

GRADE 1

Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

TERM 4

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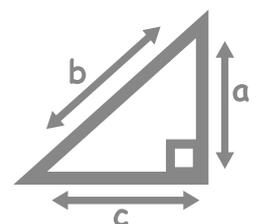
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ABOUT THE PLANNER AND TRACKER

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 department head 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. They 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. You could also leave the weekly trackers blank, photocopy them, and write on the copies so that you keep a clean template to use in future years.

It is important to note that:

- The fourth 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 eight 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: The formal assessment programme, exemplars and tools given in this planner and tracker are compliant with the amendments made to Section 4 of the CAPS in 2019. If there are further guidelines or revisions, you might need to make changes to ensure compliance with these.

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 DH and discuss things that worked or did not go so well in your lesson. Together with your DH 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 DH and your peers.

PLANNER AND TRACKER

Suggestion: Photocopy the pages for each week, write on the copies, and keep the originals blank to copy again in future.

Week 1					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
1	Number 16 – place value	1	Worksheet 97 (pp. 66, 67)	Counters, flard cards (see <i>Printable Resources</i>), whiteboards/scrap paper	
2	Number 17 – place value	2	Worksheet 98 (pp. 68, 69)	Counters, flard cards, whiteboards/scrap paper	
3	Number 18 – place value	3	Worksheet 99 (pp. 70, 71)	Counters, flard cards, whiteboards/scrap paper	
4	Number 19 – place value	4	Worksheet 100 (pp. 72, 73)	Counters, flard cards, whiteboards/scrap paper	
5	Number 20 – place value	5	Worksheet 101 (pp. 74, 75)	Counters, flard cards, whiteboards/scrap paper Written assessment item 1	
Week 1 Assessment Activity 1: ORAL and PRACTICAL INFORMAL CAPS: Numbers, operations and relationships: Place value Activity: Observe learners' ability to recognise and represent place value in numbers up to 20					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 20				
2 (30%–39%)	Can group counters into tens and ones but cannot say number name correctly using place value				
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display				
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units				
5 (60%–69%)	Able to recognise and represent place value in concrete displays using counters but not flard cards				
6 (70%–79%)	Able to recognise and represent place value in concrete displays using counters and flard cards				
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 20				
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?		
			DH: Date:		

Week 2

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
6	Capacity	6	Worksheet 126 (p. 125)	Containers of various shapes and sizes, e.g. cups, spoons, jugs, yoghurt tubs, ice cream tubs, margarine tubs, plastic cold drink bottles; scrap paper – one sheet for each group of learners Written assessment item 7		
7	Ordinal numbers	7	Worksheet 105 (p. 82)	Whiteboards/scrap paper, coloured pencils, chairs		
8	Ordinal numbers	8	Worksheet 105 (p. 83)	Whiteboards/scrap paper, coloured pencils Written assessment item 2		
9	Addition and subtraction	9	Worksheet 102 (pp. 76, 77)	Whiteboards/scrap paper, counters		
10	Addition and subtraction	10	Worksheet 103 (pp. 78, 79)	Whiteboards/scrap paper, counters		
Week 2 Assessment Activity 2: PRACTICAL FORMAL						
CAPS: Measurement: Capacity Activity: Observe learners ability to estimate, measure, compare, order and record the capacity of containers using non-standard units, e.g. spoons and cups					Mark: /7	
Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Uses vocabulary to describe capacity – full and empty					
1	Able to estimate capacity in cups and spoons					
1	Able to measure capacity in cups and spoons					
1	Able to record capacity in cups and spoons					
1	Able to compare two items according to capacity in cups and spoons					
1	Able to order items according to capacity in cups and spoons from smallest to greatest					
1	Able to order items according to capacity in cups and spoons from greatest to smallest					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
<p>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>			
			<p>DH: Date:</p>			

Week 3

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Addition and subtraction	11	Worksheet 104 (pp. 80, 81)	Counters, Unifix blocks	
12	Addition and subtraction	12	Worksheet 72 (pp. 16, 17)	Whiteboards/scrap paper	
13	Addition and subtraction – money	13	Worksheet 107 (pp. 86, 87)	Whiteboards/scrap paper, cut-out coins and notes (see <i>Printable Resources</i> Term 3), if possible one actual R10 and R20 note to show learners	
14	Addition and subtraction – money	14	Worksheet 108 (pp. 88, 89)	Cut-out coins and notes (see <i>Printable Resources</i> Term 3) Written assessment item 3	
15	3-D objects – balls and boxes	15	Worksheet 106 (pp. 84, 85)	Ball-shaped objects, box-shaped objects, pictures of ball- and box-shaped objects (see <i>Printable Resources</i>)	

Week 3 Assessment Activity 3: ORAL FORMAL

CAPS: Numbers, operations and relationships

Activity: Observe learners ability to add and subtract in the number range 0 to 20

Mark:
/7

Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to add or subtract by counting forwards or backwards in ones starting from 1					
1	Able to add or subtract by counting all (forwards or backwards) using grouped counting					
1	Able to add by counting on in ones					
1	Able to add by counting on in groups					
1	Able to subtract by taking away from the bigger number in ones					
1	Able to show addition on a number line					
1	Able to show subtraction on a number line					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

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?

DH:

Date:

Week 4

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
16	Position and views	16	Worksheet 116 (p. 104)	Objects in the classroom, counters, empty boxes	
17	Position and views	17	Worksheet 116 (p. 105)	None Written assessment item 6	
18	Mass	18	Worksheet 121 (p. 114)	Blocks, balance scales	
19	Mass	19	Worksheet 121 (p. 115)	Whiteboards/scrap paper, blocks, objects in the classroom, balance scales Written assessment item 8	
20	Number patterns – 2s, 5s and 10s to 100	20	Worksheet 115 (pp. 102, 103)	1–100 number board (see <i>Printable Resources</i>), 0–20 number lines (see <i>Printable Resources</i>), counters	

Week 4 Assessment Activity 4: PRACTICAL FORMAL

CAPS: Space and shape

Activity: Observe learners' ability to work with the concepts and terminology of position and views

Mark:
/7

Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to follow directions to move around the classroom – e.g. walk to the <i>front/back</i> of the classroom					
1	Able to follow directions to move around the classroom – e.g. walk to the <i>left/right</i> from where you are standing					
1	Able to follow instructions to place one object in relation to another – e.g. put the counter <i>inside/under</i> the box					
1	Able to follow instructions to place one object in relation to another – e.g. put the counter <i>in front of/behind</i> the table					
1	Able to identify the top view of an everyday object					
1	Able to identify the side views of an everyday object					
1	Able to identify the back and front views of an everyday object					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

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?

DH:

Date:

Week 5					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
21	Number patterns – 2s, 5s and 10s to 100	21	Worksheet 119 (pp. 110, 111) Worksheet 120 (pp. 112, 113)	5x table number cards, 2x table number cards, 10x table number cards (see <i>Printable Resources</i>)	
22	5s and 2s – repeated addition up to 20	22	Worksheet 113 (pp. 98, 99)	Whiteboards/scrap paper, counters	
23	5s and 2s – repeated addition up to 20	23	Worksheet 118 (pp. 108, 109)	Whiteboards/scrap paper, counters	
24	Groups of 5 and groups of 2 to 20	24	Worksheet 112 (pp. 96, 97)	Counters, pictures, e.g. hands, stars, pairs of socks, shoes – find your own	
25	Groups of 5 and groups of 2 to 20	25	Worksheet 117 (pp. 106, 107)	Counters	
Week 5 Assessment Activity 5: ORAL FORMAL					
CAPS: Patterns Activity: Observe learners' ability to count forwards in 2s and 5s in the number range 0–100					Mark: <i>/7</i>
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Cannot count verbally in 2s and 5s between 0–100				
2 (30%–39%)	Counts verbally in 2s and 5s between 0–100 with constant assistance				
3 (40%–49%)	Counts verbally in 2s and 5s between 0–100 with some assistance				
4 (50%–59%)	Counts verbally in 2s and 5s between 0–100 but makes some errors				
5 (60%–69%)	Counts verbally in 2s and 5s between 0–100 but makes one or two careless errors				
6 (70%–79%)	Counts verbally in 2s and 5s between 0–100 independently				
7 (80%–100%)	Independently and consistently counts verbally in 2s and 5s between 0–100 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?		
			DH: _____ Date: _____		

Week 6

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
26	Sharing 5s up to 20	26	–	Whiteboards/scrap paper, counters	
27	Sharing 5s up to 20	27	–	Whiteboards/scrap paper, counters	
28	Sharing with remainders	28	Worksheet 114 (pp. 100, 101)	Whiteboards/scrap paper, counters Written assessment item 4	
29	Data	29	Worksheet 124 (pp. 120, 121)	Pictographs drawn on the board	
30	Data	30	Worksheet 125 (pp. 122, 123)	Pictographs drawn on the board Written assessment item 9	

Week 6 Assessment Activity 6: PRACTICAL FORMAL

CAPS: Data handling: the data cycle

Activity: Observe learners' ability to collect, sort, represent and interpret data

Mark:
/7

Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Collect data					
1	Sort the data					
1	Describe the sorted data					
1	Organise data in a table					
1	Answer questions posed by the teacher					
1	Represent data in a pictograph					
1	Answer questions about data in pictograph					
1 (0%–29%)	2 (30%–39%)	3 (40%–49%)	4 (50%–59%)	5 (60%–69%)	6 (70%–79%)	7 (80%–100%)
1 of 7 criteria	2 of 7 criteria	3 of 7 criteria	4 of 7 criteria	5 of 7 criteria	6 of 7 criteria	7 of 7 criteria

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?

DH:

Date:

Week 7

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
31	Geometric patterns	31	Worksheet 127 (pp. 126, 127)	Paper, crayons, collected objects, e.g. leaves Written assessment item 5	
32	2-D shapes – recognition	32	Worksheet 109 (pp. 90, 91)	Pictures of different squares, circles and triangles (see <i>Printable Resources</i>), whiteboards/scrap paper	
33	2-D shapes – round and straight sides	33	Worksheet 110 (pp. 92, 93)	Plastic/paper shapes of various sizes (triangles, squares and circles – see <i>Printable Resources</i>)	
34	2-D shapes – size and colour	34	Worksheet 111 (pp. 94, 95)	Paper/plastic shapes (triangles, squares and circles) of various sizes and colour, paper, crayons	
35	Complete and consolidate the week's assessment and work	n/a			

Week 7 Assessment Activity 7: ORAL INFORMAL

CAPS: Space and shape

Activity: Assess the ability of learners to name and recognise 2-D shapes and to identify their characteristics

Mark:
/7

Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to recognise and name a triangle					
1	Able to recognise and name a circle					
1	Able to recognise and name a square					
1	Able to recognise and name a rectangle					
1	Able to describe the sides of squares and rectangles					
1	Able to describe sides of circles					
1	Able to differentiate between shapes according to size					
1 (0%–29%)	2 (30%–39%)	3 (40%–49%)	4 (50%–59%)	5 (60%–69%)	6 (70%–79%)	7 (80%–100%)
1 of 7 criteria	2 of 7 criteria	3 of 7 criteria	4 of 7 criteria	5 of 7 criteria	6 of 7 criteria	7 of 7 criteria

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?

DH:

Date:

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.

Note that the assessment will be finalised according to the latest departmental requirements and the weighting will correctly reflect the CAPS weightings.

Week	Informal Assessment Activities	Formal Assessment Activities
1	Oral and Practical: Activity 1 Numbers, operations and relationships: Place value	Written: Item bank question 1 Numbers, operations and relationships
2		Practical: Activity 2 Measurement: Capacity Written: Item bank question 2 Numbers, operations and relationships
3		Oral and Practical: Activity 3 Numbers, operations and relationships: Addition and subtraction Written: Item bank question 3 Numbers, operations and relationships
4		Practical: Activity 4 Space and shape: Position and views Written: Item bank questions 6 and 8 Space and shape; Measurement
5		Oral: Activity 5 Patterns: Counting in 5s
6		Practical: Activity 6 Data handling: The data cycle Written: Item bank questions 4 and 9 Data; Numbers, operations and relationships
7	Oral: Activity 7 Space and shape	Written: Item bank question 5 Patterns
8	No planned assessment this week	

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET

GRADE 1 MATHEMATICS TERM 4

TASK/TOPIC/COMPONENT	Number	3: Oral and practical	Written	24	31	7	5: Oral	Written	2	9	7	4: Practical	Space and shape	Written	2	9	2: Practical	Written	2	7	9	TOTAL FOR SPACE AND SHAPE	Measurement	2: Practical	Written	2	7	9	TOTAL FOR MEASUREMENT	6: Practical	Space handling	7	3	10	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 24 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 5 – Marks 2

3. Written assessment items for Space and shape

Question 6 – Marks 2

4. Written assessment items for Measurement

Questions 7 and 8 – Marks $1 + 1 = 2$

5. Written assessment items for Data handling

Question 9 – Marks 3

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

(4)

Count and fill in the correct number of tens and ones.

Bala bese ugqwalisa izinombolo ezifanele ezingamashumi nemivo.

<p>a)  </p> <p><input type="text"/> ten and <input type="text"/> ones</p> <p>Amashumi a- <input type="text"/> nemivo e- <input type="text"/></p>	<p>b)  </p> <p><input type="text"/> tens and <input type="text"/> ones</p> <p>Amashumi a- <input type="text"/> nemivo e- <input type="text"/></p>
<p>c) How many? / Kungaki?</p> <p> </p> <p>_____</p>	<p>c) How many? / Kungaki?</p> <p> </p> <p>_____</p>

Question 2

Umbuzo 2

(1)

Colour in the seventh triangle.

Faka kumbala kunxantathu wesikhombisa.



Question 3
Umbuzo 3

(10)

Write in the answer. (Use any resource to help you.)
Bhala impendulo. (Sebenzisa noma yiziphi izinto ezikhona.)

a) $12 + 5 =$

b) $15 - 3 =$

c) $13 + 3 =$

d) $16 - 6 =$

e) $8 + 11 =$

f) $18 - 14 =$

g) $2 + 4 + 12 =$

h) $20 - 1 - 4 =$

i) $15 + 0 + 2 =$

j) $17 - 6 - 4 =$

Question 4
Umbuzo 4

Solve the word problems. Draw a picture to help you.
Xazulula le nkinga. Dweba isithombe uma kudingeka.

- a) I see seven birds. Each bird has 2 wings.
How many wings are there in total?

_____ wings

Ngibona izinyoni eziyisikhombisa. Inyoni ngayinye inamaphiko ama-2. Mangaki amaphiko esewonke?

Amaphiko a-_____



(2)

- b) Gogo sells bananas in bags of five bananas each.
She has 16 bananas. How many bags of five bananas each can she make up?

_____ bags _____ left over

Ugogo udayisa ubhanana omhlanu esakeni ngalinye. Unobhanana abayi-16. Mangaki amasaka anobhanana omhlanu esakeni ngalinye azoba nawo?

Izikhwama ezi-_____ Okusele _____



(3)

c) I have R20. If I buy sweets for R6, how much change will I get?

R_____ change

Nginama-R20. Uma ngithenga amaswidi ngama-R6, ngizobuyelwa wushintshi ongakanani?

Ushintshi wami ngama-R_____

(2)

d) Nokuthula has R13. Her Mom gives her R5.

How much money does she have now?

R_____

UNokuthula unama-R13. Unina umupha ama-R5.

Unamalini manje?

R_____

(2)

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

<p>1. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) 1 ten and 6 ones / Ishumi eli-1 nemivo e-6 b) 2 tens and 0 ones / Ishumi eli-2 nemivo e-0 c) 15 d) 19</p>	<p>(4)</p>
<p>2. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p style="text-align: center;">  </p>	<p>(1)</p>
<p>3. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) 17 b) 12 c) 16 d) 10 e) 19 f) 4 g) 18 h) 15 i) 17 j) 7</p>	<p>(10)</p>
<p>4. (1 mark for correct answers and 1 mark for working) (Imaki eli-1 ngempendulo eyamukelekayo nemaki eli-1 lokusebenza isibalo)</p> <p>a) 14 wings / Amaphiko ali-14 b) 3 bags (1 banana left over) / Izikhwama ezi-3 (kusele ubhanana o-1) c) R14 change / Ushintshi yi-R14 d) R18</p>	<p>(2) (3) (2) (2)</p>

Written assessment items for Patterns

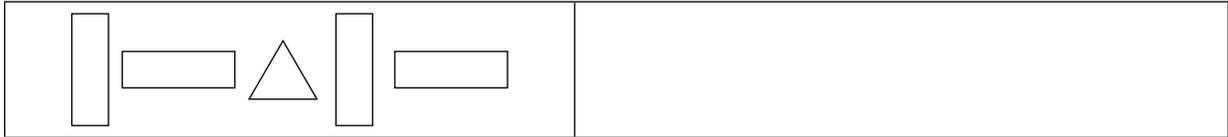
Question 5

Umbuzo 5

(2)

Draw two shapes that follow on this pattern.

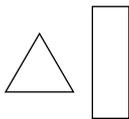
Dweba izimo ezimbili ezilandelayo kuleli phethini.



Written assessment items for Patterns: solutions and mark allocations

5. (1 mark each for the next two shapes in the pattern in the right order)
(Imaki eli-1 ngesisodwa isimo kwezimbili ezimihlelwe kahle ephethinini)

(2)



Written assessment items for Measurement

Question 7

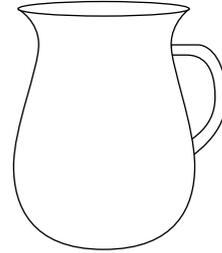
Umbuzo 7

(1)

Is this glass jug empty or full? Circle the answer.

Ngabe lo jeke wengilazi awunalutho noma ugcwele? Kokelezela impendulo.

empty awunalutho	full ugcwele
---------------------	-----------------



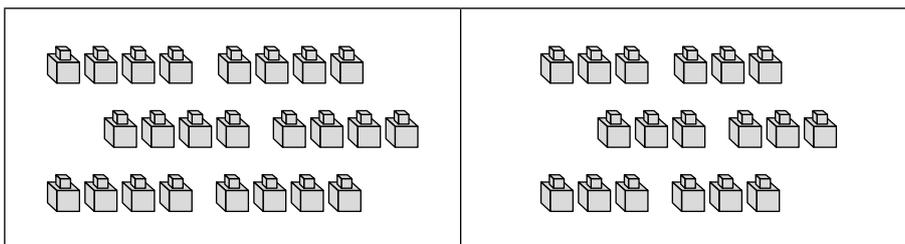
Question 8

Umbuzo 8

(1)

Circle the group of blocks which is heavier.

Kokelezela iqoqo lamabhulokhi elisindayo kunelinye.



Written assessment items for Measurement: solutions and mark allocations

<p>7. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>empty / akunalutho</p>		(1)
<p>8. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p>		(1)

Written assessment items for Data handling

Question 9 Umbuzo 9

(3)

Shapes we see / Izimo esizibonayo

5				↑
4				↑
3				↑
2				↑
1				↑
	Triangle / Unxande	Circle / Isiyingi	Square / Isikwele	Arrow / Umcibisholo

Answer the questions about the pictograph:

Phendula le mibuzo mayelana negrafu yezithombe:

a) How many squares are there?

Zingaki izikwele? _____

b) How many triangles are there?

Bangaki onxantathu? _____

c) Which group has the least objects?

Yiliphi iqoqo elinezinto ezimbalwa kunawo wonke?

Written assessment items for Data handling: solutions and mark allocations

<p>9. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) 2 b) 3 c) Circle / Isiyingi</p>	(3)
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5. TRACKING AND REFLECTING TOOLS

5.1 Conventional classrooms¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner² 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?				
DAY ⁴	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:				
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.

5.2 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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