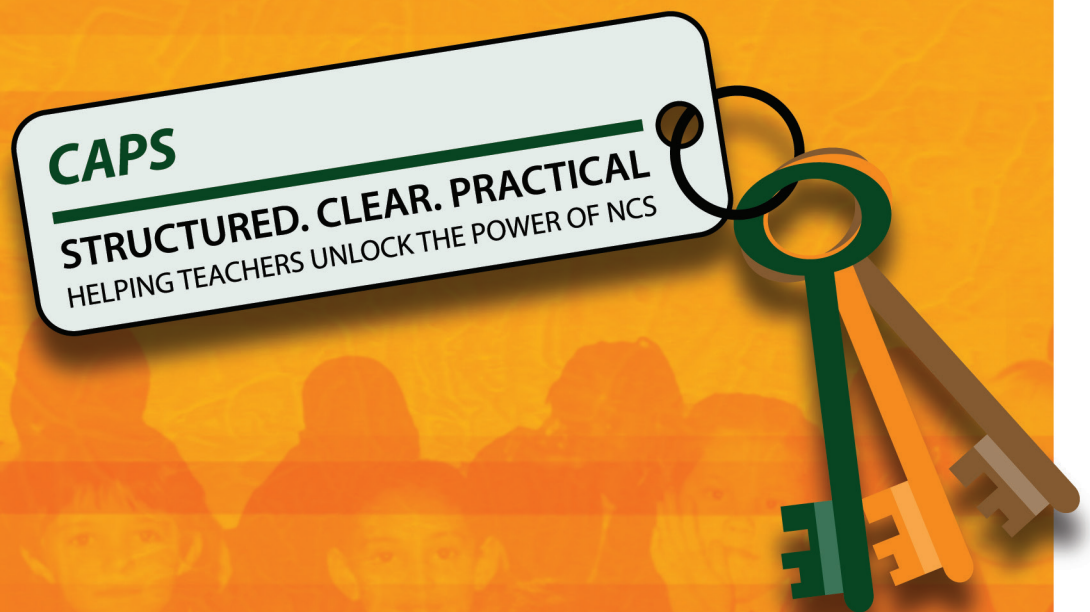


# GET CAPS AMENDMENTS

## *National Curriculum Statement (NCS)*

### *Curriculum and Assessment Policy Statement*



### *FOUNDATION PHASE GRADES 1 – 3*



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





# **GET CAPS AMENDMENTS**

# **A Generic Introduction**

# THE ABRIDGED CAPS SECTION 4 AMENDMENTS

## 1. Introduction

The National Curriculum Statement, Grades R – 12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

A number of concerns were received from teachers, subject specialists, parents and education stakeholders about the challenges in the implementation of the Curriculum and Assessment Policy Statements (CAPS) in many subjects across the grades with regards to:

- Curriculum/ assessment overload and poor curriculum coverage;
- Poor quality of formal assessment tasks;
- Lack of guidance on the use of cognitive levels;
- Omissions on the forms of assessment and weighting of assessment with regards to time and marks;
- The need to create more time for teaching and formative assessment;
- the number of tasks based on the need to make valid and reliable judgements about learning outcomes;
- Shift from disconnected ‘tagged on’ assessments to credible assessment tasks;
- The nature of the subject and grade used to determine the required number of assessment tasks; and
- To reduce dominance by any single type or mode, e.g. tests, projects, assignments, case studies, simulations, etc.

The Department of Basic Education has considered the concerns and has agreed to undertake a holistic review of the CAPS documents to enhance the effectiveness of the curriculum. However, the curriculum review process is lengthy and includes strict policy processes. In order to provide interim relief to teachers whilst supporting effective curriculum implementation, the DBE developed an abridged version of Section 4 of the CAPS, focusing mainly on the reduction of formal assessment tasks across most subjects. Due to the urgency of the teachers’ requests, the DBE aims to provide provisional relief whilst allowing the rigorous process of reviewing the CAPS to take place.

## 2. Purpose

This document presents an abridged version of Section 4 of the CAPS document. It specifically provides the interim changes made to the programme of assessment for subjects in Grades

R-9. The changes were made to relieve teachers from the burden of overload regarding the number of assessment tasks, thus improve the focus on teaching and learning. The revisions in some subjects include guidance regarding cognitive demands and types of assessment. The reduction of tasks varies from subject to subject. There was no reduction of tasks in Creative Arts, Languages, Life Orientation and Social Sciences. In all other subjects, the reduction varies from 1-4 formal assessment tasks per year. For some subjects like Creative Arts and Social Sciences, more clarity and guidance has been provided on mark allocation, percentages and or weighting, type/ form of assessment and examination guidelines.

### 3. Outline

The following subjects are included in this document and grouped according to Phases:

<b>FOUNDATION PHASE SUBJECTS</b>
Home Language First Additional Language Mathematics Life Skills
<b>INTERMEDIATE PHASE SUBJECTS</b>
Home Language First Additional Language Mathematics Life Skills Natural Sciences and Technology Social Sciences
<b>SENIOR PHASE SUBJECTS</b>
Home Language First Additional Language Mathematics Life Orientation Natural Sciences Social Sciences Economic Management Sciences Creative Arts Technology

**Foundation  
Phase CAPS  
Section 4  
Assessment  
Grades R to 3**

**CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) SECTION 4 ASSESSMENT: FOUNDATION  
PHASE GRADES R TO 3**

**Programme of assessment and Monitoring**

The Programme of Assessment (POA) will comprise **one Assessment Task (AT) per subject** which will be done per term in Grades 1 to 3. This therefore means that there will be **4 Assessment tasks** per grade. Teachers should plan together for assessment, make sure that the assessment activities developed allow learners to demonstrate their understanding of the concepts/content knowledge/skills and decide on the final date by which these activities will be completed.

Assessment tasks should be jointly planned and developed by the grade-specific teachers and internally monitored at school level to determine whether the activities allow the learners to demonstrate their understanding of the concepts/content knowledge/skills at appropriate grade levels. This planning and activity development will be **internally monitored** at school level to determine the extent to which the desired outcome of assessment will be achieved. Departmental heads should provide mentoring and support in the developing of effective assessment programmes for inexperienced teachers and others who might need guidance and support.

Oversight and monitoring should also be carried out at district, provincial and national level for quality assurance purposes (assessment tasks are grade appropriate, aligned to the curriculum for the term, appropriate forms of assessment are used and differentiated to cater for all ability levels).

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



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

## A) HOME LANGUAGE PROGRAMME OF ASSESSMENT

### Assessment of Learning

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

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

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

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

- Spells correctly using their phonic knowledge
- Uses correct punctuation

- Reads own and others writing
- Reads aloud to a partner

### Assessment for learning

**Assessment for learning activities** may be recorded by using checklists, written recording in learner's book and anecdotal notes. The evidence gathered from assessment for learning and assessment of learning should be used to inform the learner's progress at any given time. Forms of assessment will differ from term to term and grade to grade according to the stages of cognitive and metacognitive development of learners. For example, grade 1 learner will do more oral activities than grade 3 learners

In order to design a Programme of Assessment

- The assessment task should be structured in such a way that there is a balance of skills that are assessed. This will assist in not assessing the same skills and concepts while neglecting others;
- Use the Grade overview in Section 3 of the CAPS (all languages) as a guide to ensure content coverage
- The Grade Overview Section 3 of English Home Language CAPS:
  - Grade 1 is found starting on page 55;
  - Grade 2 is found starting on page 81 and
  - Grade 3 is found starting on page 105
- content coverage is per term as indicated in Section 3 and not per week; and selection of content/skills and knowledge must not leave a gap throughout the four terms

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

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

Mapping of Home Language Assessment Task for the Term				
Language component	Grade R	Grade 1	Grade 2	Grade 3
Listening and speaking	<b>Oral:</b> Listens and responds to stories told and read ( <b>Reading focus time</b> )	<b>Oral:</b> Retells the main parts of a familiar story that is told or read ( <b>Life Skills: Creative Arts</b> )	<b>Oral:</b> Tells a story that has a beginning, middle and end using props (puppet/mask) ( <b>Life Skills: Creative Arts</b> )	<b>Oral:</b> Makes an oral presentation on a topic using a Story board (Animals that live in water) ( <b>Life Skills</b> )
Props for Listening and speaking activities should be made in the Life Skills lesson				
Phonics	<b>Oral:</b> Distinguishes aurally between different initial sounds of words ( <b>Reading focus time</b> )	<b>Oral and Written:</b> Identifies the single letter sound relationships of some letters (vowels and consonants) ( <b>Reading focus time: Focussed Phonic session</b> )	<b>Oral and Written:</b> Make words with short vowels (ag, e.g., ig, og,ug) ( <b>Reading focus time: Focussed Phonic session</b> )	<b>Oral and Written:</b> Make words with consonant blends (bl, br, cl, cr) ( <b>Reading focus time: Focussed Phonic session</b> )
Reading and Comprehension	<b>Oral:</b> Read enlarged texts with teacher and respond to questions (Shared Reading) ( <b>Reading focus time</b> )	<b>Oral:</b> Group Guided Reading (GGR) Read aloud from own book during with teacher and on his/her own (word recognition, oral reading fluency, read for meaning) ( <b>Reading focus time</b> )	<b>Oral:</b> GGR: Uses sight words, decoding skills (syllabication, contextual clues, oral reading fluency) to read texts independently ( <b>Reading focus time</b> )	<b>Oral:</b> GGR: Reads a short text of 100-120 words independently and responds questions (prediction, inferences) ( <b>Reading focus time</b> )
		<ul style="list-style-type: none"><li><b>Written:</b> Worksheet Passage from a familiar text (<b>Reading focus time</b>)</li></ul> <b>Comprehension skills</b> <ul style="list-style-type: none"><li>Recall: Multiple choice questions</li><li>Sequence 3 events in the right order (<b>Reading focus time</b>)</li></ul>	<b>Written:</b> Worksheet Passage from unfamiliar text ( <b>Reading focus time</b> ) <b>Comprehension skills</b> <ul style="list-style-type: none"><li>Literal questions</li><li>Prediction</li><li>Reorganisation: reorder events in sequence</li><li>Inferences: What, Why, How (<b>Reading focus time</b>)</li></ul>	<b>Written:</b> Worksheet Fiction or nonfiction text ( <b>Reading focus time</b> ) <b>Comprehension skills</b> <ul style="list-style-type: none"><li>Literal questions</li><li>Prediction</li><li>Re-organisation</li><li>Inferences</li><li>Evaluation (<b>Reading focus time</b>)</li></ul>
(Language activities should be contextualised for each language differently, a child taking isiZulu as Home language will write a shorter text than the learner who uses English to perform a written activity of 5 sentences, the same will apply to the number of words in reading texts too)				

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

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

- the content, concepts and skills that are being assessed are aligned to curriculum and are cognitively appropriate for the grade;
- the content, skills and concepts have already been taught and different examples are used for the assessment activity;
- differentiated assessment practices should be used to accommodate all ability levels and learning styles;
- resources (personal word book, picture dictionary, grade appropriate texts for reading) are available for learners to enable them to complete the activity;
- the evidence is recorded (checklists, assessment rubrics, learner's class work books, worksheets etc.) by learners or teachers depending on the task/ activity;
- follow-up interventions for underperforming learners. Where remedial interventions are required, the school based support team should be consulted;
- Enrichment should be provided for top performing learners.

Note: Learners experiencing barriers to learning should be exposed to oral activities

These assessment activities should be contextualised for the African Languages which are offered as Home Language in grades 1 to 3, the phonics programme, reading (decoding skills, high frequency words, the length of oral reading and comprehension texts) and language usage skills (grammar). These language skills and the assessment thereof should be aligned to the Nguni, Sotho language groupings, and Tshivenda and Xitsonga languages.

**Programme of Assessment: Minimum Requirements for Home Language Grades 1 to 3**

**Grade 1**

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

**Grade 2 Minimum Requirements**

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

**Grade 3 Minimum Requirements**

Language Component	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1Oral	1.Oral	1.Oral	1.Oral
Phonics	1 Written	1 Written	1 Written	1 Written

Reading and Comprehension	1 Written	1 Written	1 Written	1 Written
Handwriting	1 Written	1 Written	1 Written	1 Written
Writing	1 Written	1 Written	1 Written	1 Written

#### Home language weightings

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

These weightings should be used to guide the assessment programme. Listening and Speaking is a cross cutting skill and its weighting has been reduced from grade to grade whilst the weightings for phonics, reading and comprehension and writing are higher in order to improve learning outcomes.

## B) FIRST ADDITIONAL LANGUAGE (FAL)

### Mapping of the First Additional Language Assessment Task for the Term

Language component	Grade 1	Grade 2	Grade 3
<b>Listening and speaking</b>	<b>Oral</b> : Integrated with Reading - Responds to simple questions related to Shared Reading text - Begins to identify different initial sounds in words found in the Shared Reading text	<b>Oral and Written</b> Reading and Writing focus time: - identifies the letter-sound relationships of most single letters <b>Group Guided Reading (GGR)</b> Reads aloud a short text with teacher - Completes the story frame related to the reading text	<b>Oral and Written:</b> Reading and Writing focus time - Recognises and makes words with consonant digraphs <b>Group Guided Reading Session (GGR)</b> - Reads a text with teacher and engages in a discussion (title, setting, characters, problem)) - Write 3 simple sentences related to the text read in GGR
<b>Phonics, Reading and Comprehension</b>			
<b>Writing</b>			

**NB**

*These assessment activities should be contextualised for the African Languages which are offered as FAL in grades 1 to 3, the phonics programme, reading (decoding skills, high frequency words, the length of oral reading and comprehension texts) and language usage skills (grammar). These language skills and the assessment thereof should be aligned to the Nguni, Sotho language groupings, and Tshivenda and Xitsonga language*

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

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

These weightings inform both assessment for and assessment of learning.

## C) MATHEMATICS PROGRAMME OF ASSESSMENT

In order to design a programme of assessment:

- structure your assessment in such a way that there is a balance. This will assist in not assessing the same skills and concepts while neglecting others;
- use the Grade overview as a guide to ensure content coverage
  - Grade 1 is found on pages 40 to 55;
  - Grade 2 is found on pages 56 to 72 and
  - Grade 3 is found on pages 73 to 91
- content coverage is per term as indicated on the ATP in Chapter 3 and not per week; and
- selection of content/skills and knowledge must not leave a gap throughout the four terms.

**It is important to take cognisance of the fact that the clarification notes are only guidelines and must be read with the understanding that this is not policy and are not to be used for assessment purposes.**

### **Formal Assessment Tasks (FAT)**

The National Protocol for Assessment Grades R-12 (page ix) defines a **Formal Assessment Task** as;

*“A systematic way of assessment used by teacher to determine how well learners are progressing in a grade and in a particular subject”* Teachers thus need to have an organized, methodical approach to the way in which they assess learners.

A Formal Assessment Task is, therefore, a *set of concepts/content knowledge/skills* used to design activities for assessment purposes. (**See Table 5**)

The concepts/content knowledge/skills are systematically assessed using a variety of forms of assessment such as observation, oral, practical and written, and the results recorded.

Forms of assessment will differ from term to term and grade to grade according to the stages of cognitive development and meta-cognition ability of learners. However, it is important that all grades include all forms of assessment in each formal assessment task. These will be guided by the concepts/content knowledge/skills selected. For example, in Grade 3 the concepts/content knowledge/skills “Identify, recognise and read number symbols” implies an oral activity for assessment rather than a written one.

The skills, content and concepts to be assessed should be those that have been taught during a unit of work. When the teacher assesses the skills, knowledge and concepts taught, learners should have differentiated or several opportunities to demonstrate what they know and can do.

It is also important to note that each formal assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times. The learning goals and focus of each task must be assessed in an integrated way through a range of activities. Some learning goals can be assessed at the same time, but others will be assessed at different times. For example, if learners’ skip counting skills are being assessed, their ability to do the following could be assessed in the same exercise or event:



- Complete counting sequences
- Read and write number symbols
- Count

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

Assessment tasks and their related activities should be jointly planned by the grade specific teachers. After the planning process, these should be submitted to the Foundation Phase (FP) Head of Department (HOD) to monitor and supervise FATs in all grades. The HOD should provide follow up support and constructive feedback to the teachers. This practice creates opportunities for the HOD to mentor (individual teachers) and coach FP teachers in order to strengthen assessment practices.

Assessment activities should be differentiated and done in many ways to ensure that each learner is able to demonstrate what he or she knows and can do. Levels of difficulty within tasks should be identified and follow up support provided for those learners who need it through activity support materials and carefully scaffolded instructions

- There can be face-to-face engagements with the teacher one learner at a time during small group sessions
- Practical differentiation of support materials (for example, through the use of different levels of text)
- As written activity done independently by each individual learner, and scaffolded to accommodate different learning styles and levels of need.

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

- the content, concepts and skills that are being assessed are aligned to curriculum and are cognitively appropriate for the grade;
- the content, skills and concepts have already been taught and different examples are used for the assessment activity;
- differentiated assessment practices should be used to accommodate all ability levels and learning styles;
- resources are available for learners to enable them to complete the activity;
- the evidence is recorded (checklists, assessment rubrics, learner's class work books, worksheets etc.); and
- follow up interventions such as remedial (under-performing learners) and enrichment (top performing) activities should be done.

Informal assessment activities are not always recorded but when recorded it can be done using checklists, written recording, learners' books and anecdotal notes. This evidence should inform the teacher's professional judgement with regard to learner performance in the event of illness or other contextual factors. Therefore there must be evidence of informal assessment.

The following table provides an **example** of how a teacher can design the programme of assessment for each term.

Content Areas	Topics	Conceptual knowledge and skills
Numbers, Operations and Relationships	Number concept	Any 2 concepts/ knowledge/ skills from “Count with whole numbers” relevant to the learners level when being assessed
		Any 3 concepts/ knowledge/ skills from “Represent whole numbers” and “Describe, compare and order whole numbers” relevant to the learners level when being assessed
		Any 2 concepts/ knowledge/ skills from “Place value” relevant to the learners level when being assessed
	Solve problems	Any 2 concepts/ knowledge/ skills relevant to the learners level when being assessed
	Calculations	Any 3 concepts/ knowledge/ skills relevant to the learners level when being assessed
Patterns, Functions and Algebra	Geometric patterns	Any 1 concepts/ knowledge/ skills relevant to the learners level when being assessed
	Number patterns	Any 1 concepts/content knowledge/skills relevant to the learners level when being assessed
Space and Shape	3-D objects	Any 1 concepts/ knowledge/ skills relevant to the learners level when being assessed
	2-D shapes	Any 2 concepts/ knowledge/ skills relevant to the learners level when being assessed
Measurement	Time	Any 1 concepts/content knowledge/skills relevant to the learners level when being assessed
	Capacity	Any 1 concepts/ knowledge/ skills relevant to the learners level when being assessed
Data Handling	Collect, organise, represent, analyse and interpret data	Any 1 concepts/ knowledge/ skills relevant to the learners level when being assessed

An example of conceptual knowledge and skills in related activities	
Concepts/content knowledge/skills	Activities that can be used to assess both in the same activity
Add the same number repeatedly to 20	<ul style="list-style-type: none"> <li><i>Oral:</i> Count in 2's from 2 to 20</li> <li><i>Practical:</i> Count the number of eyes in the group by counting in multiples of 2.</li> <li><i>Written:</i> Complete the number sentence by adding 2</li> </ul>

Count forwards in 2s	<ul style="list-style-type: none"> <li>- <math>4 + \_ + \_ + \_ = 10</math></li> <li>- <math>4 + \_ + \_ + \_ + \_ = ?</math></li> <li>- <math>16 = 8 + \_ + \_ + \_ + \_</math></li> <li>- 2, 4, <math>\_</math>, <math>\_</math>, <math>\_</math>, 12, <math>\_</math>, <math>\_</math>, 18, <math>\_</math></li> </ul>
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Formal assessment tasks will happen mainly in small group focused sessions and it will take a few days to assess the whole class. All the materials and apparatus that learners normally use should be available as usual in all grades, (counters, number charts, etc.) as a range of cognitive levels and abilities of learners must be catered for. The design of these tasks should cover the content of the subject in a variety of ways and a variety of forms of assessment (observation, oral, practical and written) should be used to give each learner the opportunity to demonstrate what he or she can do. This is because some learners are more easily able to show what they know in some forms of assessment. For example:

- Some learners who find it difficult to read are good at Mathematics.
- Other learners may not be at the required level of competence in the language of learning and teaching.

However, cognisance should also be taken of what is being assessed. Certain knowledge and skills are best assessed with particular forms of assessment. Different kinds of assessments are appropriate to the skills and concepts necessary for different topics at different age groups.

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

- the content, concepts and skills that are being assessed are aligned to curriculum and are cognitively appropriate for the grade;
- the content, skills and concepts have already been taught and different examples are used for the assessment activity;
- differentiated assessment practices should be used to accommodate all ability levels and learning styles;
- follow up interventions for underperforming learners are in place. Where remedial interventions are required, the school-based support team should be consulted. Enrichment should be provided for top performing learners;
- it is useful to use an observation checklist to assess learners' measuring in the early grades. Rubrics can be used to evaluate learner's problem solving skills.
- resources are available for learners to enable them to complete the activity; and
- the evidence is recorded (checklists, assessment rubrics, learner's class work books, worksheets etc.) by learners or teachers depending on the task/ activity;

Not everything in the curriculum needs to be **formally** assessed during the formal assessment tasks. What should be assessed in **every** formal assessment task are the following:

- How far the learner can count concrete objects or pictures correctly, and write and read the number symbols.
- Whether the learner can understand and do a straightforward
  - grouping problem and
  - sharing problem.
- Whether the learner can communicate her/his thinking by explaining verbally and by recording her/his thinking in a grade-appropriate way, e.g. by making marks in grade 1 or by using number symbols in grade 3.

These three aspects are singled out because they form the backbone of the learner's numerical development, and should be monitored closely to identify problems as quickly as possible. The division problem types are emphasised because the methods learners develop to solve division problems have a major positive effect on their developing understanding of the properties of number and operations.

### ***Example of a Formal Assessment Task for the End of Grade 2***

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#### **Activity 1: With the teacher**

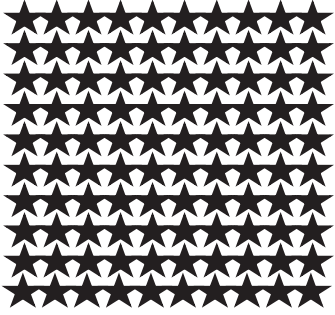
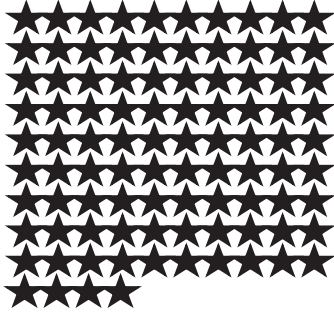

The teacher works with 8 learners on the floor. They sit in a semi-circle in front of her so that she can see what each learner does. Each learner has a sheet of paper or a mat book and a pencil, also a set of flard cards.

1. Give each learner 12 counters and ask them to arrange their counters in groups of 3. Now let them take turns to count the groups of 3, e.g. the first learner counts 3; 6; 9; 12, the next learner continues 15; 18; 21; 24, etc.  
Start again with 3 if the numbers become too big.
2. Give each learner 20 counters and ask them to arrange the numbers in groups of 10s. Now let them take turns to count the groups of 10, e.g. 10; 20; 30; 40; 50; etc. Have them show the result with their flard cards, by writing the number symbol and by writing it in expanded notation, e.g. 160 is 100 and 60.  
Repeat the activity, stopping at different points to give all the learners an opportunity to show a number.
3. Give the following problems in context for them to solve in any way they like. They may make marks/drawings and/or use counters.
  - a) A T-shirt costs R20. Andile has R90. How many T-shirts can he buy?
  - b) 3 friends share 4 chocolates bars equally. How much chocolate must each friend get so that there is nothing left over?
  - c) Sita wants to buy a skirt that costs R80. She already has R67. How much money does she still need?

## Activity 2

### Worksheet

This is part of a worksheet that may be used for the end of grade 2.

Name: _____		Date: _____													
<p>1. How many stars?</p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"></div><div style="text-align: center;"></div></div> <div style="text-align: right; margin-top: 10px;">_____ stars</div>															
<p>2. Complete:</p> <table style="width: 100%; border: none;"><tr><td style="width: 25%;">121;</td><td style="width: 25%;">131;</td><td style="width: 25%;">_____;</td><td style="width: 25%;">_____;</td></tr><tr><td>176;</td><td>178;</td><td>_____;</td><td>_____;</td></tr><tr><td>96; 97;</td><td>_____;</td><td>_____;</td><td>_____;</td></tr></table>				121;	131;	_____;	_____;	176;	178;	_____;	_____;	96; 97;	_____;	_____;	_____;
121;	131;	_____;	_____;												
176;	178;	_____;	_____;												
96; 97;	_____;	_____;	_____;												
<p>3. Double <span style="margin-left: 100px;">35</span> <span style="margin-left: 100px;">=</span> _____</p> <p>Half <span style="margin-left: 100px;">of</span> <span style="margin-left: 100px;">90</span> <span style="margin-left: 100px;">=</span> _____</p>															
<p>4. What is the time?</p> <div style="display: flex; align-items: center; justify-content: center;"><div style="margin-left: 20px;">_____</div></div>															
<p>5. Bobby played soccer from 10 minutes past 3 o'clock until 4 o'clock. How long did he play soccer?</p> <div style="text-align: center; margin-top: 10px;">_____</div>															

### Checklist

Note that the scores for the concepts/content knowledge/skills in the checklist were obtained from the observations made by the teacher when she worked with the groups on the floor as well as from the worksheets completed by the learners.

Learner: \_\_\_\_\_

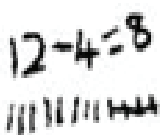

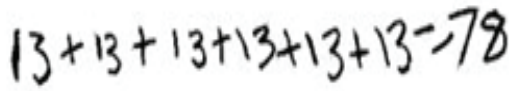
### Rating Word Problems

Word Problems are central to learners understanding Mathematics. It is through Word Problems that learners acquire an understanding of the four operations and fractions as the words provide the context. It is, therefore, important to be able to rate them accurately and this is done using a rubric.

#### Example: Rubric for Problems in Context

Criteria	Rating
Does not know where to start or does something inappropriate.	1
Understands problem and starts but cannot finish correctly, or uses marks (drawings) or counters	2
Understands problem and solves using numbers. Can explain	3
Completes problem correctly using number knowledge and techniques like breaking down and recombining numbers, doubling, rounding and compensating, etc. Can explain own and others' thinking competently	4

Using this rubric, the following are examples of how learners' work was rated. Note that the rating will depend on the learner's grade and on the time of the year.

<i>A dog has 4 legs. How many legs do 12 dogs have?</i>	
	Rating: 1. The learner does not understand the problem.
<p>Een hond het 4 pote.</p> <p>Hoeveel pote het 12 honde altesaam? 4 8</p> 	Rating: 4 for a grade 1 learner, 2 for a grade 3 learner
<i>The farmer plants 6 rows of trees with 13 trees in each row. How many trees does he plant all together?</i>	
	Rating: 4 for a grade 2 learner, 3 for a grade 3 learner.

<div><div><div>6x13=78</div><div>6x10=60</div><div>6x3=18</div></div><div>blome</div></div>	Rating: 4 for a grade 3 learner.
<div><div><div>13</div><div>x 6</div><div></div><div></div></div></div>	Rating: 2. This learner understands the problem and identifies it as a multiplication, but she has been taught the method too early, cannot use it, but cannot solve the problem in any other way anymore. The taught method has therefore disempowered her, cutting her off from her own methods.
Thabo has to put 96 cookies in bags. He has to put 6 cookies in a bag. How many bags does he need?	
<div><div><div>196</div><div>+ 6</div><div></div><div>162</div></div></div>	Rating: 1. The learner does not understand the problem and tries to apply the column addition method he has been taught (and should not have been taught). He adds the 6 to both columns. Teaching the learner a method he cannot yet understand, confuses him so much that he is not willing or able to make sense of the problem.
Gino has 258 stickers and Josie has 384 stickers. How many stickers do they have all together?	
<div><div><div><div>G</div><div>258</div><div>200</div><div>50</div><div>8</div><div>500</div><div>642</div></div><div><div>J</div><div>384</div><div>300</div><div>80</div><div>4</div><div>130</div><div>12</div><div>642</div></div><div>plakkers</div></div></div>	Rating: 4 for grade 3. This method is correct, shows a Level 3 understanding of number and is neatly and clearly presented.
What is half of 237?	



$  \begin{array}{r}  237 \\  100 \\  15 \\  3 \\  \frac{1}{2}  \end{array}  \begin{array}{r}  100 \\  15 \\  3 \\  \frac{1}{2}  \end{array}  = 118\frac{1}{2}  $	Rating: 4 for grade 3. This method is correct, shows a Level 3 understanding of number and is clearly presented.
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## WEIGHTING OF CONTENT AREAS

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

Content Area	Weightings per Content Area		
	Grade 1	Grade 2	Grade 3
Numbers, Operations and Relationships	65%	60%	58%
Patterns, Functions and Algebra	10%	10%	10%
Space and shape	11%	13%	13%
Measurement	9%	12%	14%
Data Handling	5%	5%	5%

The weighting of mathematics content areas serves two primary purposes: firstly the weighting gives guidance on the amount of time needed to address the content within each content area adequately; secondly the weighting gives guidance on the spread of content in assessment. The weighting of the content areas is not the same for each grade in the Foundation Phase.

In Grade R - 3, it is important that the area of Numbers, Operations and Relationships is the main focus of Mathematics. Learners need to exit the Foundation Phase with a secure number sense and operational fluency. The aim is for learners to be competent and confident with numbers and calculations.

The following is **an example** of the number of concepts/content knowledge/skills required in a Formal Assessment Task to comply with the weightings provided. Note: this is not the number of activities, but the number of concepts/content knowledge/skills to be assessed. Often more than one concept/skill can be assessed in the same activity.

This example has been worked out according to using 20 concepts/content knowledge/skills in the Formal Assessment Task. However, if the Formal Assessment Task has more than this, the number of concepts/skills must still be according to the weighting.



Content Areas	Weighting per grade with required number of concepts/skills (rounded off)					
	Grade 1		Grade 2		Grade 3	
	Weighting	Number of concepts/skills	Weighting	Number of concepts/skills	Weighting	Number of concepts/skills
Numbers, Operations and Relationships	65%	13	60%	12	58%	11
Patterns	10%	2	10%	2	10%	2
Space and Shape	11%	2	13%	3	13%	3
Measurement	9%	2	12%	2	14%	3
Data Handling	5%	1	5%	1	5%	1

## D) FOUNDATION PHASE LIFE SKILLS: PROGRAMME OF ASSESSMENT

It is also important to note that on page 66 of section 4 of the Foundation Phase CAPS Life Skills document, it is stipulated that:

- In Life Skills, the purpose of assessment is to assess the development of concepts, skills and values, in an ongoing and planned way through discussion, role-play and demonstration mainly in Creative Arts and Physical Education, whilst written recording will be more appropriate for Beginning Knowledge and Physical and Social Well-being.
- The forms of assessment should be age and development level appropriate.
- The design of these tasks should cover the content of the subject and include a variety of activities which will be assessed in an integrated way designed to achieve the objectives.
- An assessment task is not a learning and teaching unit, but it does suggest, in broad terms, what teaching and learning activities need to be assessed 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 and practical activities than grade 3 learners who will do more written work than other grades.
- All the skills and content that are identified to be assessed, should be familiar to the learner meaning that it should be taught but not the exactly same examples should be assessed. It is also important to note that each 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.

There will be one Assessment Task (AT) which incorporates Beginning Knowledge and Personal and Social Well Being meaning, Creative Arts (Performing Arts and Visual Arts) and Physical Education. All four of the Life Skills Study Areas will be assessed in an integrated way using a combination of assessment forms.

Mapping of Assessment Task (AT) for the term				
Grade 1, 2 and 3				
Life Skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 AT: Integrate oral, practical and recording	1 AT: Integrate oral, practical and recording	1 AT: Integrate oral, practical and recording	1 AT: Integrate oral, practical and recording
Performing Arts (PA)				
Visual Arts (VA)				
Physical Education (PE)				
	EXEMPLAR ASSESSMENT TASK			
Content and skills to be assessed	BKPSW: We are special and unique	BKPSW: Farm animals – uses – such as food and clothing	BKPSW: Stars and planets – what they are Space travel	BKPSW: Speaking – conversation
	PA Singing indigenous songs using appropriate movements	PA Performing songs focusing on dynamics	PA Classroom dramas: illustrate different characters.	PA A puppet performance
	VA: Draw pictures of self using different media	VA: Use recyclable objects and thick paint to create a surface and organic shapes	VA: Craft from recyclable materials using geometric shapes	VA: Make models (puppet) using texture and contrast
	PE: Locomotor using senses: hearing -	PE Locomotor and Rhythm	PE: Locomotor Non-locomotor movements	PE: Locomotor and Spatial orientation
	ASSESSMENT TASK: Integrated Activities across all Life Skills Study Areas			
	<b>Grade 1</b> Topic: Me <ul style="list-style-type: none"><li>Draw a picture of yourself and write at least 3 personal details.</li></ul> <b>Group activity:</b> <ul style="list-style-type: none"><li>Do an action rhyme singing eg</li></ul>	<b>Grade 2</b> Topic: Animals <b>Group activity:</b> <ul style="list-style-type: none"><li>The learners will design a poster with at least 3 farm animals and list their uses.</li></ul>	<b>Grade 3</b> Topic: Space <b>Group activity:</b> <ul style="list-style-type: none"><li>Make a model of a space ship and give a talk on space travel</li><li>Roleplay: Aliens from space</li></ul>	<b>Grade 2</b> Topic: Ways we communicate <b>Group activity:</b> <ul style="list-style-type: none"><li>Role play a story using a puppet that is made during visual arts</li></ul>

	<p>“Heads and Shoulders” demonstrating locomotor movements.e.g body percussion and dance movements</p>	<ul style="list-style-type: none"> <li>• The group will do a presentation on the poster.</li> <li>• Demonstrate locomotor and rhythmic dance movements with music (e.g. Old MacDonald has a farm)</li> </ul>	<ul style="list-style-type: none"> <li>• Locomotor, non-locomotor and laterality movements with music and dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and display ways of communication through dance and music (singing) using locomotor movements and spatial orientation</li> </ul>
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Programme of Assessment: Assessment Task (AT)				
GRADE 1				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Oral	1 Oral	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical
Programme of Assessment: Assessment Task (AT)				
GRADE 2				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Oral	1 Written	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical
Programme of Assessment: Assessment Task (AT)				

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

### WEIGHTING OF THE STUDY AREAS

The weightings in the CAPS will be used for teaching and assessment purposes.

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

These weightings inform the time to be spent on teaching and learning and the assessment component which includes both assessment for learning and assessment of learning.

## RECORDING AND REPORTING IN GRADES 1 – 3

### RECORDING:

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

### REPORTING:

Is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, and so on.

The learner's achievement level is reported upon in terms of the 7-point scale as stipulated in the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (2011) for all subjects namely Home Language, First Additional Language, Mathematics and Life Skills.

## E) ASSESSMENT IN GRADE R

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

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

All aspects of Grade R, including the classroom environment and teaching and learning practices, should promote the holistic development of the child. Development that is an integral part of emergent literacy and numeracy includes cognitive and perceptual-motor development as well as emotional and social development. All these aspects can be developed through

stories, songs, rhymes, finger games and water play, educational toys including board games, construction and exploration activities (imaginative play, outdoor play and “playground games”).

Most of the assessment should take 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 (assessment for learning situations) which will enable the teacher to track and monitor the learner’s progress from term to term until the end of the year.

### 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 showing the progression of different perceptual skills. This checklist can be used to inform reporting to parents and other stakeholders.

## RECORDING AND REPORTING

Assessment for learning activities are recorded using checklists and rubrics every term. The learner’s achievement level is reported upon in terms of the 7-point scale as stipulated in the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (2011) for all three of the subjects namely Home Language, Mathematics and Life Skills. The table below indicates the forms/methods and tools to be used to inform recording and reporting.

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

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