

GRADE 1

English First Additional Language

**CAPS Planner, Tracker and
Assessment Resources**

TERM 2

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ABOUT THE PLANNER AND TRACKER

The curriculum and assessment planner and tracker is a tool to support you as a teacher.

- It provides a plan of what should be taught each day of the term. The plan for EFAL in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the assessment programme. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department and peers on ways to make up time to ensure that all the work for the term is completed.
- In addition, the tracker encourages you to reflect on what in your lessons is effective, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice.
- This document also contains support for assessment¹ (in Section C):
 - The DBE programme of assessment for Term 2 for EFAL – as distributed in October 2017.
 - The DBE rubric and checklist for the specified assessment activities.
 - The assessment programme in the lesson plans: this shows you in which week/s and on which day/s you can conduct assessments using the rubric or checklist provided.
- Assessment exemplars: these are activities for each component that can be assessed this term using the rubric provided. You may use these, set your own assessments or use exemplars provided by the DBE (national or provincial). All assessments take place in the usual time scheduled for the component being assessed.
- Assessment record sheet: this sheet has columns for you to record marks for each of the activities which are assessed using a rubric (the activity exemplars provided in Section C, or your own). The record sheet is found at the end of the tracker. You can copy this sheet and add your learners' names to the left-hand column. The record sheet should help you when you have to enter marks into SA-SAMS.
- This book will not be redistributed each year. You should therefore file it for future use at the end of the term. As you are likely to have recorded dates and your reflection in it, we have provided separate tools for tracking and reflecting at the end of this book. One is for conventional and the other for multigrade classrooms. Please use whichever is appropriate for your context. You will need to copy one for each week that you teach.

¹ The DBE makes changes to the assessment requirements from time to time. In such instances, you might need to change the assessment programme and other resources provided in this book to comply with the revised requirements.

Note: The lesson plans to which this tracker is linked are designed for a term that is 10 weeks long. If you are using them in a term which is shorter or longer than this, you should adjust the pace at which you work accordingly. For example, if the term is shorter, you might need to work a little faster, or skip a few of the revision activities in which work done previously is revisited. If the term is longer, you will have time to do additional revision. It is important that you check the term length at the start of the term.

The following components are provided in the columns of the tracker table:

1. Day of the week
2. CAPS content, concepts and skills for the day
3. Lesson plan page number
4. DBE workbook page to be used in the lesson
5. Resources needed
6. Date completed (this needs to be filled in each day).

Reflection

The tracker gives you space to reflect on your EFAL lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?

Briefly jot down your reflection weekly, following the prompts in the tracker:

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand/do?*
- *What will you do to support or extend learners?*
- *What would you change for next time? Why?*
- *Did you complete all the work set for the week? If not, what will you do to get back on track?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson, and also forms the basis for collegial conversations with your head of department and your peers.

B. PLANNER AND TRACKER

Week 1					
Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple greetings and farewells, using phrases Activity 2: L&S: Responds physically to simple oral instructions	7 7			
2	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions (<i>Head and Shoulders</i>)	8		CD (EFAL)	
3	Activity 1: SR: After repeated readings, joins in choruses; with the teacher's help, identifies some rhyming words in stories, songs	9			
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; develops emergent literacy such as concepts of print Activity 2: W: With the help of the teacher writes a caption for a drawing	10 10	47	Big Book (<i>We Use Colours</i>) Crayons; Writing books	
5	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions (<i>Head and Shoulders; The Wheels of the Bus</i>)	11			
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
HOD:			Date:		

Week 2

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context; begins to develop initial sounds in words	12		Poster (<i>Shopping</i>)	
2	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions (<i>Happy Birthday</i>)	13		CD (<i>EFAL</i>)	
3	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; begins to identify initial sounds in words	14		Big Book (<i>We Use Colours</i>)	
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; begins to identify initial sounds in words; segment sentences into words; develops emergent literacy such as concepts of print Activity 2: W: With the help of the teacher, writes a caption for a drawing	15 16		Big Book (<i>We Use Colours</i>) Crayons; Writing books	
5	Activity 1: L&S: Understands and begins to use some simple language structures; begins to develop an oral vocabulary	16		Chair	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 3

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	17		Poster (<i>Healthy Living</i>)	
2	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	18		Posters (<i>Healthy Living and Shopping</i>)	
3	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; develops emergent literacy such as concepts of print	19		Big Book (<i>Fruit for the Class</i>)	
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; begins to identify different initial sounds in words Activity 2: W: With the help of the teacher writes a caption for a drawing; begins to identify different initial sounds in words	20 21		Big Book (<i>Fruit for the Class</i>) Crayons; Writing books	
5	Activity 1: L&S: Begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	21		Chair	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 4

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	22		Poster (<i>Shopping</i>)	
2	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions (<i>Happy Birthday</i>) Activity 2: L&S: Names some objects in a picture or classroom; responds to simple questions; begins to develop an oral vocabulary; claps out syllables in familiar words	23 23	56, 57	CD (EFAL)	
3	Activity 1: SR: Talks about pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions; develops some emergent literacy skills such as concepts of print	24		Big Book (<i>Look at the Animals</i>)	
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; learns some common words Activity 2: W: With the help of the teacher, writes a caption for a drawing; reads back what written; begins to identify initial sounds in words	24 25	72, 73	Big Book (<i>Look at the Animals</i>); Flashcard words; Crayons; Writing books	
5	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	26		Poster (<i>Shopping</i>)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 5

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	27		Posters (<i>Shopping and Healthy Living</i>)	
2	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions (<i>If You Are Happy</i>) Activity 2: L&S: Begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	28 28		CD (EFAL) Chair; Book	
3	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher	29		Big Book (<i>Look at the Animals</i>)	
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; recognises some common words in our everyday environment; begins to identify initial sounds in words Activity 2: W: With the help of the teacher, writes a caption for a drawing; begins to identify initial sounds in words	30 30		Big Book (<i>Look at the Animals</i>); Flashcard words Writing books; Crayons	
5	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	31		Posters (<i>Shopping and Healthy Living</i>)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 6

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	32		Posters (<i>Shopping and Healthy Living</i>)	
2	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions (<i>If You Are Happy</i>) Activity 2: L&S: Begins to develop an oral vocabulary; understands and begins to use some simple language structures in context; claps out syllables in familiar words	33 33	46, 47	CD (EFAL) Objects	
3	*Activity 1: Reading and Phonics: Assessment Group 1: Listens and responds to a story that is read; joins in choruses after repeated readings of a text; claps out the syllables in familiar words (4 words)	34	59, 61	Big Book (<i>Look at the Animals</i>)	
4	*Activity 1: Reading and Phonics: Assessment Group 2: Listens and responds to a story that is read; joins in choruses after repeated readings of a text; claps out the syllables in familiar words (4 words) Activity 2: W: With the help of the teacher, writes a caption for a drawing; reads back what is written; begins to identify the initial sounds in words	34 34		Big Book (<i>Look at the Animals</i>) Writing books; Crayons	
5	*Activity 1: L&S: Assessment Group 1: Responds to simple questions and oral instructions; points to and names some objects in the classroom or in a picture in response to teacher's instructions	34	45	Poster (<i>Shopping</i>)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 7

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	* Activity 1: L&S: Assessment Group 2: Responds to simple questions and oral instructions; points to and names some objects in the classroom or in a picture in response to teacher's instructions	35	47, 48, 49	Poster (<i>Shopping</i>)	
2	*Activity 1: L&S: Assessment Group 3: Responds to simple questions and oral instructions; points to and names some objects in the classroom or in a picture in response to teacher's instructions	35	54	Poster (<i>Shopping</i>)	
3	*Activity 1: Reading and Phonics: Assessment Group 3: Listens and responds to a story that is read; joins in choruses after repeated readings of a text; claps out the syllables in familiar words (4 words)	35	67	Big Book (<i>Look at the Animals</i>)	
4	*Activity 1: Reading and Phonics: Assessment Group 4: Listens and responds to a story that is read; joins in choruses after repeated readings of a text; claps out the syllables in familiar words (4 words) Activity 2: W: With the help of the teacher, writes a caption for a drawing; begins to identify initial sounds in words	35 35	71	Big Book (<i>Look at the Animals</i>); Writing books; Crayons	
5	*Activity 1: L&S: Assessment Group 4: Responds to simple questions and oral instructions; points to and names some objects in the classroom or in a picture in response to teacher's instructions	35		Poster (<i>Shopping</i>)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 8

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	36		Poster (<i>Healthy Living</i>)	
2	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; names some objects in a picture or classroom; begins to identify initial sounds in words	37	62, 63, 64, 65	Poster (<i>Healthy Living</i>); Objects (2 bananas, 2 apples, 3 oranges)	
3	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; talks about the pictures using HL if necessary; segments sentences by clapping on words	38		Big Book (<i>My Friend</i>)	
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher; begins to identify the initial sounds in words; recognizes some common words in everyday environment Activity 2: W: With the help of the teacher, writes a caption for a drawing; reads back what is written; begins to identify initial sounds in words	39 39		Big Book (<i>My Friend</i>) Crayons; Writing books	
5	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	40		Posters (<i>Shopping and Healthy Living</i>)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 9

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds physically to simple oral instructions	41	55		
2	Activity 1: L&S: Responds to simple questions; begins to develop oral vocabulary; understands and begins to use some simple language structures in context	42		Posters (<i>Shopping and Healthy Living</i>)	
3	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learn some oral vocabulary; answers some simple questions with the support of the teacher	43		Big Book (<i>My Friend</i>)	
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learn some oral vocabulary; answers some simple questions with the support of the teacher Activity 2: W: With the help of the teacher, writes a caption for a drawing; begins to identify initial sounds in words	43 43		Big Book (<i>My Friend</i>) Writing books; Crayons	
5	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	44		Posters (<i>Shopping and Healthy Living</i>)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 10

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple questions; begins to develop an oral vocabulary; understands and begins to use some simple language structures in context	45		Posters (<i>Shopping and Healthy Living</i>)	
2	Activity 1: L&S: Makes simple requests	46		Objects (apple, pencil, book, eraser, crayon)	
3	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; identifies objects in the pictures; learns some oral vocabulary; answers some simple questions with the support of the teacher	46	78		
4	Activity 1: SR: Listens to the story while following the teacher and looking at pictures; learns some oral vocabulary; acts out the story Activity 2: W: With the help of the teacher, writes a caption for a drawing; reads back what is written; begins to identify initial sounds in words	47 47	78	Writing books; Crayons	
5	Activity 1: L&S: Names some objects in a picture or in the classroom in response to the teacher's questions; responds to simple questions; begins to develop an oral vocabulary	48	62, 63, 64, 65	Objects (2 apples, 3 oranges, 2 bananas)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

C. ASSESSMENT RESOURCES

1. DBE Assessment Programme for Term 2

Strengthened CAPS Programme of Assessment (as in Circular S1 Of 2017) EFAL: Grade 1 Term 2						
Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> • Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells • Sings songs and does action rhymes • Expresses self in simple ways by using short phrases & vocabulary taught 	Observation & Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> • Responds to simple questions and responds to oral instructions • Points to and names some objects in the classroom or in a picture in response to teacher's instructions 		Rubric	10		
<p>Teacher's notes</p> <p><i>Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. For SA-SAMS you should have 1 score for Listening and Speaking.</i></p>						
Phonics: Oral	<ul style="list-style-type: none"> • Claps out the syllables in familiar words 	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> • Segments oral sentences into individual words • Identifies some rhyming words in stories, songs and rhymes • Identifies different initial sounds in words 		Checklist	n/a		
<p>Teacher's notes</p> <p><i>Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral lessons. Oral phonic skills will be observed and assessed during your daily lesson activities. By Week 9 you should be able to score each learner on 1 skill accordingly using the attached checklist and rubric. For SA-SAMS you should have 1 score for oral Phonics.</i></p>						
Reading: Oral	<ul style="list-style-type: none"> • Listens and responds to a story that is told and read • Joins in choruses after repeated readings of a text 	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> • Answers simple oral questions about a story/non-fiction text. • Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions 		Checklist	n/a		

Strengthened CAPS Programme of Assessment (as in Circular S1 Of 2017)

EFAL: Grade 1 Term 2

Teacher's notes

Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Learners will be observed and assessed on these emergent reading skills during your daily class activities and by Week 9 you should be able to score each learner on 2 skills using the attached rubrics. The attached checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS you should have a score for the oral Reading component.

Writing	<ul style="list-style-type: none"> Copies a caption for a picture that she/he has drawn and reads back what is written 	Written	Class workbook	n/a	By Week 9	
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Teacher's notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal Writing activity in Term 2 and hence no recording for SA-SAMS.

TOTAL SCORE
20

Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate Level 1–7 for the report card.

2. Programme of Assessment in the Lesson Plans

Assessment Programme in the Lesson Plans		
This table gives an overview of how the assessment programme can be completed.		
The weeks and days when assessments can be done	Component and skills be assessed	Tool
Listening and Speaking		
Week 2 Day 1, 4; Week 3, 4, 5, 6, 8, 9 Day 1, 2, 5	Demonstrates understanding of the oral vocabulary taught during the term, e.g. responds to simple greetings and farewells	Checklist
Week 1 Day 2, 5; Week 2, 4, 5, 6 Day 2	Sings songs and does action rhymes	Checklist
Week 1 Day 1; Week 2 Day 1, 4; Week 3, 4, 5, 6, 8 Day 1, 2, 5	Expresses self in simple ways by using short phrases and vocabulary taught	Checklist
Week 6 Day 5; Week 7 Day 1, 2, 5	Responds to simple questions and responds to oral instructions	Rubric
Week 6 Day 5; Week 7 Day 1, 2, 5	Points to and names some objects in the classroom or in a picture in response to teacher's instructions	Rubric
Phonics		
Week 6, 7 Day 3, 4	Claps out syllables in familiar words	Rubric
Week 2 Day 1, 3; Week 3 Day 3; Week 4, 6, 7, Day 4; Week 5 Day 4, 5; Week 8 Day 2, 4	Identifies different initial sounds in words	Checklist
Week 1 Day 3, 5	Identifies some rhyming words in stories, songs, poems and rhymes	Checklist
Week 2 Day 4; Week 8 Day 3	Segments oral sentences into individual words	Checklist
Reading		
Week 6, 7 Day 3, 4	Listens and responds to a story that is told and read	Rubric
Week 6, 7 Day 3, 4	Joins in choruses after repeated readings of a text	Rubric
Week 1 Day 4; Week 2, 3, 4, 5, 8 Day 3, 4	Answers simple oral questions about story/non-fiction text	Checklist
Week 1, 2, 3, 4, 5, 8 Day 3, 4	Demonstrates understanding of the oral vocabulary in the story by pointing to objects in pictures in response to teacher's instructions	Checklist
Writing		
Week 2, 4, 5, 6, 7, 8 Day 4	Copies a caption for a picture that s/he has drawn and reads back what is written	Class workbook

3. Assessment Exemplars for Activities Using Rubrics

WEEK 6 DAY 3	
ACTIVITY 1	READING AND PHONICS: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Listens to and responds to a story that is told and read • Joins in choruses after repeated readings of a text • Claps out the syllables in familiar words (4 words)
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>Look at the Animals</i>) • DBE workbook pp. 59, 61 (rest of the class)
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to listen to a story, answer simple questions (responds to the story), join in choruses and clap out syllables in words.</p> <p><u>Before the lesson</u> divide your class into four groups. In this and the next three Reading and Phonics assessment lessons you will assess a quarter of your class. In this lesson you will assess learners from Group 1.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read the book <i>Look at the Animals</i> to the class. • While the rest of the class are completing the bottom of p. 59 and p. 61 (draw something that makes you happy and trace the lines), call individual learners from Group 1 to your desk and ask them the following questions: <ul style="list-style-type: none"> – Show a learner p. 4: What is this? (cow) – Show a learner p. 8: What is this? (horse) – Show a learner p. 10: What is this? (pig) – Read p. 4 but not the word moo: Read: The cow says, and ask the learner to tell you what the cow says. The learner must say moo. – Read p. 8 but not the word neigh: Read: The horse says, and ask the learner to tell you what the horse says. The learner must say neigh. • Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for <i>listens to and responds to a story that is told or read</i> and a mark out of 5 for <i>joins in choruses after repeated readings of a text</i>. • Record a mark out of 5 on the record for each learner for <i>listens to and responds to a story that is told or read</i> and a mark out of 5 for <i>joins in choruses after repeated readings of a text</i>. <p>Phonics</p> <ul style="list-style-type: none"> • Say the word netball and clap the syllables in this word (net-ball). Then say the following word pencil and ask the learner to clap out the syllables. Do the same for the following words: soccer; window; teacher. • Use the rubric provided to give each learner a mark out of 5 for Phonics. • Record a mark out of 5 for Phonics for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 6 DAY 4

ACTIVITY 1	READING AND PHONICS: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Listens to and responds to a story that is told and read • Joins in choruses after repeated readings of a text • Claps out the syllables in familiar words (4 words)
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>Look at the Animals</i>) • Writing books, crayons (rest of the class)

ACTIVITY DESCRIPTION

Focus of the lesson: Assesses learners' ability to listen to a story, answer simple questions (responds to the story), join in choruses and clap out syllables in words.

Note: In this lesson you will assess learners from Group 2.

Reading

- Read the book *Look at the Animals* to the class.
- While the rest of the class are drawing and colouring any picture of an animal, call individual learners from Group 2 to your desk and ask them the following questions:
 - Show a learner p. 4: **What is this?** (cow)
 - Show a learner p. 8: **What is this?** (horse)
 - Show a learner p. 10: **What is this?** (pig)
 - Read p. 4 but not the word **moo**: Read **The cow says**, and ask the learner to tell you what the cow says. The learner must say **moo**.
 - Read p. 8 but not the word **neigh**: Read **The horse says**, and ask the learner to tell you what the horse says. The learner must say **neigh**.
- Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for *listens to and responds to a story that is told or read* and a mark out of 5 for *joins in choruses after repeated readings of a text*.
- Record a mark out of 5 on the record for each learner for *listens to and responds to a story that is told or read* and a mark out of 5 for *joins in choruses after repeated readings of a text*.

Phonics

- Say the word **netball** and clap the syllables in this word (net-ball). Then say the following word **pencil** and ask the learner to clap out the syllables. Do the same for the following words: **soccer**; **window**; **teacher**.
- Use the rubric provided to give each learner a mark out of 5 for Phonics.
- Record a mark out of 5 for Phonics for each learner on the record sheet.
- Reflect on the lesson.

WEEK 6 DAY 5

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Responds to simple questions and responds to oral instructions • Points to and names some objects in the classroom or in a picture in response to teacher's instructions
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>Shopping</i>) • DBE workbook p. 45

ACTIVITY DESCRIPTION

Focus of the lesson: Assesses learners' ability to point to and name objects in a picture and respond to simple questions and oral instructions.

Before the lesson divide your class into four groups. In this and the next three Listening and Speaking assessment lessons you will assess a quarter of your class. In this lesson you will assess learners from Group 1.

- While the rest of the class are completing the bottom of p. 45 in their DBE workbooks (trace over the pictures and words; colour them in), call individual learners from Group 1 to your desk. Show them the *Shopping* poster.
- Ask each learner the following questions:
 - Point to the trolleys and ask: **How many trolleys are there?** (two trolleys)
 - Point to the babies and ask: **How many babies are there?** (three babies)
 - Give a book to the learner and say the following: **Put the book on the table.**
 - Say the following to the learner: **Jump up and down.**
 - Ask each learner to point to and name the following items in the *Shopping* poster – bananas, bag, tin, girl, mom, granny, trolley, man, baby, people.
- Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for *responds to simple questions and oral instructions* and a mark out of 5 for *points to and names objects in the classroom or in a picture*.
- Record a mark out of 5 on the record for each learner for *responds to simple questions and oral instructions* and a mark out of 5 for *points to and names objects in the classroom or in a picture*.
- Reflect on the lesson.

WEEK 7 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Responds to simple questions and responds to oral instructions • Points to and names some objects in the classroom or in a picture in response to teacher's instructions
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>Shopping</i>) • DBE workbook pp. 47, 48, 49
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to point to and name objects in a picture and respond to simple questions and oral instructions.</p> <p><u>Note:</u> In this lesson you will assess learners from Group 2.</p> <ul style="list-style-type: none"> • While the rest of the class are tracing the words on pp. 47, 48 and 49 in their DBE workbooks, call individual learners from Group 2 to your desk. Show them the <i>Shopping</i> poster. • Ask each learner the following questions: <ul style="list-style-type: none"> – Point to the trolleys and ask: How many trolleys are there? (two trolleys) – Point to the babies and ask: How many babies are there? (three babies) – Give a book to the learner and say the following: Put the book on the table. – Say the following to the learner: Jump up and down. – Ask each learner to point to and name the following items in the <i>Shopping</i> poster – bananas, bag, tin, girl, mom, granny, trolley, man, baby, people. • Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for <i>responds to simple questions and oral instructions</i> and a mark out of 5 for <i>points to and names objects in the classroom or in a picture</i>. • Record a mark out of 5 on the record for each learner for <i>responds to simple questions and oral instructions</i> and a mark out of 5 for <i>points to and names objects in the classroom or in a picture</i>. • Reflect on the lesson. 	

WEEK 7 DAY 2

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Responds to simple questions and responds to oral instructions • Points to and names some objects in the classroom or in a picture in response to teacher's instructions
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>Shopping</i>) • DBE workbook pp. 47, 48, 49
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to point to and name objects in a picture and respond to simple questions and oral instructions.</p> <p><u>Note:</u> In this lesson you will assess learners from Group 3.</p> <ul style="list-style-type: none"> • While the rest of the class are completing the top of p. 54 in their DBE workbooks (draw and colour my favourite game), call individual learners from Group 3 to your desk. Show them the <i>Shopping</i> poster. • Ask each learner the following questions: <ul style="list-style-type: none"> – Point to the trolleys and ask: How many trolleys are there? (two trolleys) – Point to the babies and ask: How many babies are there? (three babies) – Give a book to the learner and say the following: Put the book on the table. – Say the following to the learner: Jump up and down. – Ask each learner to point to and name the following items in the <i>Shopping</i> poster – bananas, bag, tin, girl, mom, granny, trolley, man, baby, people. • Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for <i>responds to simple questions and oral instructions</i> and a mark out of 5 for <i>points to and names objects in the classroom or in a picture</i>. • Record a mark out of 5 on the record for each learner for <i>responds to simple questions and oral instructions</i> and a mark out of 5 for <i>points to and names objects in the classroom or in a picture</i>. • Reflect on the lesson. 	

WEEK 7 DAY 3

ACTIVITY 1	READING AND PHONICS: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Listens to and responds to a story that is told and read • Joins in choruses after repeated readings of a text • Claps out the syllables in familiar words (4 words)
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>Look at the Animals</i>) • DBE workbooks p. 67 (rest of the class)

ACTIVITY DESCRIPTION

Focus of the lesson: Assesses learners' ability to listen to a story, answer simple questions (responds to the story), join in choruses and clap out syllables in words.

Note: In this lesson you will assess learners from Group 3.

Reading

- Read the book, *Look at the Animals* to the class.
- While the rest of the class are completing the top of p. 67 (draw and colour a fruit and a vegetable), call individual learners from Group 3 to your desk and ask them the following questions:
 - Show a learner p. 4: **What is this?** (cow)
 - Show a learner p. 8: **What is this?** (horse)
 - Show a learner p. 10: **What is this?** (pig)
 - Read p. 4 but not the word **moo**: Read **The cow says**, and ask the learner to tell you what the cow says. The learner must say **moo**.
 - Read p. 8 but not the word **neigh**: Read **The horse says**, and ask the learner to tell you what the horse says. The learner must say **neigh**.
- Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for *listens to and responds to a story that is told or read* and a mark out of 5 for *joins in choruses after repeated readings of a text*.
- Record a mark out of 5 on the record for each learner for *listens to and responds to a story that is told or read* and a mark out of 5 for *joins in choruses after repeated readings of a text*.

Phonics

- Say the word **netball** and clap the syllables in this word (net-ball). Then say the following word **pencil** and ask the learner to clap out the syllables. Do the same for the following words: **soccer**; **window**; **teacher**.
- Use the rubric provided to give each learner a mark out of 5 for Phonics.
- Record a mark out of 5 for Phonics for each learner on the record sheet.
- Reflect on the lesson.

WEEK 7 DAY 4

ACTIVITY 1	READING AND PHONICS: ASSESSMENT GROUP 4
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Listens to and responds to a story that is told and read • Joins in choruses after repeated readings of a text • Claps out the syllables in familiar words (4 words)
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>Look at the Animals</i>) • DBE workbooks p. 71 (rest of the class)

ACTIVITY DESCRIPTION

Focus of the lesson: Assesses learners' ability to listen to a story, answer simple questions (responds to the story), join in choruses and clap out syllables in words.

Note: In this lesson you will assess learners from Group 4.

Reading

- Read the book, *Look at the Animals* to the class.
- While the rest of the class are completing p. 71 (trace the words and lines), call individual learners from Group 4 to your desk and ask them the following questions:
 - Show a learner p. 4: **What is this?** (cow)
 - Show a learner p. 8: **What is this?** (horse)
 - Show a learner p. 10: **What is this?** (pig)
 - Read p. 4 but not the word **moo**: Read **The cow says**, and ask the learner to tell you what the cow says. The learner must say **moo**.
 - Read p. 8 but not the word **neigh**: Read **The horse says**, and ask the learner to tell you what the horse says. The learner must say **neigh**.
- Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for *listens to and responds to a story that is told or read* and a mark out of 5 for *joins in choruses after repeated readings of a text*.
- Record a mark out of 5 on the record for each learner for *listens to and responds to a story that is told or read* and a mark out of 5 for *joins in choruses after repeated readings of a text*.

Phonics

- Say the word **netball** and clap the syllables in this word (net-ball). Then say the following word **pencil** and ask the learner to clap out the syllables. Do the same for the following words: **soccer**; **window**; **teacher**.
- Use the rubric provided to give each learner a mark out of 5 for Phonics.
- Record a mark out of 5 for Phonics for each learner on the record sheet.
- Reflect on the lesson.

WEEK 7 DAY 5

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 4
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Responds to simple questions and responds to oral instructions • Points to and names some objects in the classroom or in a picture in response to teacher's instructions
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>Shopping</i>) • DBE workbook p. 58

ACTIVITY DESCRIPTION

Focus of the lesson: Assesses learners' ability to point to and name objects in a picture and respond to simple questions and oral instructions.

Note: In this lesson you will assess learners from Group 4.

- While the rest of the class are completing the bottom of p. 58 in their DBE workbooks (draw and colour a happy face), call individual learners from Group 4 to your desk. Show them the *Shopping* poster.
- Ask each learner the following questions:
 - Point to the trolleys and ask: **How many trolleys are there?** (two trolleys)
 - Point to the babies and ask: **How many babies are there?** (three babies)
 - Give a book to the learner and say the following: **Put the book on the table.**
 - Say the following to the learner: **Jump up and down.**
 - Ask each learner to point to and name the following items in the *Shopping* poster – bananas, bag, tin, girl, mom, granny, trolley, man, baby, people.
- Use the rubric provided in the planner and tracker to give each learner a mark out of 5 for *responds to simple questions and oral instructions* and a mark out of 5 for *points to and names objects in the classroom or in a picture*.
- Record a mark out of 5 on the record for each learner for *responds to simple questions and oral instructions* and a mark out of 5 for *points to and names objects in the classroom or in a picture*.
- Reflect on the lesson.

4. Suggested Rubrics

EFAL: Grade 1 Term 2: Suggested Rubrics					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Responds to simple questions and oral instructions	Learner is unable to respond to instructions without prompting from teacher	Learner expresses much hesitation in responding to instructions due to language proficiency	Learner is able to respond to 2 instructions	Learner is able to respond to 3 simple questions and oral instructions confidently	Learner is able to respond to 4 simple questions and oral instructions confidently and without hesitation
Activity	1	2	3	4	5
Points to and names some objects in the classroom or in a picture	Learner is able to point to 1–2 objects in classroom with support	Learner is able to point to and name 3–4 objects in the classroom or in a picture correctly	Learner is able to point to and name 5–6 objects in the classroom or in a picture correctly	Learner is able to point to and name 7–8 objects in the classroom or in a picture correctly	Learner is able to point to and name 9–10 objects in the classroom or in a picture correctly
PHONICS					
Activity	1	2	3	4	5
Claps out the syllables in familiar words (4 words)	Unable to clap out the syllables without the support of the teacher	Attempts to clap out the syllables for 1 of 4 words as taught by the teacher but misses 2–3 syllables	Attempts to clap out the syllables for 2 of 4 words as taught by the teacher but misses 1 syllable	Able to clap out the syllables for 3 of 4 words independently as taught by the teacher	Claps out the syllables for 4 words independently and confidently
READING					
Activity	1	2	3	4	5
Listens and respond to a story that is told and read	Needs support from the teacher to respond to a story	Attempts to listen to the teacher and responds to half of the story told and read	Able to listen and respond to the story read and told but teacher has to use gestures for better understanding	Listens and responds accurately to a story told by the teacher	Listens and responds accurately to a story that is told by the teacher and joins in the reading as it is read and told
Activity	1	2	3	4	5
Joins in choruses after repeated readings of a text	Needs teacher support and prompting to join in choruses prompted by the teacher	Attempts to join in choruses as taught by the teacher	Able to join in choruses as taught by the teacher	After repeated readings of the text, independently joins in choruses with rhythm	After repeated readings of the text, independently joins in choruses bringing own gestures

5. Checklist

EFAL: GRADE 1 TERM 2: CHECKLIST Assess your learners' performance and decide whether or not they have met the criteria – the assessment term plan notes lessons where you have opportunities to do this								
	Listening & Speaking		Phonics		Reading	Writing	Comment	
	Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught	Segments oral sentences into individual words	Identifies different initial sounds in words	Identifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non-fiction text
Date								
Names of learners								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

✓/x

6. Assessment Record Sheet

EFAL: GRADE 1 TERM 2: SCORES USING RUBRICS Record your scores for each learner here, then copy them into SA-SAMS						
	Listening & Speaking		Phonics	Reading		Comment
	Responds to simple questions and responds to oral instructions	Points to and names some objects in the classroom or in a picture	Claps out the syllables in familiar words (4 words)	Joins in choruses after repeated readings of a text	Listens and responds to a story that is told and read	
Date	5	5	5	5	5	
Score	5	5	5	5	5	10
Names of learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

7. Tracking and Reflecting Tools

7.1 Conventional classrooms¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)				
Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? ³ (Rough estimate)				
How many learners in this class?				
BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>				
DAY⁴				
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?	
DH:			Date:	

¹ Please amend this draft template to suit the needs of your school.

² You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

³ Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

⁴ This can also be lessons if there are more than five lessons a week.

7.2 Multigrade classrooms¹

NAME OF TEACHER: _____

Week no. in planner _____							
Week no. in term when work planned for week started _____							
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)							
Subjects							
GRADE	On track this week? ³						
	Est. learners > Level 4 ⁴						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>						
1							
2							
3							
4							
5							
Reflection on the week: Think about and make a note of:							
SUBJECT	What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?	Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?					
Principal:		Date:					

¹ Please amend this draft template to suit the needs of your school.

² You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

³ Yes/no?

⁴ Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.



Jika iMfundo
what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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