

Shuter & Shooter



**COGNITIVE
LEVELS OF
ASSESSMENT
FOUNDATION PHASE**

Shuter & Shooter

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ASSESSMENT**
Foundation Phase

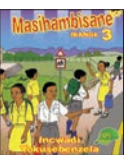
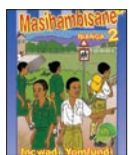
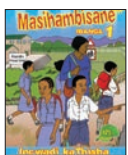
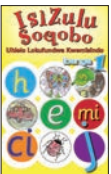
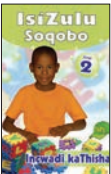
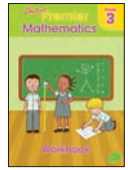
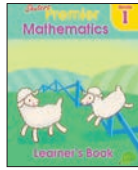


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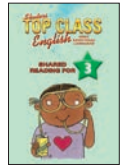
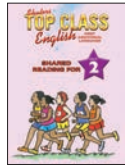
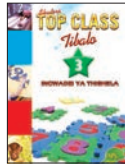
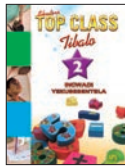
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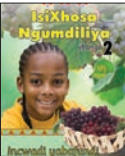
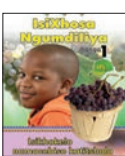
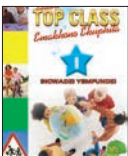
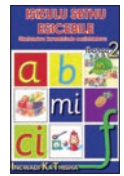
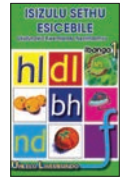
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Dear Teachers

Dear Teachers

The Department of Basic Education has reduced the number of formal assessment tasks in various subjects to improve the focus on teaching and learning. Assessment needs to be carefully planned around the appropriate cognitive levels.

We have unpacked all there is to know about the changes to assessment and the use of cognitive levels in this booklet.

We hope you will find this both useful and motivational.

The Shutters Team

What is Assessment?

“A systematic way of assessment used by the teacher to determine how well learners are progressing in a grade and a particular subject.”

It is a continuous process of identifying, gathering and interpreting information about the learner’s performance in a valid and reliable way. It has four steps:

1. Generating and collecting evidence of achievement.
2. Evaluating this evidence.
3. Recording the findings.
4. Using this information for improving teaching and learning.

It is an interactive process between learners and the teacher that informs the teacher how well their learners are learning what they are teaching!

Why do we assess?

- To improve learning. (What can the learner do to improve? Am I actively using assessment results to inform my teaching.)
- To determine the learner’s developmental stage and skill level. This information is used to plan for individual learners, activities and learning.
- This will help the teacher to guide, assist with and participate in the development and learning of learners.
- To provide insight to the teacher.

What are the principles of assessment?

To help learners reach their full potential, assessment should:

- Be authentic, continuous, multi-dimensional, varied and balanced
- Take into account the diverse needs of learners and the context, and therefore use various assessment strategies
- Be an integral part of the teaching and learning process, and should help you to evaluate the teaching and learning processes
- Be accurate, objective, valid, fair, manageable and time efficient
- Be based on information from several contexts, take many forms and include a range of competencies and uses
- Be bias-free and sensitive to gender, race, cultural background and abilities
- Be criterion-referenced as far as possible
- Be transparent so that learner and teacher have a clear understanding of what the expectations are for any assessment task.

What are the different types of assessment?

- **Baseline assessment** – is usually used at the beginning of a phase, grade or learning experience to establish what learners already know or what they can do. It assists teachers with the planning of learning activities or programmes.
- **Formative assessment** – is developmental. It is used by teachers to provide feedback to the learner and track whether or not the learner has progressed. It helps day-to-day teaching and learning, and may suggest ways in which learning activities can be changed to suit diverse learner's needs.
- **Summative assessment** – gives an overall picture of the achievements of a learner at a given time, for example, at the end of a term or year. Summative assessment is like a 'snapshot' of a learner's progress at a particular point in time (and formative assessment is like a 'video' of a learner's progress during the process).
- **Diagnostic assessment** – is a specific type of formative assessment. It may lead to some form of intervention, or remedial action, or revision programme. It can help to identify strengths and weaknesses of a learner, or of a teaching methodology. The results can help you to plan individual support for learners who have problems.
- **Informal assessment** – happens by observing oral, practical and written activities

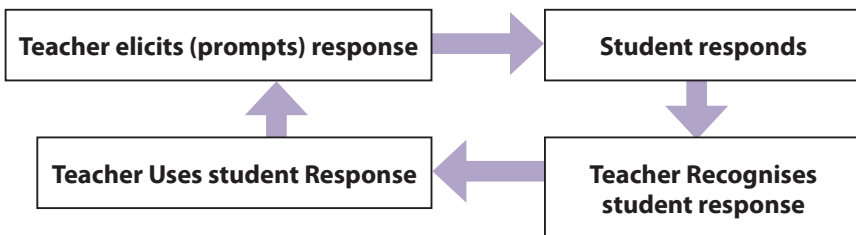
that the learner does independently, or in a pair, or in a group. Lesson planning should incorporate such informal assessment tasks and activities. The teacher observes how the learners do their tasks, what they are struggling with, and how learners work together in a group or independently. Informal daily assessment tasks are not formally recorded unless the teacher wishes to do so.

- **Formal assessment** – provides teachers with a systemic way of assessing and evaluating the learner’s progress. Formal assessment tasks need to be carefully planned, recorded, and reported for in all subjects.

What is the difference between formal and informal assessment?

INFORMAL ASSESSMENT	FORMAL ASSESSMENT
<p>Informal, or daily assessment is the monitoring and enhancing of learner’s progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.</p> <p>Informal, or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close the gaps in learner’s knowledge and skills and improve teaching. Informal assessment builds towards formal assessment.</p>	<p>Formal assessment provides teachers with a systemic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations and practical demonstrations.</p>

The ESRU model of informal formative assessment



Formal Assessment in the Foundation Phase

The Programme of Assessment will comprise one assessment task per subject per term

SUBJECT						
Home Language	GRADE	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
	1	1	1	1	1	4
	2	1	1	1	1	4
	3	1	1	1	1	4
First Additional Language	GRADE	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
	1	1	1	1	1	4
	2	1	1	1	1	4
	3	1	1	1	1	4
Mathematics	GRADE	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
	1	1	1	1	1	4
	2	1	1	1	1	4
	3	1	1	1	1	4
Life Skills	GRADE	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
	1	1	1	1	1	4
	2	1	1	1	1	4
	3	1	1	1	1	4

Stepping up to Assessment in the Foundation Phase

Perceptual Skills

In the Foundation Phase learners continue to acquire perceptual skills which form the basis of academic learning. Perceptual skills need to be developed and integrated from an early age for acquiring reading, writing, spelling, maths and sports ability.

Delay in development of any of these skills will often result in under-achievement or severe difficulty with academic learning or achievement on the sports field.

For your interest, we have outlined the different perceptual skills and given a brief definition of each.

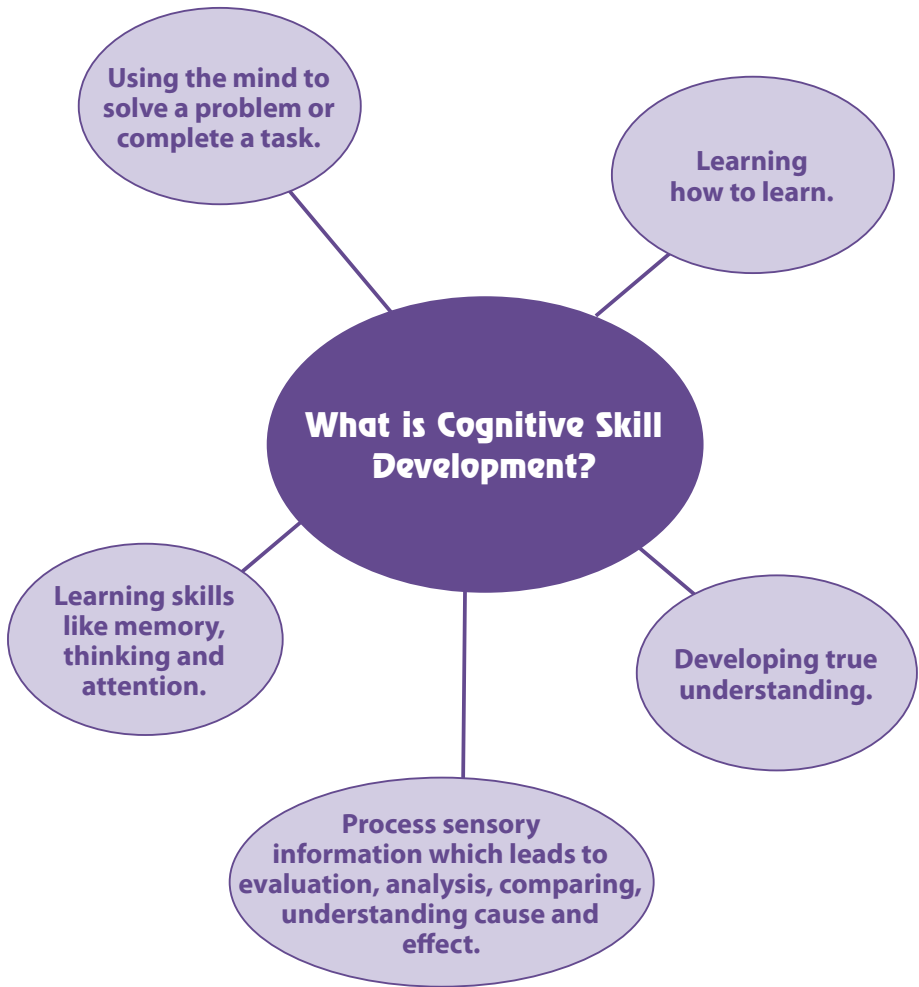
Visual motor coordination	The ability to coordinate vision with the movements of the body.
Hand-eye coordination	Refers to the ability of the hands and eyes working together when performing a movement.
Eye-foot coordination	Refers to the ability of the feet and eyes working together when performing a movement.
Laterality	Showing an awareness of each side of the body.
Dominance	Preferring to use one hand or side of the body.
Crossing the midline	Being able to work across the vertical / horizontal lines of the body.
Eye-movement control	The ability to follow an object with the eyes while not moving the head/body, e.g reading from left to right.
Spatial relations	Refers to perception of the position of objects in space.
Visual discrimination	Refers to the ability to differentiate one object from another.
Visual memory	Refers to the ability to remember what the eyes have seen.
Figure ground discrimination	Refers to the ability to distinguish an object from the background rounding it.
Visual closure	The learner should be able to identify an object, despite the fact that the total stimulus is not presented.

Object recognition	Refers to the ability to recognise the nature of objects when viewing them.
Perceptual consistency	The ability to perceive objects possessing invariant properties.
Auditory discrimination	Refers to the ability to recognise a difference between phoneme sounds and to identify words that are the same and different.
Auditory memory	Refers to the ability to store and recall what one has heard.
Auditory sequencing	Refers to the ability to member the order of items given orally in a sequential list.
Auditory blending	The ability to blend single phonic elements or phonemes into a complete word.

Cognitive Skills

The brain uses foundational skills, called cognitive skills, to accomplish the conscious mental activities, which include thinking, reasoning, understanding and learning. Working together, these skills take incoming information and move it into the bank of knowledge we use every day at school, at work, and in life. Each of our cognitive skills plays an important part in processing new information. That means if even one of these skills is weak, no matter the information that comes our way, understanding, remembering and using that information is impacted. In fact, most learning struggles are caused by one or more weak cognitive skills.

Cognitive Skill Development and Assessment



Examples of cognitive Learning Strategies

- **Asking learners to reflect on their experiences**
- **Helping learners to find new solutions to problems**
- **Encouraging discussion about what is being taught**
- **Helping learners to explore and understand how ideas are connected**
- **Asking learners to justify and explain their thinking**
- **Using visualisation to improve learners' understanding and recall**

Cognitive skills develop differently for different learners and this why they demonstrate different levels of ability when it comes to learning and other forms of cognitive performance. For this reason, it is very important to incorporate the different cognitive levels in assessment. You will notice that more than 50% of questions in the assessment examples in this booklet target the basic cognitive levels which should make the assessment task accessible to all types of learning abilities in your class.

Home Language Assessment Task for the term

Language component	Grade R	Grade 1	Grade 2	Grade 3
Listening and Speaking	Oral: Listens and responds to stories told and read (Reading focus time)	Oral: Retells the main parts of a familiar story that is told or read (Life Skills: Creative Arts)	Oral: Tells a story that has a beginning, middle and end using props (Puppet/mask) (Life Skills: Creative Arts)	Oral: Makes an oral presentation on a topic using a story board (Animals that live in water) (Life Skills)
Props for Listening and Speaking activities should be made in the Life Skills lesson				
Phonics	Oral: Distinguishes aurally between different initial sounds of words (Reading focus time)	Oral and Written: Identifies the single letter sound relationships of some letters (vowels and consonants) (Reading focus time: Focussed Phonic session)	Oral and Written: Make words with short vowels (ag, eg, ig, og, ug) (Reading focus time: Focussed Phonic session)	Oral and Written: Make words with consonant blends (bl, br, cl, cr) (Reading focus time: Focussed Phonic session)
Reading and Comprehension	Oral: Read enlarged texts with teacher and respond to questions (Shared Reading)	Oral: Group Guided Reading Read aloud from own book with teacher and on their own (word recognition, oral reading fluency, read for meaning) (Reading focus time)	Oral: Group Guided Reading. Uses sight words, decoding skills (syllabification, contextual clues, oral reading fluency) to read texts independently (Reading focus time)	Oral: Group Guided Reading. Reads a short text of 100-120 words independently and responds to questions (prediction, inference) (Reading focus time)

		<p>Written: Worksheet Passage from a familiar text (Reading focus time) Comprehension skills <i>Recall:</i> Multiple choice questions <i>Sequence:</i> Three events in the right order (Reading focus time)</p>	<p>Written: Worksheet Passage from unfamiliar text (Reading focus time) Comprehension skills <i>Literal questions</i> <i>Prediction</i> <i>Reorganisation:</i> reorder events in sequence <i>Inference:</i> What, Why, How (Reading focus time)</p>	<p>Written: Worksheet Fiction or non-fiction text (Reading focus time) Comprehension skills <i>Literal questions</i> <i>Prediction</i> <i>Reorganisation:</i> reorder events in sequence <i>Inference:</i> What, Why, How Evaluation (Reading focus time)</p>
Language activities should be contextualised for each language differently.				
Handwriting	Traces pictures related to the text (Reading focus time: Shared Writing)	Writes lower case letters correctly (Handwriting session)		
Writing	Directionality skills (left, right, top, bottom) (Reading focus time: Shared Writing)	Writes two sentences of own news (Term 3) Sentence construction	Writes six to eight sentences on an event e.g. Sports Day Criteria: Rubric Contents <i>Introduction</i> <i>Description of the event</i> <i>Conclusion</i> Language usage: <i>Sentence construction</i> <i>Punctuation</i> <i>Tenses</i>	Write two paragraphs (eight – ten sentences) on a topic e.g. My Favourite Sea Animals Criteria: Rubric Contents <i>Factual knowledge</i> Language usage: <i>Sentence construction</i> <i>Punctuation</i> <i>Tenses</i> <i>spelling</i>

Programme of Assessment

The assessment activities should be contextualised for the African Home Languages.

Grade 1 Minimum requirements				
Language component	Term 1 Form of Ass.	Term 2 Form of Ass.	Term 3 Form of Ass.	Term 4 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 Form of Ass.	Term 2 Form of Ass.	Term 3 Form of Ass.	Term 4 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 Form of Ass.	Term 2 Form of Ass.	Term 3 Form of Ass.	Term 4 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

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%

Home Language Cognitive Development Levels

A table outlining the different cognitive development levels and the percentage required of each level for assessment activities is provided.

<p>Literal comprehension (Level 1)</p>	<ul style="list-style-type: none"> • Identify.... (e.g. Identify the main character in the story.) • Point out... (e.g. Point out the car the robber was driving.) • Read/quote the line that... (e.g. Read the line that tells you the grandmother was unhappy.) • Describe... (e.g. Describe the villain of the story.) • Find... (e.g. Find the name of the book she was reading.) • Show ... (e.g. Show me the part of the story you liked best.) • Locate ... (e.g. Locate the place the family was driving to in the story.) • State... (e.g. State the name of the little black dog that ran away.) 	<p>Level 1 and 2: 40%</p>
<p>Reorganisation (Level 2)</p>	<ul style="list-style-type: none"> • Compare.... (e.g. Compare the two sisters. What was different?) • List (e.g. List the places the grandfather visited.) • Contrast... (e.g. Contrast the place where they were living with their new home.) • Divide...into.... (e.g. Divide the different animals in the story into two groups, those that were kind to the girl and those that tried to eat her.) • Classify... (e.g. Classify the animals in the story.) • Summarise... (e.g. Summarise the story in not more than four sentences.) • How is....different to... (e.g. How is the hero different from the villain?) 	

<p>Inference (Level 3)</p>	<ul style="list-style-type: none"> • Pretend... (e.g. Pretend you were the hero. What would you have done?) • Suppose... (e.g. Suppose the zookeeper had left the cage door open. What would have happened?) • Could.... (e.g. Could the man have reached the other side of the river a different way?) • What are the implications ... (e.g. What happened because of that decision?) • What might have happened if.... (e.g. What might have happened if his father had gone to see his uncle?) • What consequences.... (e.g. What were the consequences of her actions?) 	<p>Level 3: 40%</p>
<p>Evaluation (Level 4)</p>	<ul style="list-style-type: none"> • Should... (e.g. Should her grandmother have told her the story?) • In your opinion... (e.g. In your opinion was the boy right to behave that way?) • Do you agree... (e.g. Do you agree that leaving home was the best choice?) • Would you have... (e.g. Would you have done the same thing if you were in that position?) • Is it right that... (e.g. Is it right that his uncle threw him out of the house because he stole some bread?) • What best describes... (e.g. What best describes the main character in the story?) 	<p>Level 4 and 5: 20%</p>
<p>Appreciation (Level 5)</p>	<ul style="list-style-type: none"> • What did you think when... (e.g. What did you think would happen when the lion opened his mouth?) • Is this word/phrase effective for... (e.g. Is this word a good word to describe the villain?) • Do you know anyone like... (e.g. Do you know anyone who behaves like his sister?) • Why did you like/dislike... (e.g. Why did you dislike her uncle?) 	

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 3

Listening and speaking:

Read the story to the learners and they answer the questions orally.

How the Dove became the Bird of Peace

Long ago, there were two kings who lived in countries next to each other. They were always arguing. One day, the one king said, "I'm going to make war! Everybody get ready to fight! "Now, the other king had not been to war in many years. He had forgotten where his armour and weapons were. He asked his mother to look for them. His mother went away but came back empty-handed.

"Please, don't use your helmet," she begged. "A dove has built a nest with two baby doves inside your helmet. Please don't touch them. Doves are peace loving birds. They never harm anybody. The mother tries so hard to keep the babies safe. How could I destroy their home? Why don't you go to war without your helmet?"



The king was kind, so he decided to go to war bare-headed. "Where's your helmet?" the other king asked. "A dove has built a nest for her two chicks in my helmet. My mother didn't want me to destroy the dove's nest so I came to war without my helmet." The other king could not believe his ears. After a while he put his hand out to shake the helmetless king. "Let's make peace together. Your mother didn't want to destroy the tiny nest of the two baby doves. How can we destroy the homes of thousands of people?" And so the two kings signed an agreement to keep peace forever. From that day onwards, the dove has become known as a symbol of peace.

Ask the following questions:

Literal and Reorganisation 1. What type of bird is known as the Bird of Peace? 2. Read the line which tells you where the dove has built her nest. 3. Compare the two kings in the story. 4. Summarise the reasons why the king's mother did not want her son to take his helmet.	40%
Inference 5. Suppose the king had decided to use his helmet. What might have happened? 6. Pretend you were the king. What would you have done about the doves in your helmet? 7. What was the result of the actions of the king's mother? 8. What long lasting effect did the presence of the birds in the King's helmet have?	40%
Evaluation and Appreciation 9. Do you agree that the only way to solve an argument is to fight? How do you solve an argument? 10. Do you know anyone like the kind kings mother? Who is this and what do they do?	20%
Total	100%

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

First Additional Language Assessment Task for the term

These activities should be contextualised for each language differently.

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

Programme of Assessment

The assessment activities should be contextualised for the African First Additional Languages.

Grade 1 Minimum requirements				
Language component	Term 1 Form of Ass.	Term 2 Form of Ass.	Term 3 Form of Ass.	Term 4 Form of Ass.
Listening and Speaking	1 Oral Integrated Task	1 Oral Integrated Task	1 Oral Integrated Task	1 Oral Integrated Task
Reading and Phonics				
Grade 2 Minimum requirements				
Language component	Term 1 Form of Ass.	Term 2 Form of Ass.	Term 3 Form of Ass.	Term 4 Form of Ass.
Listening and Speaking	1 Integrated Task	1 Integrated Task	1 Integrated Task	1 Integrated Task
Phonics, reading and Comprehension	incorporating Oral and Written activities	incorporating Oral and Written activities	incorporating Oral and Written activities	incorporating Oral and Written activities
Writing				

Grade 3 Minimum requirements				
Language component	Term 1 Form of Ass.	Term 2 Form of Ass.	Term 3 Form of Ass.	Term 4 Form of Ass.
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			
Total	100%	100%	100%

First Additional Language Cognitive Development Levels

These are the same as for Home Language. A full explanation is given on pages 8 and 9.

<p>Literal comprehension (Level 1)</p>	<ul style="list-style-type: none"> • Identify • Point out • Read/quote the line • Describe • Find • Show • Locate • State 	<p>Level 1 and 2: 40%</p>
<p>Reorganisation (Level 2)</p>	<ul style="list-style-type: none"> • Compare • List • Contrast • Divide....into.... • Classify • Summarise • How is....different to 	
<p>Inference (Level 3)</p>	<ul style="list-style-type: none"> • Pretend • Suppose • Could • What are the implications • What might have happened if.... • What consequences 	<p>Level 3: 40%</p>
<p>Evaluation (Level 4)</p>	<ul style="list-style-type: none"> • Should • In your opinion • Do you agree • Would you have... • Is it right that... • What best describes 	<p>Level 4 and 5: 20%</p>
<p>Appreciation (Level 5)</p>	<ul style="list-style-type: none"> • What did you think when... • Is this word/phrase effective for... • Do you know anyone like... • Why did you like/dislike... 	

A Formal Assessment Example showing the use of the cognitive level questions in the required percentages

Grade 2

Listening and speaking

Read the story to the learners and they answer the questions below.

The Ant and the Dove Story

One hot day, Ant was very thirsty. 'I must find some water to drink,' she said.

After walking around for some time, she came to a pond.

On her way down to the water, she slipped on some loose sand and fell right into the water.

She would have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly pulled off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up. Soon it carried her safely to dry ground.

'Thank you so much,' said Ant. 'One day I hope I can help you.'

As Ant was leaving, she saw a hunter crouched in the grass with his hunting gun pointed right at the dove. 'I must help Dove,' thought Ant.

The ant quickly climbed up his foot and bit him hard on the heel. Feeling the pain, the hunter dropped his gun. 'Ow!' he shouted. The dove heard this and was very quick to fly away to safety.

'Thank you Ant,' he called. 'You said you would help me and you did.'



MORAL: One good turn deserves another.

Ask the following questions:

Literal and Reorganisation 1. Who fell in the water? 2. Describe the weather. 3. An ant and a dove are different creatures. List three differences. 4. How is the dove different to the hunter?	40%
Inference 5. What happened because the ant was thirsty? 6. Could the dove have helped the ant in another way? Explain. 7. What might have happened if the Ant did not bite the hunter? 8. Why do you think the hunter wanted to shoot the dove?	40%
Evaluation and Appreciation 9. Do you think the ant was right to bite the hunter? Why? 10. What can we learn from this story?	20%
Total	100%

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

Mathematics

Assessment Task for the Term (Example)

The Grade overview in the Maths CAPS document must be used to ensure content coverage per term.

Grade 1 pages 40 to 55

Grade 2 pages 56 to 72

Grade 3 pages 73 to 91

Content area	Topic	Conceptual knowledge and skills
Numbers, Operations and Relationships	Number concept	Any two concepts /knowledge /skills from <i>Count with whole numbers</i> relevant to the learners level when being assessed.
	Solve problems	Any three concepts /knowledge /skills from <i>Represent whole numbers and Describe, compare and order whole numbers</i> relevant to the learners level when being assessed.
	Calculations	Any two concepts /knowledge /skills relevant to the learners level when being assessed.
Patterns, Functions and Algebra	Geometric patterns	Any one concepts /knowledge /skills relevant to the learners level when being assessed.
	Number patterns	Any one concepts /knowledge /skills relevant to the learners level when being assessed.
Space and shape	3-D objects	Any one concepts /knowledge /skills relevant to the learners level when being assessed.
	2-D shapes	Any two concepts /knowledge /skills relevant to the learners level when being assessed.
Measurement	Time	Any one concepts /knowledge /skills relevant to the learners level when being assessed.
	Capacity	Any one concepts /knowledge /skills relevant to the learners level when being assessed.
Data Handling	Collect, organise, represent, analyse and interpret data	Any one concepts /knowledge /skills relevant to the learners level when being assessed.

Weighting of Content areas

Content Area	Weightings per Content Area		
	Grade 1	Grade 2	Grade 3
Numbers, Operations and Relationships	65% (13)	60% (12)	58% (11)
Patterns, Functions and Algebra	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)
	100%	100%	100%

The required number of concepts /skills/knowledge is provided in brackets.

9	Routine Procedures (45%)
5	Knowledge (25%)
4	Complex Procedures (20%)
2	Problem Solving (10%)
20	Total (100%)

To simplify, if an assessment is allocated 20 marks, the cognitive 'weighting' would be as shown.

Mathematics Cognitive Development Levels

Cognitive levels	Description of skills to be demonstrated	Examples
Knowledge (≈25%)	<ul style="list-style-type: none"> • Estimation and appropriate rounding off of numbers • Straight recall • Identification and direct use of correct formula • Appropriate use of mathematical vocabulary 	<ol style="list-style-type: none"> 1. How many crayons do you think there are? [Grade 1] 2. Start at 100 and count back in tens to 10 [Grade 2] 3. Write down the even numbers between 1 and 30 [Grade 3]
Routine procedures (≈45%)	<ul style="list-style-type: none"> • Perform well-known procedures • Simple applications and calculations, which might involve many steps • Derivation from given information may be involved • Identification and use (after changing the subject) of correct formula generally similar to those encountered in class 	<ol style="list-style-type: none"> 1. Determine $6 - 2 = \square$ [Grade 1] 2. Count out 70 matchsticks using bundles of 10. How many bundles of 10 did you get? [Grade 2] 3. Calculate $762 - \square = 448$ [Grade 3]
Complex procedures (≈20%)	<ul style="list-style-type: none"> • Problems involving complex calculations and/or higher order reasoning • Investigations to describe rules and relationships – there is often not an obvious route to the solution • Problems not based on a real world context – could involve making significant connections between different representations • Conceptual understanding 	<ol style="list-style-type: none"> 1. Buhle has four marbles. Three are green and the rest are blue. How many blue marbles does Buhle have? [Grade 1] 2. Investigate the distance around 2-D shapes objects using string [Grade 2] 3. Mrs Tshongwe packs 66 muffins into packets of 6. How many packets does she have? [Grade 3]
Problem-solving (≈10%)	<ul style="list-style-type: none"> • Unseen, non-routine problems (which are necessarily difficult) • Higher order understanding and processes are often involved • Might require the ability to break the problem down into its constituent parts 	<ol style="list-style-type: none"> 1. The duster has a mass of 11 marbles. The box of crayons has a mass of 8 marbles. Together they will have a mass of how many marbles? [Grade 1] 2. 3 children went on an excursion today. There are still 63 children at school. How many children were there to begin with? [Grade 2] 3. Packets of 5 mints cost 44c each. Mr King needs 88 mints. How many packets should he buy? What will he pay? [Grade 3]

Example Of Formal Assessment

Knowledge

Written

Cross (x) the numbers that come after 43

27 46 50 34 18

(1)

Cross (x) the squares



(1)

How many apples?



Write the number name

(3)

Routine Procedures

Write the answers

$19 - \square = 8$

$27 + 5 = \square$

$\text{Double } 12 \text{ is } \square$

$\text{Half of } 14 \text{ is } \square$

$27 + 5 =$

(5)

Fill in the missing numbers.

14	16	18			24
5	10			25	30

(4)

Complex Procedures

Solve these problems using your blocks.

Mr Green has 9 cows. Mr Zuma has double the number of cows Mr Green has.

How many cows do Mr Green and Mr Zama have together?

How many cows does Mr Zuma have?

Can you write the sum?

(4)

Problem Solving

Nomsa has 20 smarties. She gives 16 to her friend.

How many are left?

Can you write the sum?

(2)

Total

[20]

Life Skills Assessment Task for the term

Grades 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 Assessment Task: Integrate oral, practical and recording	1 Assessment Task: Integrate oral, practical and recording	1 Assessment Task: Integrate oral, practical and recording	1 Assessment Task: Integrate oral, practical and recording
Performing Arts (PA)				
Visual Arts (PA)				
Physical Education (PA)				

Example of an Integrated Assessment activity for Grade 1 (Term 1)			
BKPSW	PA	VA	PE
Learner writes three sentences about self.	Learners sing a song to the tune of <i>I hear thunder</i> . Someone's special, Someone's special, Who is this? Who is this? It is ME! It is ME! (Repeat, It is YOU!)	Learners draw a picture of themselves.	Learners perform an action rhyme, for example, <i>Head and Shoulders</i> .

Programme of Assessment

Grade 1				
Life Skills Study Areas	Term 1 Activities	Term 2 Activities	Term 3 Activities	Term 4 Activities
BKSPW	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

Grade 2				
Life Skills Study Areas	Term 1 Activities	Term 2 Activities	Term 3 Activities	Term 4 Activities
BKSPW	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
Grade 3				
Life Skills Study Areas	Term 1 Activities	Term 2 Activities	Term 3 Activities	Term 4 Activities
BKSPW	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

Weighting of Study Areas

Grades R – 2 (6 Hours)		Weightings of Study Areas
Beginning Knowledge and Personal and social Well-being	2 hours per week	40%
Creative Arts (2 hours per week)	Performing Arts: 1 hour per week	15%
	Visual Arts: 1 hour per week	15%
Physical Education	2 hours per week	30%
Grade 3 (7 Hours)		Weightings of Study Areas
Beginning Knowledge and Personal and social Well-being	3 hours per week	40%
Creative Arts (2 hours per week)	Performing Arts: 1 hour per week	15%
	Visual Arts: 1 hour per week	15%
Physical Education	2 hours per week	30%

Example of Formal Assessment – Grade 3

Lower order

1. Identify four of the items below. (4)

Middle order

2. Choose four items from the list below. Write how people can re-use the items at home or school to help care for the environment. (4)

Higher order

3. In your own view, why is it important to re-use and save energy? (2)

Total

[10]

Re-use and save energy

<p>Ice cream tub</p> 	<p>Coffee tin</p> 	<p>Cereal box</p> 
<p>Shoe box</p> 	<p>Jam bottle</p> 	<p>Margarine tub</p> 

Cognitive Levels as in lower, middle and higher order

You will notice a variance with regard to cognitive level descriptors in Life Skills. The levels are referred to as:

- **Lower order**

Lower order questions are those that require basic understanding of a learning area. These questions often starts with **name, list, identify, state, and describe**. They fall within Literal comprehension and Reorganisation as on the cognitive development table.

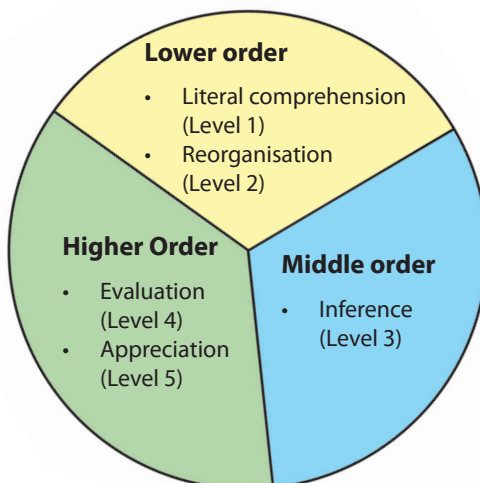
- **Middle Order**

Middle order questions require understanding based on evidence and reasoning. These questions often start with **explain main idea, compare, what is the intention, and explain cause/effect**. They fall within Inference as on the cognitive development table.

- **Higher Order**

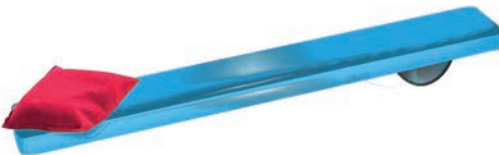
Higher order questions demand a greater understanding and thought in order to be answered. These questions often start with **discuss critically, in your view, empathise, and discuss the effectiveness**. They fall within Evaluation and Appreciation as on the cognitive development table.

Levels of Questioning



Recommended Resources for the Foundation Phase Mathematics Classroom

- Counters
- Large dice
- A big counting frame
- A height chart
- Big 1 - 100 and 101 - 200 number grid posters (100 - charts)
- Different number lines (vertical and horizontal)
- A set of Flard cards (expanding cards)
- Play money — coins and notes
- A calendar for the current year
- A large analogue wall clock
- A balance scale
- Building blocks
- Modelling clay
- A variety of boxes of different shapes and sizes brought from home
- A variety of plastic bottles and containers to describe and compare capacities
- Good examples of a sphere (ball), a rectangular prism (box), cube, cone, pyramid and cylinder. The teacher can make this herself.
- A number of plastic or cardboard squares, different rectangles, circles, different triangles all of different sizes
- Mathematical games, e.g. Ludo, Snakes and Ladders, Jigsaw Puzzles, Dominoes, Tangrams etc.
- Essential for Grades R and 1:
 - Areas for sand and water play
 - Apparatus for climbing, balancing, swinging and skipping
 - A play-shop with items to be bought with play-money
 - A variety of appropriate games such as 'what's in a square'?
 - Blocks

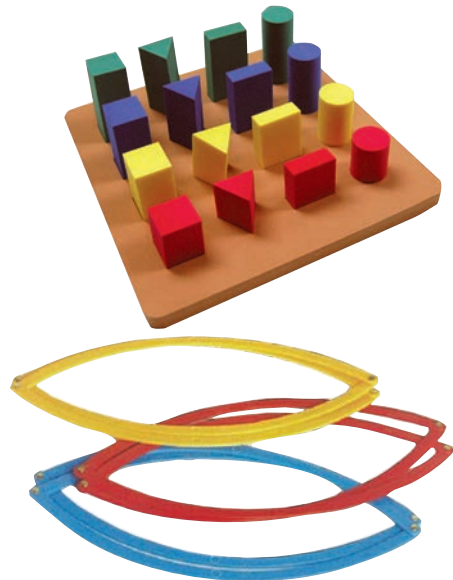


Recommended Resources for the Foundation Phase Life Skills Classroom

- Bean bags, ropes, hoops, balls of different sizes, balancing beams/planks/tyres, outdoor play equipment (tyres, jungle gym, climbing ropes, trees), scarves/strips of cloth, bats, containers (bowls, buckets, tins to be used as targets), skittles/bottles (as targets), hard, flat open surface, sticks, storage containers, swings, bricks, cones, balloons
- Dry media: wax crayons, paper, oil pastels, chalk, 2B pencils, felt-tipped pens, charcoal, sand
- Wet media: paint, ink, dyes, mud
- Brushes of different sizes
- Sheets of paper or scrap paper in various sizes and colours
- Earthenware clay, play dough, mud
- Beads (glass, paper, plastic), straws, macaroni, shells, etc. for threading
- Recyclable materials: boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines
- Glue, cardboard strips for glue applicators, scissors, pre-mixed starch
- CD player, CDs, musical instruments
- Old clothes, utensils, containers, to be used as 'props' for fantasy and dramatic play
- Puzzles and other manipulative educational toys, bought and home made
- Pictures, wall charts and maps
- Information and storybooks (library)
- Plastic lens/ magnifying glass
- People - older family members and invited guests.

For Creative Arts specifically, the following is required:

- Open space
- Musical instruments, including found and made
- Audio and audio-visual equipment with a range of suitable music
- Charts and posters
- Variety of props e.g. materials, balls, different sized and shaped objects, old clothes
- Visual stimuli for drawing and construction.



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