

GRADE 2

English First Additional Language

**CAPS Planner, Tracker and
Assessment Resources**

TERM 3

Published in 2020 by Jika iMfundo.

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

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A partnership involving business, civil society, government and labour that strives to improve education outcomes.

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ISBN: 978-1-990904-71-4

Materials development by the PILO team along with representatives from the districts and province.

Publishing management by The Word Horse, www.wordhorse.co.za
Design by COMPRESS.dsl, www.compressdsl.com
Typesetting by The Maas Group, www.themaasgroup.com

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A. ABOUT THE PLANNER AND TRACKER

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

- It provides a plan of what should be taught each day of the term. The plan for EFAL in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the assessment programme. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your department head and peers on ways to make up time to ensure that all the work for the term is completed.
- In addition, the tracker encourages you to reflect on what 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 practice.
- This document also contains support for assessment¹ (in Section C):
 - The DBE programme of assessment for Term 3 for EFAL – as distributed in October 2017.
 - The DBE rubric and checklist for the specified assessment activities.
 - The assessment programme in the lesson plans: this shows you in which week/s and on which day/s you can conduct assessments using the rubric or checklist provided.
 - Assessment exemplars: these are activities for each component that can be assessed this term using the rubric provided. You may use these, set your

own assessments or use exemplars provided by the DBE (national or provincial). All assessments take place in the usual time scheduled for the component being assessed.

- A set of sight words to use for the required reading assessment.
 - Assessment record sheet: this sheet has columns for you to record marks for each of the activities which are assessed using a rubric (the activity exemplars provided in Section C, or your own). The record sheet is found at the end of the tracker. You can copy this sheet and add your learners' names to the left-hand column. The record sheet should help you when you have to enter marks into SA-SAMS.
 - Where necessary, please adjust the formal assessment programmes, exemplars and tools given in this planner and tracker to comply with the specifications of the amended Section 4 of the CAPS published in 2019. If you wish, you can use those that do not comply for informal assessment.
- **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.

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

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

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

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

Reflection

The tracker gives you space to reflect on your EFAL lessons on a weekly basis. You can share this reflection with your 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/do?*
- *What will you do to support or extend learners?*
- *Did you cover all the work set for the week?*
- *If not, how will you get back on track?*
- *What would you change for next time? Why?*

The reflection should be based 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.

B. 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 page	DBE workbook page	Resources	Date completed
2	Activity 1: Ph.: Recognises common endings in words -ed and -ing	9		Homework books	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; answers simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher	10		Reader (<i>Buttons</i>)	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	11		Flashcards of words	
	Activity 3: GGR: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary Group 1 reads and answers questions	12	25	Reader (<i>Buttons</i>); Pencils, crayons	
4	Activity 1: W: With help, writes a caption for a picture, builds own word bank and personal dictionary	13		Phonics and Writing books; Crayons, pencils	
5	Activity 1: GGR: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary Groups 2 and 3 read and answer questions	14		Reader (<i>Buttons</i>); Phonics and Writing books; Crayons, pencils	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:			Date:		

Week 2

Day	CAPS content, concepts, skills	LP page	DBE workbook page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	15		Poster (<i>The Zoo</i>)	
2	Activity 1: Ph.: Builds up and breaks down simple words beginning with a single consonant into onset and rime	16		Phonics and Writing books; Pencils; Homework books	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; answers simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher Group 4 reads and answers questions	17	2		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	17		Flashcards of words	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books	18		Reader (<i>Buttons</i>), own book, class book	
4	Activity 1: W: Completes sentences by filling in missing words	19		Phonics and Writing books; Pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 5 and 1 read and answer questions	20		Reader (<i>Buttons</i>), own book, class book	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:			Date:		

Week 3

Day	CAPS content, concepts, skills	LP page	DBE workbook page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	21		Poster (<i>The Zoo</i>)	
2	Activity 1: Ph.: Groups common words into word families	22		Flashcards of words; Homework books	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; shows understanding of a short written story by, e.g. sequencing pictures	23	15, 16	Copies of pictures from DBE workbook pp. 15, 16	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	23		Reader (<i>It's My Fruit</i>); Flashcards of words	
4	Activity 1: W: Writes some short simple text already taught in Home Language, e.g. a get well card	24	19	A4 paper; Get well card; Pencils, crayons rulers	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 2 and 3 read and answer questions	25		Reader (<i>It's My Fruit</i>), own books, class books	

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 page	DBE workbook page	Resources	Date completed
1	Activity 1: L&S: Follows a short sequence of instructions, gives simple instructions	26		Chalk, duster, book	
2	Activity 1: Ph.: Groups common words into word families	27		Flashcards of words	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; shows understanding of a short written story by, e.g. sequencing pictures	28		<i>The Ugly Duckling</i> pictures	
	Activity 2: Preparation for GGR: Continues to develop a sight word vocabulary	28		Flashcards of words	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Group 4 reads and answers questions	29		Reader (<i>It's My Fruit</i>), own books, class books	
4	Activity 1: W: Completes sentences by filling in missing words	30		Phonics and Writing books; Pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 5 and 1 read and answer questions	31		Reader (<i>It's My Fruit</i>), own books, class books	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:			Date:		

Week 5

* = rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE workbook page	Resources	Date completed
1	*Activity 1: L&S: Group 1 Assessment: Retells a story that is told or read (at least 3 or 4 sentences)	32	17	Poster (<i>The Zoo</i>)	
2	Activity 1: Ph.: Recognises common consonant digraphs at the beginning and end of words	32		Flashcards of sound: th ; Pictures/objects (thin, cloth, moth, filth, sixth); Homework books	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; answers simple literal questions about the story with short answers; names some of the things in the picture in response to teacher's questions	33	22		
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 2 and 3 read and answer questions	34		Reader (<i>It's My Fruit</i>), own books, class books	
4	Activity 1: W: Writes a sentence from dictation, punctuates the sentence	35		Phonics and Writing books; Pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 4 and 5 read and answer questions	36		Reader (<i>It's My Fruit</i>), own books, class books	

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

* = rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE workbook page	Resources	Date completed
1	*Activity 1: L&S: Group 4 Assessment: Retells a story that is told or read (at least 3 or 4 sentences)	40	11	Poster (<i>The Zoo</i>)	
2	Activity 1: Ph.: Recognises common consonant digraphs at the beginning and end of words	40		Assessment books; Pencils	
3	*Activity 1: L&S: Group 5 Assessment: Retells a story that is told or read (at least 3 or 4 sentences)	41	7	Poster (<i>The Zoo</i>)	
	*Activity 2: Reading: Group 3 Assessment: Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text	41		Reader (<i>Buttons</i>); Phonics and Writing books; Pencils	
4	Activity 1: W: Writes sentences using words containing the phonic sounds and common sight words; uses some nouns and pronouns in writing; spells words correctly from memory; uses punctuation already taught in the Home Language; builds own word bank and personal dictionary	41		Phonic and Writing books; Pencils; Homework books	
5	*Activity 1: Reading: Group 4 Assessment: Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text	41		Reader (<i>Buttons</i>); Phonics and Writing books; Pencils	

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 8

* = rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE workbook page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	42		Poster (<i>The Hospital</i>)	
2	*Activity 1: Ph.: Assessment: Spelling: Word list of 10 words and 1–2 sentences dictation	43		Assessment books; Pencils	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; answers simple literal questions about the story with short answers; names some of the things in the picture in response to teacher's questions	43	26		
	*Activity 2: Reading: Group 5 Assessment: Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text	43		Reader (<i>Buttons</i>); Phonics and Writing books; Pencils	
4	Activity 1: W: Completes sentences by filling in missing words	44		Phonics and Writing books; Pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 1 and 2 read and answer questions	45		Readers (<i>Buttons</i> and <i>It's My Fruit</i>), own/class book, previous GGR reader	

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 9

Day	CAPS content, concepts, skills	LP page	DBE workbook page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	46		Poster (<i>The Hospital</i>)	
2	Activity 1: Ph.: Recognises common consonant digraphs at the beginning and end of words	47		Flashcards of sounds ng, qu ; Pictures/objects (long, song, lung, king, swing, flung, quick, quack, quench, quilt); Homework books	
3	Activity 1: L&S: Listens to short stories, recounts or non-fiction texts; answers simple literal questions about the story with short answers; names some of the things in the picture in response to teacher's questions	48		Reader (<i>Insects</i>)	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	48		Flashcards of words	
	Activity 3: GGR: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary Group 3 reads and answers questions	49	13	Reader (<i>Insects</i>); Pencils	
4	Activity 1: W: Writes a caption for a picture; spells words correctly from memory; builds own word bank and personal dictionary	50		Phonics and Writing books; Pencils, crayons	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 4 and 5 read and answer questions	51		Reader (<i>Insects</i>), own/class book, previous GGR reader	

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 10

Day	CAPS content, concepts, skills	LP page	DBE workbook page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	52		Posters (<i>The Hospital</i> and <i>The Zoo</i>)	
2	Activity 1: Ph.: Assessment feedback and support	53		Assessment books, pencils	
3	Activity 1: SR: Listens to short stories, recounts or non-fiction texts; answer simple questions about the story; acts out the story using some dialogue	53	18		
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 1 and 2 read and answer questions	54		Reader (<i>Insects</i>), own/class book, previous GGR reader	
4	Activity 1: W: Writes sentences using a frame	55		Phonics and Writing books; Pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 3 and 4 read and answer questions	56		Reader (<i>Insects</i>), own/class book, previous GGR reader	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:				Date:	

C. ASSESSMENT RESOURCES

Please check the DBE assessment programme, the assessment programme in the lesson plans, and the assessment tasks and tools given here, for compliance with the amended Section 4 of the CAPS (2019) and adjust as necessary.

1. DBE Assessment Programme for Term 3

Strengthened CAPS Programme of Assessment (as in Circular S1 of 2017)						
EFAL: Grade 2 Term 3						
Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> Retells a story that is told or read (at least 3 or 4 sentences) 	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> Gives a simple recount Answers simple literal questions about text/story Demonstrates understanding of basic vocabulary 		Checklist	n/a		
<p><u>Teacher's notes</u></p> <p>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on her/his ability to retell a story, etc. For SA-SAMS there must be 1 score for Listening and Speaking.</p>						
Phonics: Oral and Written	<ul style="list-style-type: none"> Builds up and break down words Groups word families Recognises words with – ed, -ing endings Consonant blends: sh-, ch-, th, at beginning and end of words 	Observation & Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> Spelling: Word list of 10 words and 1–2 sentences dictation 					Written
<p><u>Teacher's notes</u></p> <p>These skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. Every learner should be assessed on their ability to recognise the 26 initial letter sounds. For SA-SAMS you should have 1 score (spelling).</p>						
Reading: Oral	<ul style="list-style-type: none"> Group Guided Reading Sessions Assess each learner on oral reading: Choose a text (DBE workbook, Reader) which has at least 40–50 words and ask questions about the text 	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> Word recognition: Sight words: 40–50 words 		Checklist	n/a		
<p><u>Teacher's notes</u></p> <p>During your Group Guided Reading sessions in Week 7 to 9: Assess every learner on oral reading using a text which has 40–50 words (word recognition, fluency, comprehension, e.g. 2–3 oral questions; maximum time of 2–3 minutes per learner). The scoring is to be done according to the rubric for oral reading activities. For SA-SAMS, 1 score will be captured for Reading (oral reading).</p>						

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

EFAL: Grade 2 Term 3

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Writing	<ul style="list-style-type: none"> Writes and illustrates a birthday/get well card 	Written	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> Writes a sentence from dictation; punctuates the sentence 		Class workbook Checklist	n/a		

Teacher's notes

By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring is to be done according to the rubric. For SA-SAMS one score will be captured for Writing.

TOTAL SCORE

30

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

2. Programme of Assessment in the Lesson Plans

ASSESSMENT PROGRAMME IN THE LESSON PLANS		
This table gives an overview of how the assessment programme can be completed.		
The weeks and days when assessments can be done	Component and skills be assessed	Tool
Listening and Speaking		
Week 5 Day 1; Week 6, 7 Day 1, 3	Retells a story that is told or read (at least 3 or 4 sentences)	Rubric
Week 1 Day 3; Week 2, 3 Day 1, 3; Week 5 Day 2; Week 8 Day 3	Demonstrates understanding of basic oral vocabulary	Checklist
Week 1 Day 3; Week 2, 3 Day 1, 3; Week 5 Day 2; Week 8 Day 3	Answers simple literal questions about text/story	Checklist
Week 2, 3, 8, 9 Day 1	Gives a simple recount	Checklist
Phonics		
Week 8 Day 2	Spelling: Word list of 10 words and 1–2 sentences dictated	Rubric
Most phonic lessons	Build up and break down words	Checklist
Week 2, 3, 4 Day 2	Groups words into families	Checklist
Week 1 Day 2	Recognises words with endings <i>-ed</i> ; <i>-ing</i>	Checklist
Reading		
In most GGR lessons	Word recognition: Sight words: 40–50	Checklist
Week 6, 7 Day 3, 5; Week 8 Day 3	Assess each learner on oral reading: Choose a text which has at least 40–50 words and ask questions about the text	Rubric
Writing		
Week 6 Day 4	Writes and illustrates a birthday/get well card	Rubric
Week 5 Day 4; Week 7 Day 2	Writes a sentence from dictation; punctuate the sentence	Checklist

3. Assessment Exemplars for Activities Using the Rubrics

WEEK 5 DAY 1	
ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Retells a story that is told or read (at least 3 or 4 sentences)
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 17
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to retell a story that is told or read.</p> <p>Note: Learners must be assessed individually. You should divide the class into 5 groups and assess the learners in one group in each lesson of 30 minutes. You will repeat the lesson 5 times in order to assess each group. In this lesson, you should assess learners in Group 1.</p> <ul style="list-style-type: none"> Settle the learners. While the class completes p. 17 in the DBE workbooks (write the words in the correct places) call individual learners from Group 1 to your desk. Tell the learner that you are going to read/tell them a story and then they must tell you the story. Read the following story to the learner: <ul style="list-style-type: none"> We are back at school. During the holidays Nomsa went to a farm. She saw pigs and hens. She played with Bongi. Nomsa also played with her new doll. Learner tells you the story. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 6 DAY 1	
ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Retells a story that is told or read (at least 3 or 4 sentences)
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 4
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to retell a story that is told or read.</p> <p>Note: In this lesson, you should assess learners in Group 2.</p> <ul style="list-style-type: none"> Settle the learners. While the class completes p. 4 in the DBE workbooks (draw a picture and write 3 sentences about the picture) call individual learners from Group 2 to your desk. Tell the learner that you are going to read/tell them a story and then they must tell you the story. Read the following story to the learner: <ul style="list-style-type: none"> We are back at school. During the holidays Nomsa went to a farm. She saw pigs and hens. She played with Bongi. Nomsa also played with her new doll. Learner tells you the story. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 6 DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Retells a story that is told or read (at least 3 or 4 sentences)
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 3
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to retell a story that is told or read.</p> <p>Note: In this lesson, you should assess learners in Group 3.</p> <ul style="list-style-type: none"> Settle the learners. While the class completes p. 3 in the DBE workbooks (draw a picture about what Jabu could be thinking and write a sentence about the picture) call individual learners from Group 3 to your desk. Tell the learner that you are going to read/tell them a story and then they must tell you the story. Read the following story to the learner: <ul style="list-style-type: none"> We are back at school. During the holidays Nomsa went to a farm. She saw pigs and hens. She played with Bonggi. Nomsa also played with her new doll. Learner tells you the story. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 6 DAY 3

ACTIVITY 2	READING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text
RESOURCES	<ul style="list-style-type: none"> Writing books, pencils Reader (<i>Buttons</i>)
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read a text of 40–50 words and correctly answer questions.</p> <p><i>Before the lesson</i> write the heading Sentences on the board. Write the words dog, cat, boy and girl underneath the heading.</p> <p>Group Guided Reading: Assessment using the rubric</p> <p>While learners write sentences with the words written on the board, call individual learners from Group 1 to come and read with you.</p> <ul style="list-style-type: none"> Use this time for the following purposes: Each learner reads pp. 2–11 of <i>Buttons</i>. Ask the following questions: <ol style="list-style-type: none"> What shapes are the buttons? (Any one of these answers is correct – circles, hearts, squares.) What colours are the buttons? (Any one of these answers is correct – yellow, blue, red, green, orange, black.) Who do the buttons belong to? Whose buttons are they? (The boys and girls.) Use the rubric at the end of the planner and tracker to give each learner a mark out of 5. Record a mark out of 5 for Reading for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 6 DAY 4

ACTIVITY 1	WRITING: ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Writes and illustrates a birthday/get well card
RESOURCES	<ul style="list-style-type: none"> A4 paper, pencils, crayons
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to write and illustrate a get well card.</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They must have their pieces of paper, crayons and pencils on their desks. Tell the learners to fold their piece of paper half. Show them how if necessary. Ask them to write their name on the top of the first page, i.e. the cover of their card. Tell the learners to make a get well card. Remind them to draw a picture on the cover of their card and to write Get well on their card. Remind them to write a message on the middle page on their card. Show them the page. Tell them that their message should be two or three sentences long. They must write about 10 words. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Writing. Record a mark out of 5 for Writing for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 6 DAY 5

ACTIVITY 1	READING: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text
RESOURCES	<ul style="list-style-type: none"> Writing books, pencils Reader (<i>Buttons</i>)
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read a text of 40–50 words and correctly answer questions.</p> <p><i>Before the lesson</i> write the heading Sentences on the board. Write the words man, hot, pot and run underneath the heading.</p> <p>Group Guided Reading: Assessment using the rubric</p> <p>While learners write sentences with the words written on the board, call individual learners from Group 2 to come and read with you.</p> <ul style="list-style-type: none"> Use this time for the following purposes: Each learner reads pp. 2–11 of <i>Buttons</i>. Ask the following questions: <ol style="list-style-type: none"> What shapes are the buttons? (Any one of these answers is correct – circles, hearts, squares.) What colours are the buttons? (Any one of these answers is correct – yellow, blue, red, green, orange, black.) Who do the buttons belong to? Whose buttons are they? (The boys and girls.) Use the rubric at the end of the planner and tracker to give each learner a mark out of 5. Record a mark out of 5 for Reading for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 7 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 4
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Retells a story that is told or read (at least 3 or 4 sentences)
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 11
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to retell a story that is told or read.</p> <p>Note: In this lesson, you should assess learners in Group 4.</p> <ul style="list-style-type: none"> Settle the learners. While the class completes p. 11 in the DBE workbooks (write sentences about a book they have read and trace the words) call individual learners from Group 4 to your desk. Tell the learner that you are going to read/tell them a story and then they must tell you the story. Read the following story to the learner: <ul style="list-style-type: none"> We are back at school. During the holidays Nomsa went to a farm. She saw pigs and hens. She played with Bongi. Nomsa also played with her new doll. Learner tells you the story. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 7 DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 5
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Retells a story that is told or read (at least 3 or 4 sentences)
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 7
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to retell a story that is told or read.</p> <p>Note: In this lesson, you should assess learners in Group 5.</p> <ul style="list-style-type: none"> Settle the learners. While the class completes p. 4 in the DBE workbooks (join the parts of the words to make words and trace the words) call individual learners from Group 5 to your desk. Tell the learner that you are going to read/tell them a story and then they must tell you the story. Read the following story to the learner: <ul style="list-style-type: none"> We are back at school. During the holidays Nomsa went to a farm. She saw pigs and hens. She played with Bongi. Nomsa also played with her new doll. Learner tells you the story. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 7 DAY 3

ACTIVITY 2	READING: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text
RESOURCES	<ul style="list-style-type: none"> Writing books, pencils Reader (<i>Buttons</i>)
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read a text of 40–50 words and correctly answer questions.</p> <p><i>Before the lesson</i> write the heading Sentences on the board. Write the words fat, then and fish underneath the heading.</p> <p>Group Guided Reading: Assessment using the rubric</p> <p>While learners write sentences with the words written on the board, call individual learners from Group 3 to come and read with you.</p> <ul style="list-style-type: none"> Use this time for the following purposes: Each learner reads pp. 2–11 of <i>Buttons</i>. Ask the following questions: <ol style="list-style-type: none"> What shapes are the buttons? (Any one of these answers is correct – circles, hearts, squares.) What colours are the buttons? (Any one of these answers is correct – yellow, blue, red, green, orange, black.) Who do the buttons belong to? Whose buttons are they? (The boys and girls.) Use the rubric at the end of the planner and tracker to give each learner a mark out of 5. Record a mark out of 5 for Reading for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 7 DAY 5

ACTIVITY 1	READING: ASSESSMENT GROUP 4
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text
RESOURCES	<ul style="list-style-type: none"> Writing books, pencils Reader (<i>Buttons</i>)
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read a text of 40–50 words and correctly answer questions.</p> <p><i>Before the lesson</i> write the heading Sentences on the board. Write the words cup, mat and thin underneath the heading.</p> <p>Group Guided Reading: Assessment using the rubric</p> <p>While learners write sentences with the words written on the board, call individual learners from Group 4 to come and read with you.</p> <ul style="list-style-type: none"> Use this time for the following purposes: <ul style="list-style-type: none"> Each learner reads pp. 2–11 of <i>Buttons</i>. Ask the following questions: <ol style="list-style-type: none"> What shapes are the buttons? (Any one of these answers is correct – circles, hearts, squares.) What colours are the buttons? (Any one of these answers is correct – yellow, blue, red, green, orange, black.) Who do the buttons belong to? Whose buttons are they? (The boys and girls.) Use the rubric at the end of the planner and tracker to give each learner a mark out of 5. Record a mark out of 5 for Reading for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

WEEK 8 DAY 2

ACTIVITY 1	PHONICS ASSESSMENT WHOLE CLASS	
TIME	30 minutes	
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Spelling: Word list of 10 words and 1–2 sentences dictation 	
RESOURCES	<ul style="list-style-type: none"> Assessment books Pencils 	
ACTIVITY DESCRIPTION		
<p>Focus of the lesson: Assesses the spelling words and two dictated sentences.</p> <ul style="list-style-type: none"> Prepare the learners for the spelling test. They should be sitting quietly, with their Assessment books and pencils in front of them. Tell the learners to write the heading Spelling test and the date at the top of the page. Show them how to do this on the board. Say: Fold the page in half, write numbers 1–5 in the margin and 6–10 down the middle of the page. Show them how to do this. Clearly call out the number 1 and then the first spelling word. Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number. Do this for words 1 to 10. Tell the learners that you are going to dictate 2 sentences to them and they must write the sentences. Dictate these sentences: I chop. The thin men fish. Throughout the test, learners must work in silence and must not look at other learners' work. At the end of the test, take in the books and mark the words and sentences. 1 mark for each word spelt correctly, i.e. 10 marks. Half a mark for each word spelt correctly in the dictated sentences and 1 mark for correct punctuation (capital letter and full stop) in each sentence (2 marks for both sentences). Alternatively you can use the Phonics rubric to award a mark out of 5 for the dictated sentences. Total: $10 + 5 = 15$ Record a mark out of 15 for Phonics for each learner on the Assessment Record Sheet. Reflect on the lesson. 		
Spelling test	Date	
1. with	6. moth	
2. brush	7. lunch	
3. shut	8. cloth	
4. that	9. them	
5. much	10. chest	

WEEK 8 DAY 3

ACTIVITY 2	READING: ASSESSMENT GROUP 5
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner on oral reading; choose a text which has at least 40–50 words and ask questions about the text
RESOURCES	<ul style="list-style-type: none"> Writing books, pencils Reader (<i>Buttons</i>)
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read a text of 40–50 words and correctly answer questions.</p> <p><i>Before the lesson</i> write the heading Sentences on the board. Write the words then, ran and shut underneath the heading.</p> <p>Group Guided Reading: Assessment using the rubric</p> <p>While learners write sentences with the words written on the board, call individual learners from Group 5 to come and read with you.</p> <ul style="list-style-type: none"> Use this time for the following purposes: <ul style="list-style-type: none"> Each learner reads pp. 2–11 of <i>Buttons</i>. Ask the following questions: <ol style="list-style-type: none"> What shapes are the buttons? (Any one of these answers is correct – circles, hearts, squares.) What colours are the buttons? (Any one of these answers is correct – yellow, blue, red, green, orange, black.) Who do the buttons belong to? Whose buttons are they? (The boys and girls.) Use the rubric at the end of the planner and tracker to give each learner a mark out of 5. Record a mark out of 5 for Reading for each learner on the Assessment Record Sheet. Reflect on the lesson. 	

4. Suggested Rubrics

EFAL: GRADE 2 TERM 3: SUGGESTED RUBRICS					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Retells a story that is told or read in 3 to 4 sentences	Can retell 1 sentence after much repetition with teacher	Can only retell the 1 sentence related to the beginning of a story	Is able to retell the beginning of a story in 2 sentences fluently, using correct vocabulary in EFAL	Is able to retell a story in 3 sentences fluently, using correct vocabulary in EFAL	Is able to retell a story in 4 or more sentences fluently, with expression and gestures using correct vocabulary in EFAL
PHONICS					
Activity	1	2	3	4	5
Spelling: Word list of 10 words and 1–2 sentences dictation	Cannot keep up to write sentences as teacher dictates	She/he needs assistance to write sentences from dictation	Writes sentences from dictation but mistakes still occur	Good at writing sentences from dictation	Excellent when she/he needs to capture sentences from dictation
READING					
Activity	1	2	3	4	5
Oral Reading: 40–50 words	Reads from own book, a text of 1–19 words with support from the teacher	Reads word-by-word, a text of 20–29 words and responds correctly to 1–2 questions	Reads aloud from own book, a text of 30–39 words and responds correctly to 3 questions	Reads fluently from own book, a text of 40–49 words and responds correctly to 3 questions	Reads fluently from own book, a text of more than 50 words and responds correctly to 3 questions
WRITING					
Activity	1	2	3	4	5
Writes and illustrates a birthday/get well card	Does illustration for a birthday/get well card with support	Writes and illustrates a birthday/get well card with a message of 3–4 words	Writes and illustrates a birthday/get well card with a message of 5–6 words	Writes and illustrates a birthday/get well card with a message of 7–8 words	Writes and illustrates a birthday/get well card with a message of 9–10 words

6. Assessment Record Sheet

EFAL: GRADE 2 TERM 3: SCORES USING RUBRICS Record your scores for each learner here, then copy them into SA-SAMS					
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Retells a story that is told or read (3 or 4 sentences)	Spelling: Word list of 10 words and 1-2 sentences dictation	Oral reading: 40-50 words	Writes and illustrates a birthday/get well card	
	5	15	5	5	
	Date	Score			
	Names of learners				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

7. Tracking and Reflecting Tools

7.1 Conventional classrooms¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

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

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

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

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

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

7.2 Multigrade classrooms¹

NAME OF TEACHER: _____

Week no. in planner _____

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

Refer to the planner² 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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ISBN: 978-1-990904-71-4