



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

EXEMPLAR: TERM 1

GRADE 1: MATHEMATICS

BASELINE ASSESSMENT

Name: _____

Class: _____ Date: _____

School: _____ Teacher: _____

Content Areas (<i>Building Number Sense</i>)	Questions	Learner's mark
Numbers, Operations and Relationships <i>integrated with</i> Patterns, Functions and Algebra and Space and Shape	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
TOTAL 10 marks)		

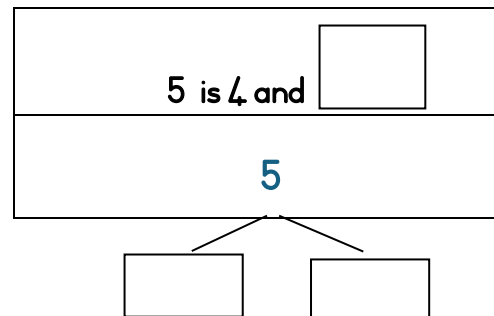
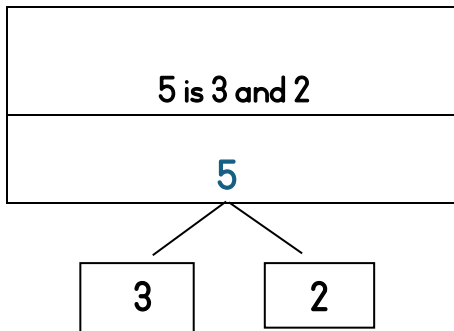
Notes for the teacher.

- Administer this practical assessment to a group of at least 6 learners.**
- Provide the opportunity for the learner to demonstrate / pack out / as per the instruction, allow the learner to talk about what they are doing / share their thoughts...**
- Make sure that learners do not copy.**
- Give clear instructions. Gauge well and record the findings.**

Provide 1 mark per answer.

1. Combinations of **5**. Five is equal to **3** and **2**; five can also equal **4** and ____.

(1)



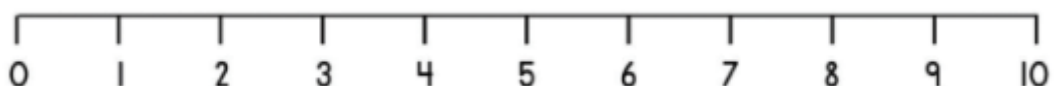
2. Share the sweets  between **2** friends.
How many are left?

(1)

		How many are left?

3. Draw an arrow to connect the number of dots in each circle to the matching number on the number line.

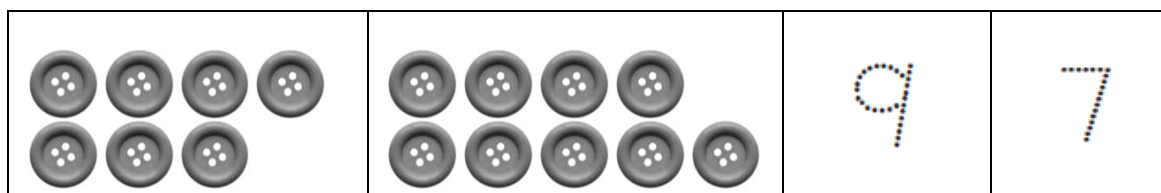
(1)



4. Put / Draw a  above the rabbit that is in the middle. (1)

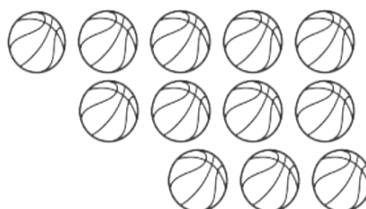


5. Cross the box that has fewer buttons. Then trace over the correct matching **number**. (1)



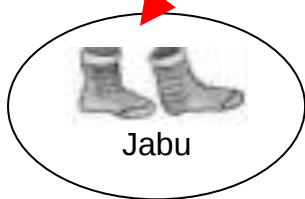
6. Peter has **2** sweets. Paul has **5**.
How many more sweets does Paul have?
Allow learner **to draw or show his/ her thinking** in the box provided. (1)

7. How **many more boxes** will I need to so that I can put three balls into each box. (1)



8. If I give one pair of socks to Jabu, how many pairs are left?

(1)



_____ pairs



9. If 6 butterflies fly away. How many are left. _____

(1)



10. Silo bought a packet of chips for R8.

(1)

This is R2 more than what Nelly paid for a packet of chips.

How much did Nelly pay for a packet of chips?

Show your understanding.



Total: 10 Marks