





**GRADE 1**

# **Mathematics**

Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources

**TERM 2**

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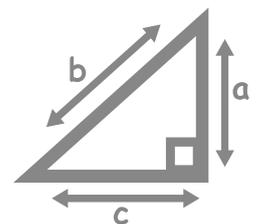
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# ABOUT THE PLANNER AND TRACKER

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The curriculum and assessment planner and tracker is a tool to support teachers in several ways:

- It provides a plan of what should be taught each day of the term based on 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 formal assessment programme.
- It enables you to track your progress through the curriculum during the term. 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 how to ensure that all the work for the term is completed.
- The planner and tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in teaching practice.

It gives support for assessment by providing the following:

- **Guidelines for oral and practical assessment activities**

Each week in the tracker table (after the daily lesson plan information) there is a statement of an activity that you can use for oral and/or practical assessment in that week. The activity links to one of the CAPS topics being taught in that week and should be carried out during those lessons (and completed during the open lesson at the end of the week if necessary). The activity statement is brief – it indicates what content is being tested. A rubric or checklist is given with criteria to clarify how you can allocate marks for the activity.

The activity statement and rubric/checklist should be used together as they give the full description of the activity and what has to be done in the activity. Most of the oral and practical assessment activities are

formal but some of them are informal (this is indicated in the tracker table).

- **An Assessment Term Plan**

This gives an overview of the planned assessment for the term. The plan includes the oral and practical (formal and informal) assessment activities and the written assessment items applicable to each week. Formal assessment has been planned to allow time for teachers to establish the routine at the beginning of each term and to enter marks into SA-SAMS at the end of the term.

- **A suggested mark record sheet**

The sheet has columns in which you can record the marks for each of the formal assessments provided. This sheet follows the Assessment Term Plan. You can copy this sheet and add your learners' names in the left hand column. The record sheet should help you when you have to enter marks into SA-SAMS. If the 'out of' marks for the assessment activities you have used are not the same as those shown in SA-SAMS, you can change those in SA-SAMS. SA-SAMS will automatically adjust the weightings, and will provide the correct level for each learner.

- **An item bank of questions**

These can be used for written assessment on each of the CAPS content areas, with marking guidelines. These are referenced in the resources column of the tracker, linked to the lesson to which the assessment applies. These items can be used individually or grouped, at your discretion. You should ensure that you mark written work on each of the topics taught and give learners feedback on their work regularly.

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.

**It is important to note that:**

- The second term is not always the same length. If the term in which you are using the lesson plans and tracker is longer or shorter than 10 weeks, you will need to adjust the pace at which you work to complete the work in the time available, or make another plan to stay on track.
- The DBE workbook pages in this tracker refer to pages in the 2017 edition of the workbook. These might not be the same as the pages in the edition to which you will refer. You should check the references to each worksheet and adjust them in the Lesson Plans and the tracker if necessary each year.
- NB: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

The following components are provided in the columns of the planner and tracker tables for each week:

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

**Weekly reflection**

The tracker gives you space to reflect on your Mathematics 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 write 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 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?*

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. It also forms the basis for collegial conversations with your head of department and your peers.

# PLANNER AND TRACKER

Week 1					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
1	Number 6	1	Worksheet 33 (pp. 70, 71)	Number symbol and name card (6 six) (see <i>Printable Resources</i> ), number tracing card (6) (see <i>Printable Resources</i> )	
2	Number 7	2	Worksheet 34 (pp. 72, 73)	Number symbol and name card (7 seven) (see <i>Printable Resources</i> ), number tracing card (7) (see <i>Printable Resources</i> )	
3	Number 8	3	Worksheet 35 (pp. 74, 75)	Number symbol and name card (8 eight) (see <i>Printable Resources</i> ), number tracing card (8) (see <i>Printable Resources</i> )	
4	Number 9	4	Worksheet 36 (pp. 76, 77)	Number symbol and name card (9 nine) (see <i>Printable Resources</i> ), number tracing card (9) (see <i>Printable Resources</i> )	
5	Complete and consolidate the week's assessment and work	n/a			
<b>Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL</b> CAPS: Numbers, operations and relationships: Counting <b>Activity: Assess the learners' ability to count objects to 20</b>					<b>Mark:</b> <b>/7</b>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Unable to count less than 20 objects reliably				
<b>2 (30%–39%)</b>	Counts out less than 20 objects reliably, saying the names with errors most times				
<b>3 (40%–49%)</b>	Counts out up to 20 objects reliably, saying the names in sequence with a few errors most times				
<b>4 (50%–59%)</b>	Counts out 20 objects reliably, saying the names in sequence with a few errors sometimes				
<b>5 (60%–69%)</b>	Counts out 20 objects reliably, saying the names correctly in sequence				
<b>6 (70%–79%)</b>	Counts out more than 20 objects reliably, saying the names in sequence correctly				
<b>7 (80%–100%)</b>	Counts out more than 20 objects reliably, saying the names in sequence correctly and confidently				
<b>Reflection</b>					
<b>Think about and make a note of:</b> 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?		
			<b>HOD:</b>		<b>Date:</b>

Week 2					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
6	Number 10	5	Worksheet 38 (pp. 80, 81)	Number symbol and name card (10 ten) (see <i>Printable Resources</i> ), number tracing card (10) (see <i>Printable Resources</i> )	
7	Understand numbers 1–10	6	Worksheet 39 (pp. 82, 83)	Number cards (1–10) (see <i>Printable Resources</i> ), counters (e.g. bottle tops), flashcards: <i>more, less, the same as</i>  Written assessment item 1	
8	Numbers 1–10	7	Worksheet 41 (pp. 86, 87)	Counters, Unifix blocks  Written assessment item 2 and 3	
9	Conservation of number	8	Worksheet 42 (pp. 88, 89)	Counters, forks, spoons	
10	Complete and consolidate the week's assessment and work	n/a			
<b>Week 2 Assessment Activity: ORAL – FORMAL</b>					
CAPS: Numbers, operations and relationships: Numbers 1 to 10					
<b>Activity: Assess the learners' ability to recognise, read and write the number symbols 1 to 10</b>					<b>Mark:</b> <b>/7</b>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Unable to recognise, read and write any of the number symbols from 1 to 10				
<b>2 (30%–39%)</b>	Able to recognise, read and write the number symbols from 1 to 5				
<b>3 (40%–49%)</b>	Able to recognise the symbols 1 to 10 but can read and write the number symbols from 1 to 5				
<b>4 (50%–59%)</b>	Able to recognise the symbols 1 to 10 but read and write the number symbols from 1 to 10 with much assistance				
<b>5 (60%–69%)</b>	Able to recognise the symbols 1 to 10 but read and write the number symbols from 1 to 10 with a little assistance				
<b>6 (70%–79%)</b>	Able to recognise, read and write the number symbols 1 to 10				
<b>7 (80%–100%)</b>	Able to recognise, read and write the number symbols 1 to 10 and more				
<b>Reflection</b>					
<b>Think about and make a note of:</b> 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?		
			<b>HOD:</b> _____ <b>Date:</b> _____		

### Week 3

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Recognise numbers 11–19	9		Number name and symbol cards (11–19) (see <i>Printable Resources</i> ) Written assessment item 4	
12	Recognise numbers 20–29	10		Number name and symbol cards (20–29) (see <i>Printable Resources</i> )	
13	Recognise numbers 30–39	11		Number name and symbol cards (30–39) (see <i>Printable Resources</i> )	
14	Recognise numbers 40–50	12		Number name and symbol cards (40–50) (see <i>Printable Resources</i> )	
15	Complete and consolidate the week's assessment and work	n/a			

#### Week 3 Assessment Activity: ORAL – INFORMAL

CAPS: Numbers, operations and relationships: Numbers 1 to 50

**Activity: Assess the learners' ability to count forwards and backwards in ones between 1 and 50**

**Mark:**  
**/7**

Mark (percentage)	Criteria – Rubric
<b>1 (0%–29%)</b>	Cannot count verbally forwards and backwards in ones between 1 and 50
<b>2 (30%–39%)</b>	Needs constant assistance to count forwards and backwards in ones between 1 and 50
<b>3 (40%–49%)</b>	Counts verbally forwards and backwards in ones between 1 and 50 with some assistance
<b>4 (50%–59%)</b>	Counts verbally forwards but not backwards in ones between 1 and 50
<b>5 (60%–69%)</b>	Counts verbally forwards and backwards in ones between 1 and 50 but makes 1 error
<b>6 (70%–79%)</b>	Counts verbally independently forwards and backwards in ones between 1 and 50
<b>7 (80%–100%)</b>	Independently and consistently counts verbally forwards and backwards in ones between 1 and 50 and beyond

#### 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 no.	DBE workbook	Resources	Date completed
16	Capacity and volume	13	Worksheet 37 (pp. 78, 79)	Variety of containers, sand or water, cups, mugs, 2 litre bottle, 500 ml bottle, flash cards: <i>full, empty</i> Written assessment item 19	
17	Capacity and volume	14	Worksheet 40 (pp. 84, 85)	Variety of 2 litre and 1 litre containers, a 500 ml jug, some large jugs, sand or water	
18	Addition up to 10 – counting on	15	Worksheet 43 (pp. 90, 91)	Counters, number symbol cards (1–10) (see <i>Printable Resources</i> ), flashcards: <i>and, makes</i> and + (per learner – see <i>Printable Resources</i> )	
19	Addition – Building up numbers up to 10	16	Worksheet 45 (pp. 94, 95)	Unifix blocks, counters, number symbol cards (1–10) (see <i>Printable Resources</i> ), flashcards: +, <i>makes</i> and = (see <i>Printable Resources</i> ) Written assessment item 5	
20	Learners do written assessment this week				
<b>Week 4 Assessment Activity: WRITTEN – FORMAL</b>					<b>Mark:</b> <b>/7</b>
CAPS: Measurement: Capacity <b>Activity: Assess the learners' ability to use vocabulary (full and empty), order and compare amounts in containers according to capacity and estimate and measure capacity using non-standard measures</b>					
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Use vocabulary such as full and empty				
<b>2 (30%–39%)</b>	Use vocabulary such as the same as, full and empty				
<b>3 (40%–49%)</b>	Use vocabulary such as more than and less than, same as, full and empty				
<b>4 (50%–59%)</b>	Order the amount of liquid that two containers can hold if filled				
<b>5 (60%–69%)</b>	Order and compare the amount of liquid that two containers can hold if filled				
<b>6 (70%–79%)</b>	Estimate the capacity of containers by using non-standard measures				
<b>7 (80%–100%)</b>	Measure the capacity of containers by using non-standard and standard measures				
<b>Reflection</b>					
<b>Think about and make a note of:</b> 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?		
			<b>HOD:</b>		<b>Date:</b>

Week 5					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
21	Addition and subtraction-building up and breaking down numbers up to 10	17		Unifix blocks, counters, number symbol cards (1–10) (see <i>Printable Resources</i> ), flashcards: +, makes and = (see <i>Printable Resources</i> ) Written assessment item 6 and 7	
22	Doubling and halving	18	Worksheet 47	Pictures of tricycles/cows/hands (collect from old magazines/newspapers and bring them to the lesson), Unifix blocks, counters Written assessment item 8	
23	Addition and subtraction problems	19	Worksheet 46	Counters Written assessment item 9 and 10	
24	Addition and subtraction problems	20		Scrap paper and crayons	
25	Complete and consolidate the week's assessment and work	n/a			
<b>Week 5 Assessment Activity: ORAL – FORMAL</b>					
CAPS: Numbers, operations and relationships					
<b>Activity: Assess the learners' ability to do addition and subtraction word problems</b>					<b>Mark:</b> <b>/7</b>
Mark (percentage)	Criteria – Rubric				
<b>1 (0%–29%)</b>	Makes no attempt to read word problems				
<b>2 (30%–39%)</b>	Attempts to read word problems but does not understand the questions				
<b>3 (40%–49%)</b>	Able to read and interpret word problems with assistance from peers/the teacher				
<b>4 (50%–59%)</b>	Able to read and interpret word problems and makes an attempt to record a numeric solution but without success				
<b>5 (60%–69%)</b>	Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition problems				
<b>6 (70%–79%)</b>	Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition and subtraction problems				
<b>7 (80%–100%)</b>	Able to read and interpret and solve word problems competently				
Reflection					
<b>Think about and make a note of:</b> 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?		

## Week 6

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
26	Geometric patterns	21	Worksheet 64a (pp. 136, 137)	Pattern strips (see <i>Printable Resources</i> ), shape cut-outs (see <i>Printable Resources</i> ), beads and string		
27	2s patterns to 20	22	Worksheet 51 (pp. 108, 109)	1–20 number boards (see <i>Printable Resources</i> ), 1–20 number line (see <i>Printable Resources</i> ), 1–20 number cards (see <i>Printable Resources</i> ), counters		
28	5s patterns to 20	23	Worksheet 56 (pp. 118, 119)	1–20 number boards (see <i>Printable Resources</i> ), 1–20 number line (see <i>Printable Resources</i> ), 1–50 number cards (see Term 1 and 2 <i>Printable Resources</i> ), counters Written assessment item 17		
29	10s patterns	24	Worksheet 59 (pp. 124, 125)	Counters, Unifix cubes, string, containers		
30	Complete and consolidate the week's assessment and work	n/a				
<b>Week 6 Assessment Activity: PRACTICAL – FORMAL</b>						
CAPS: Space and shape: Recognise and name 2-D shapes						
<b>Assess the learners' ability to name and compare 2-D shapes (circles, triangles and squares) in geometric patterns</b>					<b>Mark:</b> <b>/7</b>	
<b>Mark</b>	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to recognise and name circles					
<b>1</b>	Able to recognise and name squares					
<b>1</b>	Able to recognise and name triangles					
<b>1</b>	Able to identify simple geometric patterns made using circles, triangles and squares in familiar orientations					
<b>1</b>	Able to identify geometric patterns made using circles, squares and triangles in unfamiliar orientations					
<b>1</b>	Able to copy geometric patterns made using circles, squares and triangles					
<b>1</b>	Able to extend geometric patterns made using circles, squares and triangles					
<b>1 (0%–29%)</b>	<b>2 (30%–39%)</b>	<b>3 (40%–49%)</b>	<b>4 (50%–59%)</b>	<b>5 (60%–69%)</b>	<b>6 (70%–79%)</b>	<b>7 (80%–100%)</b>
<b>1 of 7 criteria</b>	<b>2 of 7 criteria</b>	<b>3 of 7 criteria</b>	<b>4 of 7 criteria</b>	<b>5 of 7 criteria</b>	<b>6 of 7 criteria</b>	<b>7 of 7 criteria</b>
<b>Reflection</b>						
<b>Think about and make a note of:</b> 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?		
				<b>HOD:</b>		<b>Date:</b>

Week 7					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
31	10s patterns using a number board	25		Counters, 1–50 number boards (see <i>Printable Resources</i> ), scrap paper, crayons	
32	Collecting and organising data	26	Worksheet 44 (pp. 92, 93)	Unifix cubes, counters, bottle tops, shapes (see <i>Printable Resources</i> ), leaves (optional) Written assessment item 20	
33	Groups of 2 up to 10	27	Worksheet 49 (pp. 104, 105)	Pictures with pairs of shoes/hands/bicycles (collect and cut out from old magazines etc.), counters Written assessment item 11	
34	2s – Repeated addition up to 10	28	Worksheet 50 (pp. 106, 107)	Pictures of people and animals (collect and cut out from old magazines, etc.), counters Written assessment item 12	
35	Complete and consolidate the week's assessment and work	n/a			
<b>Week 7 Assessment Activity: ORAL – FORMAL</b>					
CAPS: Data handling <b>Activity: Assess the learners' ability to collect, sort and organise data</b>					<b>Mark:</b> <b>/7</b>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Unable to collect or sort data				
<b>2 (30%–39%)</b>	Able to collect data but not able to sort the data				
<b>3 (40%–49%)</b>	Able to collect data and sort data with assistance				
<b>4 (50%–59%)</b>	Able to collect data and sort data without assistance				
<b>5 (60%–69%)</b>	Able to collect data, sort data and make a drawing of the sorted data but does make some mistakes				
<b>6 (70%–79%)</b>	Able to collect data, sort data and make a drawing of the sorted data without making mistakes				
<b>7 (80%–100%)</b>	Able to collect data, sort data and make a drawing of the sorted data and to answer questions about the data				
<b>Reflection</b>					
<b>Think about and make a note of:</b> 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?		
			<b>HOD:</b> _____ <b>Date:</b> _____		

## Week 8

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
36	Groups of 3 up to 10	29	Worksheet 52 (pp. 110, 111)	Pictures of tricycles or things grouped in threes (collect and cut out from old magazines, etc.), counters, Unifix cubes	
37	3s – Repeated addition up to 10	30	Worksheet 53 (pp. 112, 113)	Shape cuts outs – triangles (see <i>Printable Resources</i> ), counters, Unifix cubes	
38	Groups of 4 up to 10	31	Worksheet 54 (pp. 114, 115)	Pictures of various wild animals animals/cars (collect and cut out from old magazines, etc.), Unifix blocks, counters	
39	4s – Repeated addition up to 10	32	Worksheet 55 (pp. 116, 117)	Pictures of 2 giraffes/2 zebras/ other animals (collect and cut out from old magazines, etc.), Unifix blocks, counters, variety of objects to count  Written assessment item 13	
40	Complete and consolidate the week's assessment and work	n/a			

### Week 8 Assessment Activity: ORAL – FORMAL

CAPS: Patterns and algebra: Number patterns

**Activity: Assess the learners' ability to count forwards and backwards in 2s, 3s, 4s and 5s to 50**

**Mark:**  
**/7**

Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to count forwards and backwards in 2s to 20					
1	Able to count forwards and backwards in 3s to 20					
1	Able to count forwards and backwards in 4s to 20					
1	Able to count forwards and backwards in 5s to 20					
1	Able to add 3s using repeated addition					
1	Able to add 4s using repeated addition					
1	Able to use groups of 3s and 4s to solve word problems					
<b>1 (0%–29%)</b>	<b>2 (30%–39%)</b>	<b>3 (40%–49%)</b>	<b>4 (50%–59%)</b>	<b>5 (60%–69%)</b>	<b>6 (70%–79%)</b>	<b>7 (80%–100%)</b>
<b>1 of 7 criteria</b>	<b>2 of 7 criteria</b>	<b>3 of 7 criteria</b>	<b>4 of 7 criteria</b>	<b>5 of 7 criteria</b>	<b>6 of 7 criteria</b>	<b>7 of 7 criteria</b>

### 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 no.	DBE workbook	Resources	Date completed
41	Groups of five up to 10	33	Worksheet 58 (pp. 122, 123)	Pictures of the Big Five or other animals (collect and cut out from old magazines, etc.), Unifix blocks, counters, string  Written assessment item 14	
42	5s – Repeated addition up to 10	34	Worksheet 57 (pp. 120, 121)	Pictures of two footprints in the sand (collect and cut out from old magazines, etc. or draw your own), Unifix blocks, counters, variety of objects to count	
43	Money	35	Worksheet 60a (pp. 126, 127)  Worksheet 60b (pp. 128, 129)	Money coin cut-outs (see <i>Printable Resources</i> )  Written assessment item 15	
44	Money	36	Worksheet 61 (pp. 130, 131)	Money coin cut-outs (see <i>Printable Resources</i> ), shop items (see <i>Printable Resources</i> )  Written assessment item 16	
45	Complete and consolidate the week's assessment and work	n/a			
<b>Week 9 Assessment Activity: PRACTICAL – INFORMAL</b>					
CAPS: Numbers, operations and relationships: Money					
<b>Activity: Assess the learners' ability to recognise and identify the South African currency coins: 10c, 20c, 50c, R1, R2 and R5</b>					<b>Mark:</b> <b>/25</b>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Does not recognise South African coins even when prompted				
<b>2 (30%–39%)</b>	Able to recognise SA cents coins (10c, 20c and 50c)				
<b>3 (40%–49%)</b>	Able to recognise SA cents and rands coins (10c, 20c, 50c, R1, R2 and R5)				
<b>4 (50%–59%)</b>	Able to recognise all SA coins and can exchange between cents coins of different values not over 50c				
<b>5 (60%–69%)</b>	Able to recognise all SA coins and can exchange between cents coins of different for values over 50c				
<b>6 (70%–79%)</b>	Able to recognise all SA coins and able to exchange between rands coins and cents coins separately				
<b>7 (80%–100%)</b>	Recognises all SA coins and able to make exchanges between any given coins				
<b>Reflection</b>					
<b>Think about and make a note of:</b> 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?		
			<b>HOD:</b> _____ <b>Date:</b> _____		

Week 10					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
46	Money	37	Worksheet 62 (pp. 132, 133)	Money coin cut-outs (see <i>Printable Resources</i> )	
47	2-D shapes	38	Worksheet 48a (pp. 100, 101) Worksheet 48b (pp. 102, 103)	Shape cut-outs (see <i>Printable Resources</i> ), shapes to colour (see <i>Printable Resources</i> )	
48	2-D shapes	39	Worksheet 63 (pp. 134, 135)	Shape cut-outs (see <i>Printable Resources</i> ), shapes to colour (see <i>Printable Resources</i> ), cardboard shapes (make your own using different colours)	
49	2-D shapes	40	Worksheet 64b (pp. 138, 139)	Shape cut-outs (see <i>Printable Resources</i> ), scrap paper, shapes to colour (see <i>Printable Resources</i> ) Written assessment item 18	
50	Complete and consolidate the week's assessment and work	n/a			
<b>Week 10 Assessment Activity: PRACTICAL – INFORMAL</b>					
CAPS: Space and shape <b>Activity: Assess the learners' ability to recognise, sort and compare 2-D shapes (circles, triangles and squares)</b>					<b>Mark:</b> <i>/7</i>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Able to recognise and name circles				
<b>2 (30%–39%)</b>	Able to recognise and name squares and circles				
<b>3 (40%–49%)</b>	Able to recognise and name triangles, squares and circles				
<b>4 (50%–59%)</b>	Able to recognise and compare circles, squares and triangles in familiar orientations according to shape and colour				
<b>5 (60%–69%)</b>	Able to recognise, sort and compare circles, squares and triangles in unfamiliar orientations according to shape, colour and size				
<b>6 (70%–79%)</b>	Able to recognise, sort and compare circles, squares and triangles in any orientation according to shape, colour and size				
<b>7 (80%–100%)</b>	Able to describe, sort and compare circles, squares and triangles in any orientation according to shape, colour and size; and types of sides (round/straight)				
<b>Reflection</b>					
<b>Think about and make a note of:</b> 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?		
			<b>HOD:</b> _____ <b>Date:</b> _____		

# ASSESSMENT RESOURCES

## 1. ASSESSMENT TERM PLAN

The assessment term plan gives an overview of how the formal and informal assessment programme fits into the weekly lesson plans.

**Note:**

- The practical and oral activities provided in the tracker link to the lesson activities in the week in which they are to be done.
- The written assessment items and guidelines for marking them are included at the end of this document.

Written assessment tasks are to be selected and marked by teachers in appropriate lessons according to the lesson plans. Teachers may wish to group the items or use them individually.

Week	Informal Assessment Activities	Formal Assessment Activities
1	<b>Oral and Practical: CAPS: Activity 1</b> Numbers, operations and relationships: Counting	
2		<b>Oral: Activity 2</b> Numbers, operations and relationships: Numbers 1 to 10  <b>Written: Item bank questions 1, 2 and 3</b> Numbers, operations and relationships
3	<b>Oral: Activity 3</b> Numbers, operations and relationships: Numbers 1 to 50	<b>Written: Item bank question 4</b> Numbers, operations and relationships
4		<b>Practical: Activity 4</b> Measurement – Capacity  <b>Written: Item bank questions 5 and 19</b> Numbers, operations and relationships; Measurement
5		<b>Oral: Activity 5</b> Numbers, operations and relationships  <b>Written: Item bank questions 6, 7, 8, 9 and 10</b> Numbers, operations and relationships
6		<b>Oral and Practical: Activity 6</b> Space and shape  <b>Written: Item bank question 17</b> Numbers, operations and relationships
7		<b>Practical: Activity 7</b> Data handling  <b>Written: Item bank questions 11, 12 and 20</b> Numbers, operations and relationships; Data handling
8		<b>Oral: Activity 8</b> Patterns and algebra: Number patterns  <b>Written: Item bank question 13</b> Numbers, operations and relationships
9	<b>Practical: Activity 9</b> Numbers, operations and relationships	<b>Written: Item bank questions 14, 15 and 16</b> Numbers, operations and relationships
10	<b>Oral and Practical: Activity 10</b> Space and shape: Recognise and name 2-D shapes	<b>Written: Item bank question 18</b> Space and shape

**2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET**

**GRADE 1 MATHEMATICS TERM 2**

TASK/TOPIC/COMPONENT	Number	2: Oral	7	5: Oral	7	Number	Written	43	TOTAL FOR NUMBER	8: Oral	7	Written	4	11	TOTAL FOR PATTERNS	6: Oral and Practical	7	Space and shape	4	11	4: Practical	7	Written	4	11	TOTAL FOR SPACE AND SHAPE	Measurement	7	4	11	TOTAL FOR MEASUREMENT	7: Practical	7	Data handling	4	11	TOTAL FOR DATA HANDLING								
Week and activity type																																													
(Out of) marks																																													
LEARNER NAME AND SURNAME																																													

### 3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

Resources that can be used for written assessment of each curriculum content strand and their memos are given in the following section. They are given in bilingual format.

Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.

You need to plan when you will do written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the *Resources* column of the tracker). The questions provided here are taken from past written assessment papers that were previously in the lesson plans but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.

You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.

There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

#### Written assessment item mark breakdown (according to exemplar items)

##### 1. Written assessment items for Numbers, operations and relationships

There are several assessment items for Numbers, operations and relationships. These are linked in the *Resources* column of the tracker. You could use the following sheet to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 43 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.

There is also a column in the overall formal assessment mark record sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

##### 2. Written assessment items for Pattern

Question 17 – Marks 4

##### 3. Written assessment items for Space and shape

Question 18 – Marks 4

##### 4. Written assessment items for Measurement

Question 19 – Marks 4

##### 5. Written assessment items for Data handling

Question 20 – Marks 4

The exemplar items and suggested marking memoranda for these items are given on the pages that follow.



## 4. ITEM BANK FOR WRITTEN ASSESSMENT

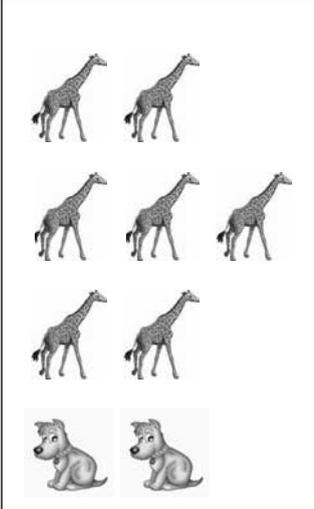
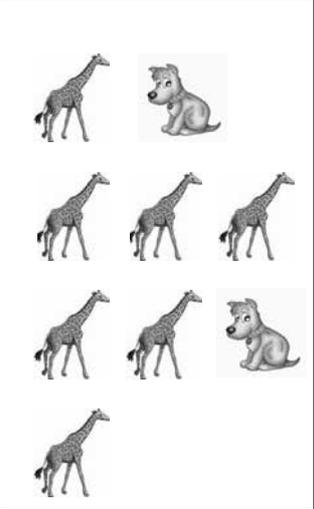
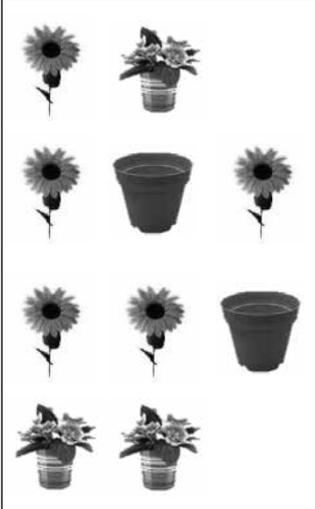
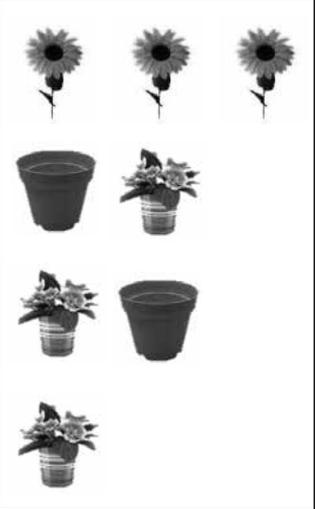
### Written assessment items for Numbers, operations and relationships

#### Question 1

##### Umbuzo 1

(2)

Do the blocks have the same/not the same number of pictures? Colour the correct box under each comparison.  
Ngabe la mabhulokhi anenani elifanayo/elingafani lezithombe? Faka umbala ibhuloki elifanele ngaphansi kokuqhathanisa ngakunye.

			
------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

a)

same/kuyafana
not the same/akufani

b)

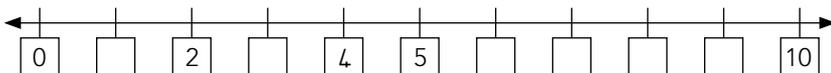
same/kuyafana
not the same/akufani

#### Question 2

##### Umbuzo 2

(3)

Complete the number line by filling in all the missing numbers:  
Qedela umugqa wezinombolo ngokugcwalisa izinombolo ezidingekayo:



#### Question 3

##### Umbuzo 3

(2)

Colour the smallest number red and the biggest number blue.  
Faka umbala obomvu enombolweni encane kunazo zonke, kanye noluhlaza enombolweni enkulu kunazo zonke.

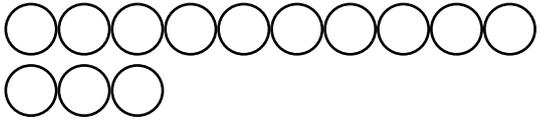
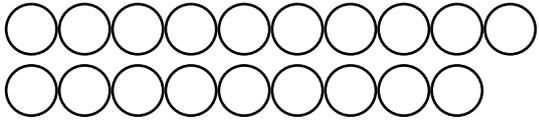
6	5	10	7	8	3
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#### Question 4

### Umbuzo 4

(1)

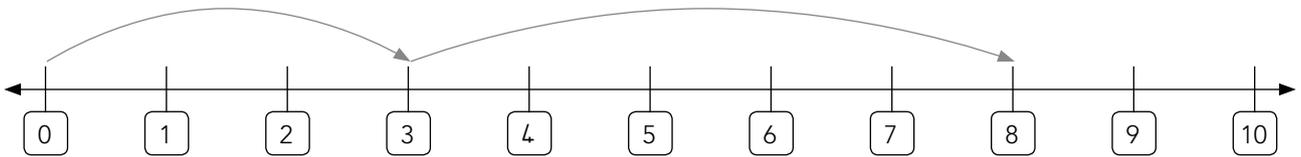
Count the counters, and circle the correct answer.  
Bala iziyingi bese ukokelezela empendulweni efanele.

																					
<table border="1"><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr></table>	10	11	12	13	14	15	16	17	18	19	<table border="1"><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr></table>	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14																	
15	16	17	18	19																	
10	11	12	13	14																	
15	16	17	18	19																	

### Question 5

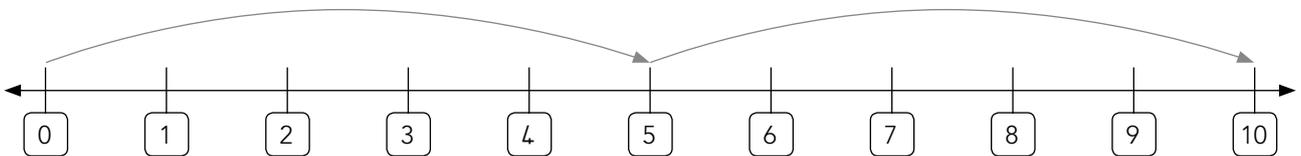
#### Umbuzo 5

Write a sum for the following:  
Bhala inani lalokhu:



a)  $\square + \square = \square$

(1)



b)  $\square + \square = \square$

(1)

### Question 6

#### Umbuzo 6

a) Two more than five is  $\square$

Okuningi ngokubili kokuyi-5  $\square$

(1)

b) One less than nine is  $\square$

Okuncane ngokukodwa kokuyisishiyagalolunye  $\square$

(1)

**Question 7**  
**Umbuzo 7**

(10)

Use your counters, and write the answer.  
Usebenzisa izinto zokubala ukuthola impendulo.

	answer impendulo		answer impendulo
$5 + 4 =$		$8 - 4 =$	
$3 + 3 =$		$5 - 1 =$	
$2 + 6 =$		$10 - 8 =$	
$7 + 2 =$		$9 - 7 =$	
$6 + 1 =$		$7 - 6 =$	

**Question 8**  
**Umbuzo 8**

(2)

a) Double 3 is <input type="text"/> Ukuphinda kabili oku-3 kwenza <input type="text"/>
b) Half of 8 is <input type="text"/> Half of 8 kwenza <input type="text"/>

**Question 9**  
**Umbuzo 9**

(4)

Read the story sums. Write a number sentence with the answer.  
Funda le ndaba exoxwa yizinombolo. Bhala umusho wezinombolo ngempendulo oyitholile.

I have 5 marbles, and I win 3 more marbles. How many marbles do I have? Nginezimabule ezi-5, sengiwine ezi-3 ngaphezulu. Nginezimabule ezingaki sezizonke?	There were 9 butterflies. 3 flew away. How many were left? Beku amavemvane ayisi-9. Ama-3 andzile. Mangaki amavemvane asele?
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**Question 10**  
**Umbuzo 10**

Solve these problems. Draw the picture and write the number sentence.  
Xazulula lezi zinkinga. Dweba isithombe bese ubhala umusho wezinombolo.

a)

Thembi has 5 sweets, Roli has 2 more sweets than Thembi. How many sweets does Roli have?

UThembi unamaswidi a-5, URoni unama-2 ngaphezulu kwakaThembi. URoni kungabe unamaswidi amangaki?

(2)

b)

Mark had 6 apples. Nkosi gave him some apples. He now has 8 apples. How many apples did Nkosi give him?

UMduduzi ubenama-aphula ayi-6. Ubuye waphiwa nguMnu Nkosi amanye ama-aphula. Usenama-aphula ayi-8. Mangaki ama-aphula amphe wona uMnu Nkosi?

(2)

**Question 11**  
**Umbuzo 11**

(1)

How many feet do 3 birds have? Write a number sentence.  
Ngabe izinyoni ezi-3 zinezinyawo ezingaki? Bhala umusho wezinombolo.

**Question 12**  
**Umbuzo 12**

(1)

Write a number sentence for the following:  
Bhala umusho wezinombolo walokkhu okulandelayo:



**Question 13**  
**Umbuzo 13**

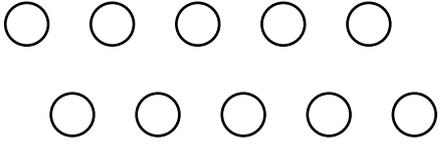
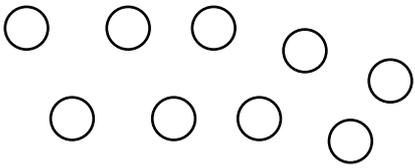
(1)

Use the numbers of vehicles to make your own number sentence.  
Sebenzisa izinombolo zezimoto ukwenza umusho wakho wezinombolo.

**Question 14**  
**Umbuzo 14**

Draw circles around the following to make:  
Dweba isiyingi ukokelezele lokhu ukwenza:

<p>Two groups of 5 Amaqoqo ama-2 ezinto ezinga-5</p> <p style="text-align: center;">(1)</p> <div style="text-align: center;">  </div>	<p>Three groups of 3 Amaqoqo ama-3 ezinto ezinga-3</p> <p style="text-align: center;">(1)</p> <div style="text-align: center;">  </div>
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**Question 15**  
**Umbuzo 15**

(4)

Colour ONE of each of the coins in the box.  
Faka umbala EYODWA yale mali ewuhlweza esebhokisini.

One 10c coin red Eyodwa engama-10c ibe bomvu	
One 50c coin blue Eyodwa engama-50c ibe luhlaza	
One R2 coin green Eyodwa engama-R2 ibe luhlaza satshani	
One R5 coin yellow Eyodwa engama-R5 ibe phuzi	

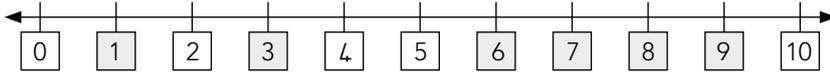
**Question 16**  
**Umbuzo 16**

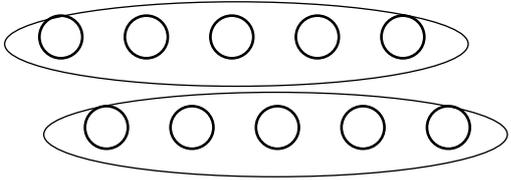
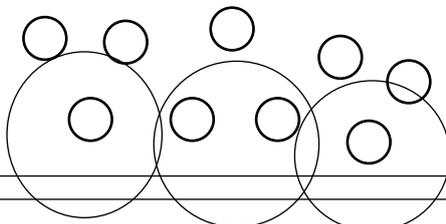
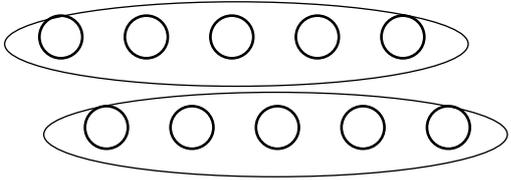
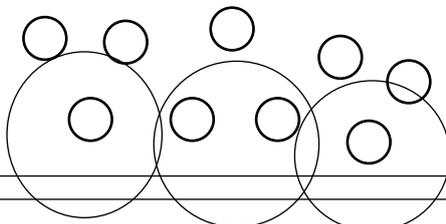
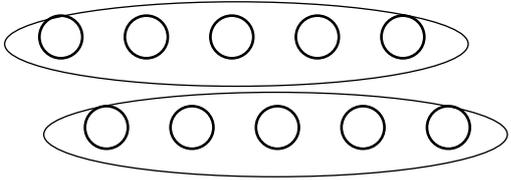
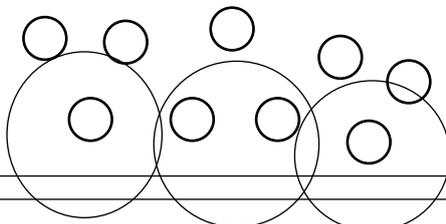
(2)

Solve these problems. Write the number sentence.  
Xazulula lezi zinkinga. Bhala umusho wezinombolo.

a) Tom bought a book for R6,00 and a pen for R2,00. How much money did he spend? UTHami uthenge incwadi ngama-R6,00 nepeni ngama-R2,00. Ukhiphe malini seyiyonke?
b) I bought a toffee. It cost 5c. I paid with a 10c coin. What change did I get? Ngithenge uswidi. Ubiza ama-5c. ngikhokhe ishumi lamasenti. Ngithole ushintshi ongakanani?

## Written assessment items for Numbers, operations and relationships: solutions and mark allocations

<p>1. (1 mark per correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) same/1 kuyafana</p> <p>b) not the same/2 akufani</p>	(2)																								
<p>2. 1 mark for "1", 1 mark for "3", and 1 mark for 6, 7, 8, 9 Imaki eli-1 lenombolo "1", Imaki eli-1 lenombolo "3", nemaki eli-1 lezinombolo 6, 7, 8, 9</p> 	(3)																								
<p>3. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>Smallest number 3 (colour red) and biggest number 10 (colour blue)</p> <p>Inombolo encane kunazo zonke ngu-3 (umbala obomvu) kuthi inombolo encane kunazo zonke kube yi-10 (umbala oluhlaza okwesibhakabhaka)</p>	(2)																								
<p>4. 13 and 19 (1 mark per correct answer) i-13 ne-19 (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p>	(2)																								
<p>5. (1 mark per correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) 7</p> <p>b) 8</p>	(2)																								
<p>6. (1 mark per correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) <math>3 + 5 = 8</math></p> <p>b) <math>5 + 5 = 10</math></p>	(2)																								
<p>7. (Half a mark per correct answer) (Imaki eliwuhhafu ngempendulo eyodwa eyamukelekayo)</p> <table border="1" data-bbox="159 1534 1228 1836"> <thead> <tr> <th></th> <th>Answer Impendulo</th> <th></th> <th>Answer Impendulo</th> </tr> </thead> <tbody> <tr> <td><math>5 + 4 =</math></td> <td>9</td> <td><math>8 - 4 =</math></td> <td>4</td> </tr> <tr> <td><math>3 + 3 =</math></td> <td>6</td> <td><math>5 - 1 =</math></td> <td>4</td> </tr> <tr> <td><math>2 + 6 =</math></td> <td>8</td> <td><math>10 - 8 =</math></td> <td>2</td> </tr> <tr> <td><math>7 + 2 =</math></td> <td>9</td> <td><math>9 - 7 =</math></td> <td>2</td> </tr> <tr> <td><math>6 + 1 =</math></td> <td>7</td> <td><math>7 - 6 =</math></td> <td>1</td> </tr> </tbody> </table>		Answer Impendulo		Answer Impendulo	$5 + 4 =$	9	$8 - 4 =$	4	$3 + 3 =$	6	$5 - 1 =$	4	$2 + 6 =$	8	$10 - 8 =$	2	$7 + 2 =$	9	$9 - 7 =$	2	$6 + 1 =$	7	$7 - 6 =$	1	(10)
	Answer Impendulo		Answer Impendulo																						
$5 + 4 =$	9	$8 - 4 =$	4																						
$3 + 3 =$	6	$5 - 1 =$	4																						
$2 + 6 =$	8	$10 - 8 =$	2																						
$7 + 2 =$	9	$9 - 7 =$	2																						
$6 + 1 =$	7	$7 - 6 =$	1																						

<p>8. (1 mark per correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) Double 3 is 6/Ukuphinda kabili oku-3 kwenza okuyi-6</p> <p>b) Half of 8 is 4/Ukuhhafula isi-8 kwenza oku-4</p>	(2)		
<p>9. <math>5 + 3 = 8</math> (2 marks: 1 for the sentence, 1 for the answer) (amamaki ama-2: eli-1 lomusho, eli-1 lempendulo)</p> <p><math>9 - 3 = 6</math> (2 marks: 1 for the sentence, 1 for the answer) (amamaki ama-2: eli-1 lomusho, eli-1 lempendulo)</p>	(4)		
<p>10. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (amamaki ama-2 ngesixazululo senkinga – eli-1 lomusho/lomdwebo; eli-1 lempendulo)</p> <p>a) <math>5 + 2 = 7</math></p> <p>b) <math>8 - 6 = 2</math></p>	(4)		
<p>11. (The sentence can include the answer or a place holder.) (Umusho ungaba nempendulo noma nesikhundla.)</p> <p><math>2 + 2 + 2 = \square</math> or/noma <math>2 + 2 + 2 = 6</math></p>	(1)		
<p>12. (The sentence can include the answer or a place holder.) (Umusho ungaba nempendulo noma nesikhundla.)</p> <p><math>2 + 2 + 2 + 2 + 2 = 10</math> or/noma <math>2 + 2 + 2 + 2 + 2 = \square</math></p>	(1)		
<p>13. (Answers will vary – sentence can include the answer or a place holder.) (Izimpendulo zingehlukahlukana – umusho ungaba nempendulo noma nesikhundla.)</p> <p><math>4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square</math> (if they focused on number of wheels)/ (uma belandele inani lamasondo)</p> <p><math>1 + 2 + 6 = \square</math> (if they focused on different vehicles)/ (uma belandele izimoto ezehlukahlukene)</p>	(1)		
<p>14. (1 mark per correct grouping shown – could be done in different ways.) (Imaki eli-1 leqoqo elenzeke kahle – lingenziwa ngezindlela ezahlukahlukene.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Two groups of 5 Amaqoqo ama-2 ezinto ezinga-5</p>  </td> <td style="width: 50%; padding: 5px;"> <p>Three groups of 3 Amaqoqo ama-3 ezinto ezinga-3</p>  </td> </tr> </table>	<p>Two groups of 5 Amaqoqo ama-2 ezinto ezinga-5</p> 	<p>Three groups of 3 Amaqoqo ama-3 ezinto ezinga-3</p> 	(2)
<p>Two groups of 5 Amaqoqo ama-2 ezinto ezinga-5</p> 	<p>Three groups of 3 Amaqoqo ama-3 ezinto ezinga-3</p> 		

<p>15. (1 mark per correct answer)          (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>One 10c coin red          Uhlamvu olulodwa lwama-10c olubomvu</p> <p>One 50c coin blue          Uhlamvu olulodwa lwama-50c oluluhlaza okwesibhakabhaka</p> <p>One R2 coin blue          Uhlamvu olulodwa lwama-R2 oluluhlaza okwesibhakabhaka</p> <p>One R5 coin yellow          Uhlamvu olulodwa lwama-R5 oluphuzi</p>	<p>(4)</p>
<p>16. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer)          (amamaki ama-2 ngesixazululo senkinga – eli-1 lomusho/lomdwebo; eli-1 lempendulo)</p> <p>a) <math>R6 - R2 = R4</math></p> <p>b) <math>10c - 5c = 5c</math></p>	<p>(4)</p>

## Written assessment items for Patterns

### Question 17

#### Umbuzo 17

a) Colour all the twos.

Faka umbala kukho konke okungokubili.

(2)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

b) Colour all the fives.

Faka umbala kukho konke okungokuhlanu.

(2)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

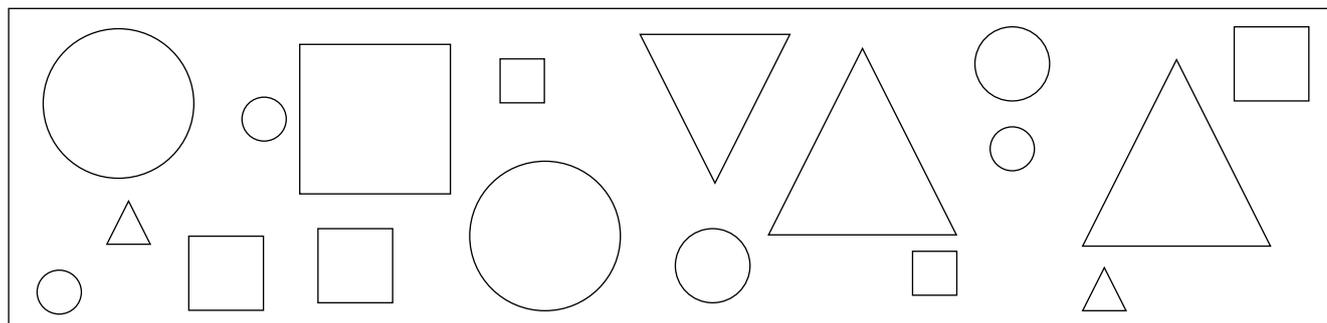
## Written assessment items for Patterns: solutions and mark allocations

<p>17. a) (1 mark if some of the 2s are coloured; 2 marks if all of the 2s are coloured) (Imaki elilodwa uma okumbalwa koku-2 kufakwe umbala, amamaki ama-2 uma konke okungaku-2 kufakwe kumbala)</p> <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr></table> <p>b) (1 mark if some of the 5s are coloured; 2 marks if all of the 5s are coloured) (Imaki elilodwa uma okumbalwa koku-5 kufakwe umbala, amamaki ama-2 uma konke okungaku-5 kufakwe kumbala)</p> <table border="1"><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	(4)
1	2	3	4	5	6	7	8	9	10																																
11	12	13	14	15	16	17	18	19	20																																
31	32	33	34	35	36	37	38	39	40																																
41	42	43	44	45	46	47	48	49	50																																

## Written assessment items for Space and shape

### Question 18

### Umbuzo 18



Colour:/Umbala:

- a) One big triangle green  
Unxantathu oyedwa omkhulu abe luhlaza satshani (1)
- b) One small circle red  
Indilinga eyodwa ibe bomvu (1)
- c) One small triangle yellow  
Unxantathu oyedwa omncane abe phuzi (1)
- d) One big square blue  
Isikwele esisodwa esikhulu sibe luhlaza sasibhakabhaka (1)

## Written assessment items for Space and shape: solutions and mark allocations

18. (1 mark per correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)	(4)
a) One big triangle green Unxantathu oyedwa omkhulu ube luhlaza okotshani	
b) One small circle red Isiyingi esisodwa esincane sibe bomvu	
c) One small triangle yellow Unxantathu oyedwa omncane ube phuzi	
d) One big square blue Isikwele esisodwa esikhulu sibe luhlaza okwesibhakabhaka	

## Written assessment items for Measurement

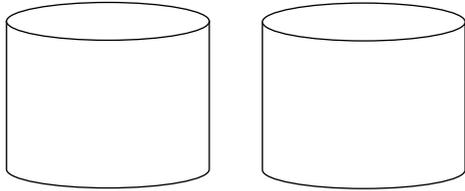
### Question 19

#### Umbuzo 19

- a) Colour more water in the container on the right.

(2)

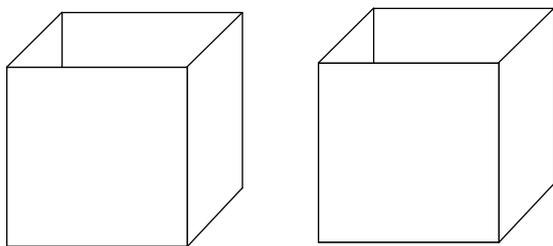
Faka umbala emanzini amaningi ezitsheni ezingakwesokudla.



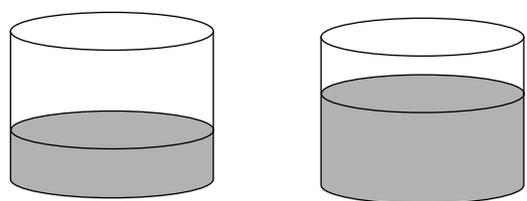
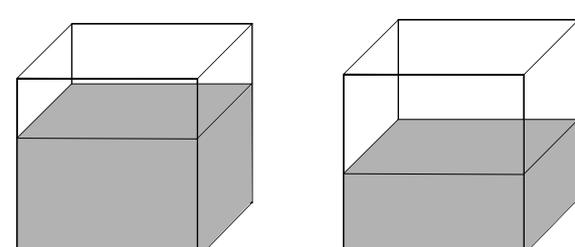
- b) Colour less water in the container on the right.

(2)

Faka umbala emanzini amancane ezitsheni ezingakwesokudla.



## Written assessment items for Measurement: solutions and mark allocations

<p>19. a)</p>  <p>b)</p> 	<p>(4)</p>
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## Written assessment items for Data handling

### Question 20

#### Umbuzo 20

Count the number of each kind of shape, then answer the questions.

Yisho ukuthi kungaki okuwuhlobo olufanayo lwezimo, bese uphendula imibuzo elandelayo?

Circles Isamba sezindilinga	Triangles Inani lawonxantathu	Squares Inani lezikwele

- a) How many squares are there? \_\_\_\_\_  
Zingaki izikwele? \_\_\_\_\_ (1)
- b) How many circles are there? \_\_\_\_\_  
Zingaki iziyingi? \_\_\_\_\_ (1)
- c) How many triangles are there? \_\_\_\_\_  
Bangaki onxande? \_\_\_\_\_ (1)
- d) Which is more? Circles or squares? \_\_\_\_\_  
Yikuphi okuningi kunokunye? Ngabe yizindilinga noma yizikwele? \_\_\_\_\_ (1)

## Written assessment items for Space and shape: solutions and mark allocations

20. (1 mark per correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)	(4)
a) 7 squares / izikwele eziyi-7	
b) 9 circles / iziyingi eziyi-9	
c) 4 triangles / onxantathu aba-4	
d) There are more circles than squares / Iziyingi ziningi kunezikwele	

## 5. TRACKING AND REFLECTING TOOLS

### 5.1 Conventional classrooms<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_ SUBJECT/GRADE: \_\_\_\_\_

Week no. in planner \_\_\_\_\_

Week no. in term when work planned for week started \_\_\_\_\_

Refer to the planner<sup>2</sup> 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? <sup>3</sup> (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>				
DAY <sup>4</sup>				
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:	

<sup>1</sup> Please amend this draft template to suit the needs of your school.

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

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

<sup>4</sup> This can also be lessons if there are more than five lessons a week.

## 5.2 Multigrade classrooms<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_

Week no. in planner \_\_\_\_\_

Week no. in term when work planned for week started \_\_\_\_\_

Refer to the planner<sup>1</sup> for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? <sup>2</sup>						
	Est. learners > Level 4 <sup>3</sup>						
	# 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	<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <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:			

<sup>1</sup> Please amend this draft template to suit the needs of your school.

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

<sup>3</sup> Yes/no?

<sup>3</sup> 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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