

GRADE 2

Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

TERM 3

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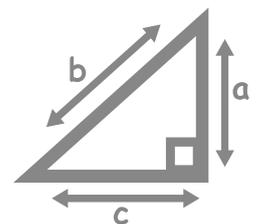
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ABOUT THE PLANNER AND TRACKER

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 third 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: 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	Numbers 50–60 place value	1	Worksheet 65 (p. 2)	Scrap paper/white boards, base ten blocks (see Term 1 <i>Printable Resources</i>), flard cards (see Term 1 <i>Printable Resources</i>), Unifix blocks	
2	Numbers 50–60	2	Worksheet 65 (p. 3)	0–100 number boards (see Term 1 <i>Printable Resources</i>), base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment item 1	
3	Numbers 60–70 place value	3		Flard cards (see Term 1 <i>Printable Resources</i>), base ten blocks (see Term 1 <i>Printable Resources</i>), scrap paper/white boards Written assessment items 2 and 3	
4	Numbers 60–70	4		Counters, old magazines/books (ensure they have at least 70 pages), 100 number boards (see Term 1 <i>Printable Resources</i>) Written assessment item 4	
5	Complete and consolidate the week's assessment and work	n/a			
Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Numbers, operations and relationships: Place value Activity: Assess the learners' ability to recognise and represent place value in numbers up to 75					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 75				
2 (30%–39%)	Can bundle sticks 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 base ten blocks but not on an abacus				
6 (70%–79%)	Able to recognise and represent place value in concrete displays using base ten blocks and on an abacus				
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 75				

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	Numbers 70–75 place value		5		100 number boards (see Term 1 <i>Printable Resources</i>), scrap paper/white boards, flard cards and base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment items 5 and 6	
7	Numbers 70–75		6		100 number boards, (see Term 1 <i>Printable Resources</i>), sticks/blocks, and base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment items 7 and 8	
8	Capacity		7	Worksheet 67 (pp. 6, 7)	Plastic spoons, polystyrene/ plastic cups, plastic bottles, water, sand Written assessment item 21	
9	Capacity – litres		8	Worksheet 68 (pp. 8, 9)	Clean, empty household containers – 1 litre, 2 litres, 1.5 litres, 5 litres (make sure the containers are cleaned out and don't have any traces of the content), water, sand	
10	Complete and consolidate the week's assessment and work		n/a			
<p align="center">Week 2 Assessment Activity: ORAL and PRACTICAL – FORMAL</p> CAPS: Measurement: Capacity Activity: Assess the learners' ability to estimate, measure, compare, order and record the capacity of containers by measuring in litres.						Mark: /7
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to order items according to capacity in litres from smallest to greatest					
1	Able to order items according to capacity in litres from greatest to smallest					
1	Uses vocabulary to describe mass – full and empty					
1	Able to estimate capacity in litres					
1	Able to measure capacity in litres					
1	Able to record capacity in litres					
1	Able to compare two items according to capacity in litres					
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	Addition and subtraction	13		Base ten blocks (see Term 1 <i>Printable Resources</i>)	
17	Addition and subtraction	14		Base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment items 10 and 11	
18	3-D objects – balls, boxes and cylinders	15	Worksheet 75 (pp. 22, 23)	Ball-shaped objects, box-shaped objects, cylinder-shaped objects	
19	3-D objects	16	Worksheet 76 (p. 24)	3-D objects, magazines/newspapers/advertisements, toilet roll inners	
20	Complete and consolidate the week's assessment and work	n/a			

Week 4 Assessment Activity: ORAL and PRACTICAL – FORMAL					Mark: /7
CAPS: Space and shape: 3-D shapes Activity: Assess the learners' ability to recognise, name and sort 3-D objects					

Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Can recognise and name ball shapes [spheres] (real objects/models)					
1	Can recognise and name box shapes [prisms] (real objects/models)					
1	Can recognise and name cylinders (real objects/models)					
1	Can sort 3-D objects in terms of size					
1	Can sort 3-D objects in terms of shape					
1	Can sort 3-D objects in terms of position					
1	Can compare 3-D objects in terms of: size, shape, position					
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>
DH:	Date:

Week 5						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
21	3-D objects	17	Worksheet 76 (p. 25)	3-D objects Written assessment item 19		
22	Data	18	Worksheet 71 (pp. 14, 15)	Scrap paper/whiteboards, Unifix blocks		
23	Data	19	Worksheet 93 (pp. 62, 63)	Scrap paper/white boards, template for pictograph (see Term 1 <i>Printable Resources</i>)		
24	Data	20	Worksheet 96 (pp. 70, 71)	Scrap paper/white boards Written assessment item 26		
25	Complete and consolidate the week's assessment and work	n/a				
Week 5 Assessment Activity: ORAL and PRACTICAL – FORMAL CAPS: Data handling Activity: Assess the learners' ability to collect, sort, represent and interpret data						Mark: /7
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to collect data					
1	Able to sort the data (e.g. using tallies)					
1	Able to describe the sorted data					
1	Able to organise data in a table					
1	Able to answer questions posed by the teacher about the collected data (e.g. tallies and frequencies)					
1	Able to represent data in a pictograph					
1	Able to answer questions about the data in the pictograph (graph interpretation)					
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 6

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
26	Geometric patterns	21	Worksheet 95 (pp. 68, 69)	Unifix cubes, pages from a magazine, shapes – circles (coins, bottle tops)	
27	Number patterns – 3s to 180	22	Worksheet 89 (pp. 54, 55)	1–200 number board (see <i>Printable Resources</i>), counters Written assessment item 15	
28	Number patterns – 2s and 4s	23		1–200 number board (see <i>Printable Resources</i>), counters Written assessment items 16 and 17	
29	Fives up to 40 – multiplication and division	24	Worksheet 83 (pp. 40, 41)	Counters, scrap paper Written assessment item 18	
30	Complete and consolidate the week's assessment and work	n/a			
Week 6 Assessment Activity: ORAL and PRACTICAL – INFORMAL					
CAPS: Patterns Activity: Assess the learners' ability to copy, extend and describe geometric patterns					Mark: /7
Mark (percentage)		Criteria – Rubric			
1 (0%–29%)		Unable to copy, extend or describe geometric patterns			
2 (30%–39%)		Able to copy geometric patterns			
3 (40%–49%)		Able to extend geometric patterns when assisted but makes many mistakes			
4 (50%–59%)		Able to extend geometric patterns when assisted but makes a few mistakes			
5 (60%–69%)		Able to extend geometric patterns without assistance but makes a few mistakes			
6 (70%–79%)		Able to extend geometric patterns without assistance correctly always			
7 (80%–100%)		Able to extend geometric patterns confidently and correctly			
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 7

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
31	Twos up to 40 – multiplication and division	25	Worksheet 84 (pp. 42, 43)	Counters, scrap paper		
32	Threes up to 40 – multiplication and division	26	Worksheet 82 (pp. 38, 39)	Counters, paper		
33	Fours to 40 – multiplication and division	27	Worksheet 88 (pp. 52, 53)	Unifix blocks		
34	Fractions – name the fraction parts	28	Worksheet 90 (pp. 56, 57)	Fraction circles, fraction wall (see <i>Printable Resources</i>)		
35	Complete and consolidate the week's assessment and work	n/a				
Week 7 Assessment Activity: ORAL and PRACTICAL – FORMAL						
CAPS: Numbers, operations and relationships: multiplication and division						
Activity: Assess the learners' ability to solve and explain solutions to practical problems that involve equal sharing and grouping up to 40 with answers that can include remainders					Mark: /7	
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to work with the multiples of 5 and 10					
1	Able to work with the multiples of 2, 3 and 4					
1	Able to solve problems involving the multiples of 5s, 10s, 2s, 4s and 3s					
1	Able to group up to 40 items as required (any of 5s, 10s, 2s, 4s and 3s)					
1	Able to share up to 40 items as required (any of 5s, 10s, 2s, 4s and 3s)					
1	Able to solve and explain solutions to practical problems that involve equal sharing and grouping up to 40					
1	Able to solve and explain solutions to practical problems that involve equal sharing and grouping up to 40 with answers that can include remainders					
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>		
				DH:		Date:

Week 8

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
36	Fractions – group things equally	29	Worksheet 91 (pp. 58, 59)	Scrap paper, counters	
37	Fractions	30	Worksheet 94a (pp. 64–65)	Remediation – strips of paper Written assessment item 14	
38	Fraction problems	31	Worksheet 94b (pp. 66–67)	Fraction strips and fraction circles (see <i>Printable Resources</i>), scrap paper strips, play dough (optional) Written assessment items 12 and 13	
39	Time – quarter past	32	Worksheet 81b (pp. 36, 37) Worksheet 85a (p. 44)	Analogue clock (see Term 2 <i>Printable Resources</i>), analogue clock faces Written assessment item 22	
40	Complete and consolidate the week's assessment and work	n/a			
Week 8 Assessment Activity: ORAL and PRACTICAL – INFORMAL					
CAPS: Numbers, operations and relationships: Fractions Activity: Assess the learners' ability to name and find fraction parts and solve word problems involving fractions					Mark: <i>17</i>
Mark	Criteria – Checklist: (1 mark for each criterion achieved)				
1	Able to find a fraction part of a given group of items – equal groups with no remainder				
1	Able to find a fraction part of a given group of items – equal groups with a remainder that must be shared				
1	Able to recognise fraction parts from fraction diagrams of unit wholes				
1	Able to recognise fraction parts from fraction diagrams of groups of items				
1	Able to solve practical problems that involve finding fraction parts by grouping				
1	Able to solve practical problems that involve finding fraction parts by sharing				
1	Able to solve and explain solutions involving fraction parts and remainders that may or may not be broken up				
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 no.	DBE workbook	Resources	Date completed	
41	Time – quarter to	33	Worksheet 81a (pp. 34, 35)	Analogue clock (see Term 2 <i>Printable Resources</i>), analogue clock faces Written assessment item 23		
42	Time – calculating time passed	34	Worksheet 85b (pp. 46, 47) Worksheet 80 (pp. 32, 33)	Analogue clock (see Term 2 <i>Printable Resources</i>) Written assessment item 24		
43	Length	35	–	Unifix, pencils Written assessment item 25		
44	Length	36	–	1 m lengths of string (not wool – it will stretch), balls, pieces of paper (enough for each child in the class)		
45	Complete and consolidate the week's assessment and work	n/a				
Week 9 Assessment Activity: ORAL and PRACTICAL – INFORMAL						
CAPS: Measurement: Time						
Activity: Assess the learners' ability to tell the time in hours, half hours and quarter hours					Mark: /7	
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to tell the time in hours					
1	Able to tell the time in half hours					
1	Able to tell the time in quarter hours – quarter past times					
1	Able to tell the time in quarter hours – quarter to times					
1	Able to write times in analogue format in hours, half hours and quarter hours					
1	Able to write times in digital format in hours, half hours and quarter hours					
1	Able to tell and show the time shown on an analogue clock with no assistance					
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 10

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
46	Symmetry	37	Worksheet 124 (pp. 128, 129)	Old magazines, scrap paper/ white boards Written assessment item 20	
47	Position - views	38	Worksheet 92 (pp. 60, 61)	Cool drink cans, other objects to use for views (e.g. pencil case, cup, lunch box, etc.), (Remediation – Unifix cubes), view cards (see <i>Printable Resources</i>)	
48	Money problems	39	Worksheet 78 (pp. 28, 29)	Paper money cut-outs (see Term 1 <i>Printable Resources</i>)	
49	Money problems	40	Worksheet 79 (pp. 30, 31)	Paper money cut-outs (see Term 1 <i>Printable Resources</i>)	
50	Complete and consolidate the week's assessment and work	n/a			

Week 10 Assessment Activity: ORAL and PRACTICAL – INFORMAL

CAPS: Space and shape: Position and direction

Activity: Assess the learners' ability to match different views of the same everyday object

Mark:
/7

Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to match a front view of a shape with the correct shape					
1	Able to match a back view of a shape with the correct shape					
1	Able to match a side view of a shape with the correct shape					
1	Able to match a top view of a shape with the correct shape					
1	Able to draw the view of a given object from the front and back					
1	Able to draw the view of a given object from the top					
1	Able to draw the view of a given object from the sides					
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:

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	Oral and Practical: Activity 1 Numbers, operations and relationships: Place value	Written: Item bank questions 1, 2, 3 and 4 Numbers, operations and relationships
2		Oral and Practical: Activity 2 Measurement: Capacity Written: Item bank questions 5, 6, 7, 8 and 21 Numbers, operations and relationships, Measurement
3	Oral: Activity 3 Numbers, operations and relationships: Addition and subtraction	Written: Item bank questions 9 Numbers, operations and relationships
4		Oral and practical: Activity 4 Space and shape: 2-D and 3-D shapes Written: Item bank questions 10 and 11 Numbers, operations and relationships
5		Oral and practical: Activity 5 CAPS: Data handling Written: Item bank questions 19 and 26 Space and shape, Data handling
6		Oral and practical: Activity 6 CAPS: Patterns: Geometric patterns Written: Item bank questions 15, 16, 17 and 18 Patterns
7		Oral: Activity 7 Numbers, operations and relationships: Grouping and sharing
8		Oral and Practical: Activity 8 Numbers, operations and relationships: Fractions Written: Item bank questions 12, 13, 14 and 22 Numbers, operations and relationships, Measurement
9	Oral and Practical: Activity 9 Measurement: Time	Written: Item bank questions 23, 24 and 25 Space and shape, Measurement
10	Oral and Practical: Activity 10 Space and shape: Position	Written: Item bank question 20 Space and shape

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 sheet on the next page 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 34 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 exemplar mark 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

Questions 15, 16, 17 and 18 – Marks $4 + 1 + 4 + 1 = 10$

3. Written assessment items for Space and shape

Questions 19 and 20 – Marks $3 + 1 = 4$

4. Written assessment items for Measurement

Questions 21, 22, 23, 24 and 25 – Marks $1 + 2 + 2 + 2 + 1 = 8$

5. Written assessment items for Data handling

Question 26 – 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)

Write these numbers from the smallest to the biggest.

Bhala lezi zinombolo usukele kwencane kunazo zonke uye kwenkulu kunazo zonke.

55	45	54	44

Question 2

Umbuzo 2

(2)

Put a circle around two numbers that are bigger than 64, but smaller than 70

Beka isiyingi ukokelezele izinombolo ezimbili ezinkulu kunama-64, kodwa ezincane kunama-70.

60	62	64	66	68	70
----	----	----	----	----	----

Question 3

Umbuzo 3

a) Write the number name for 58.

(2)

Bhala igama lenombolo 58.

b) Write the number 68 in words.

(2)

Bhala inombolo 68 ngamagama.

Question 4

Umbuzo 4

(1)

What is the value of the 6 in 67? Circle the card below that gives the correct value.

Kungakanani oku-6 ema-67? Kokelezela ikhadi elinempendulo efanele ngezansi.

6	60
---	----

Question 5

Umbuzo 5

(1)

What is the value of the 3 in 73? Circle the card that shows the correct value below.

Singakanani isi-3 enombolweni engama-73? Kokelezela ikhadi elikhombisa impendulo efanele ngezansi.

3	30
---	----

Question 6
Umbuzo 6

(1)

Put a cross over the smallest number.

Beka isiphambano enombolweni encane kunazo zonke.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 7
Umbuzo 7

(1)

Circle the biggest number.

Kokelezela inombolo enkulu kunazo zonke.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 8
Umbuzo 8

(3)

Complete the following sums:

Qedela lezi zibalo:

6 tens + 3 units = / Amashumi ayi-6 + nemivo e-3 =	
7 units + 6 tens = / Imivo e-7 + namashumi ayi-6 =	
5 tens + 0 units = / Amashumi ayi-5 + nemivo e-0 =	

Question 9
Umbuzo 9

(1)

Colour the correct answer to show one of the family facts for 54.

Faka umbala empendulweni efanele ukukhombisa owodwa wemindeni yokungama-54.

$47 + 7 =$	$48 + 7 =$	$42 + 7 =$
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Question 10
Umbuzo 10

(1)

Circle the number that is 2 bigger than 59.

Kokelezela inombolo enkulu ngoku-2 ema-59.

58	49	61	55	64
----	----	----	----	----

Question 11

Umbuzo 11

(8)

Calculate the following:

Bala lokhu okulandelayo:

a) $16 + 8 =$ <input type="text"/>	b) $32 + 33 =$ <input type="text"/>
c) $25 - 4 =$ <input type="text"/>	d) $56 - 33 =$ <input type="text"/>

Question 12

Umbuzo 12

(2)

Share 39 suckers equally amongst 5 children.

Hlukanisela abantwana aba-5 uswidi ongama-39.

Each child will get:
Umntwana ngamunye uthola:

There are suckers left.
Kusala amaswidi a-

Question 13

Umbuzo 13

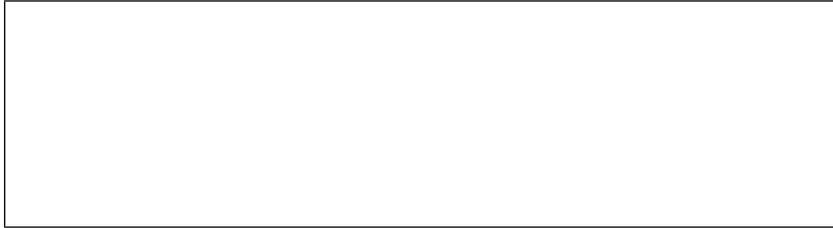
(3)

5 friends share 6 chocolate bars equally.

Abangani aba-5 bahlukaniselana ushokoleli oyi-6 ngokulinganayo.

a) Draw a picture that shows how they share it.

Dweba isithombe esikhombisa ukuthi bahlukaniselene kanjani.



b) How much will each friend get?

Umngani ngamunye uthole omngaki?



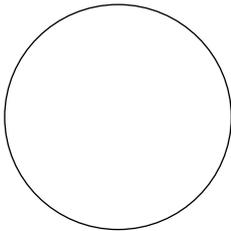
Question 14

Umbuzo 14

(2)

Divide the circle into quarters and colour three quarters.

Hlukanisa isiyingi sibe ngamakota bese ufaka umbala amathathu amakota.



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

1. (2 marks if partially sorted; 4 marks if fully sorted) (Amamaki ama-2 uma ehlunge ngokungaphelele; ama-4 uma ehlunge ngokuphelele) 44, 45, 54, 55	(4)
2. (1 mark per correct answer) / (Nikeza imaki eli-1 empendulweni efanele) 66, 68	(2)
3. (2 marks per correct answer) / (Amamaki ama-2 empendulweni efanele) a) fifty-eight / Amashumi amahlanu nesishiyagalombili b) sixty-eight / Amashumi ayisithupha nesishiyagalombili	(4)
4. (1 mark per correct answer) / (Nikeza imaki eli-1 empendulweni efanele) Learners must circle 60 Abafundi kumele bakokelezele ama-60	(1)

Written assessment items for Patterns

Question 15

Umbuzo 15

(4)

Complete the table:

Qedela leli thebhula:

X	3	5	7	9
3				

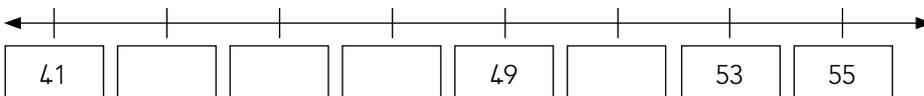
Question 16

Umbuzo 16

(1)

Complete the number line.

Qedela umugqa wezinombolo



Question 17

Umbuzo 17

(4)

Peter babysits. He charges R4 per hour for babysitting. Complete this table for him.

The first one has been done.

UPeter usele nomntwana. Ubiza ama-R4 ngehora uma esele nomntwana.

Qedela leli thebhula lakhe. Lenziwe elokuqala.

Number of hours Inani lamahora	1	2	5	8	10
Cost in rands Inkokhelo ngamarandi	4				

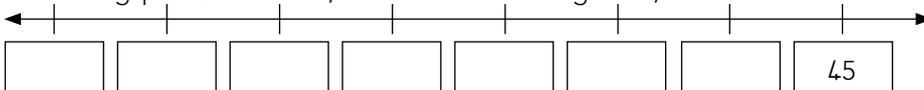
Question 18

Umbuzo 18

(1)

Complete the number line, counting backwards in 5s, starting at 45.

Qedela umugqa wezinombolo, bese ubala uhlela ngaku-5, usukele ema-45.



Written assessment items for Patterns: solutions and mark allocations

15. (1 mark for the correct answer) (Nikeza imaki eli-1 empendulweni efanele) 9, 15, 21, 27	(4)
16. (2 marks for the correctly completed number line labels) (Amamaki ama-2 ngomugqa wezinombolo ogcwaliswe kahle wafakwa amalebuli) 43, 45, 47,, 51,	(1)
17. (1 mark per correct answer; working not required) (Nikeza imaki eli-1 empendulweni efanele; akudingeki ukwenza isibalo) 4, 8, 20, 32, 40	(4)
18. (1 mark per correct answer – full completed sequence) (Nikeza imaki eli-1 empendulweni efanele – ukulandelanisa okugcwele) 10, 15, 20, 25, 30, 35, 40	(1)

Written assessment items for Space and shape

Question 19

Umbuzo 19

(3)

Do these shapes roll, slide or roll and slide? Put a circle around the correct answer for each one.

Ngabe lezi zimo ziyagingqika, ziyashibilika noma ziyagingqika ziphinde zishibilike?

Beka isiyingi empendulweni efanele kulokhu ngakunye.

	Roll Kuyagingqika	Slide Kuyashibilika	Roll and slide Kuyagingqika futhi kuyashibilika
	Roll Kuyagingqika	Slide Kuyashibilika	Roll and slide Kuyagingqika futhi kuyashibilika
	Roll Kuyagingqika	Slide Kuyashibilika	Roll and slide Kuyagingqika futhi kuyashibilika

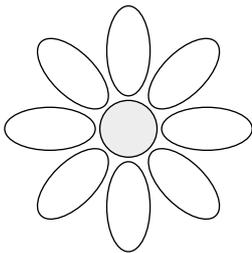
Question 20

Umbuzo 20

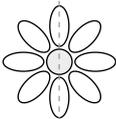
(1)

Draw the line of symmetry.

Dweba umugqa ohlukanisa umdwebo phakathi naphakathi.



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

19. (1 mark per correct answer) – circle each of the following: (Nikeza imaki eli-1 empendulweni efanele) – kokelezela okukodwa kwalokhu okulandelayo: 1. Roll Liyagingqika	2. Roll and slide Liyagingqika futhi liyashibilika	3. Slide Liyashibilika	(3)
20. (1 mark per correct answer; line could be in various places) (Nikeza imaki eli-1 empendulweni efanele; umugqa ungaba noma kuphi)			(1)

Written assessment items for Measurement

Question 21

Umbuzo 21

(1)

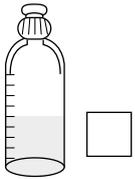
This bottle has 1 teaspoon of water in it.

Leli bhodlela linokhezo olulodwa lwamanzi phakathi.



How many teaspoons of water are there in the following bottle?

Mangaki amathisipuni amanzi asemabhodleleni alandelayo?



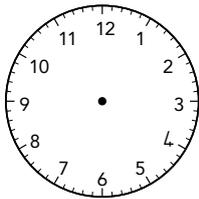
Question 22

Umbuzo 22

(2)

Draw the arms on the clock to show quarter past six.

Dweba izinti ewashini ukhombise imizuzu eyishumi nanhlanu lishayile elesithupha.



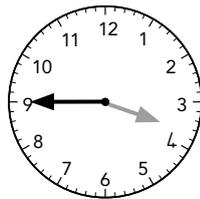
Question 23

Umbuzo 23

(2)

What is the time?

Sikhathi sini?



Question 24

Umbuzo 24

(2)

How many hours are there between 9 o'clock and 2 o'clock?

Mangaki amahora phakathi kwelesi-9 nqo kanye nelesi-2 nqo?

Question 25

Umbuzo 25

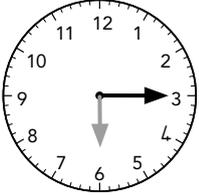
(2)

Circle the stick that is the longest.

Kokelezela uthi olude kunazo zonke.



Written assessment items for Measurement: solutions and mark allocations

21. (2 marks for the correct answer; learners answers may be different but they should be close to these) (Amamaki ama-2 empendulweni efanele; abafundi bangaphendula ngendlela ehlukile kodwa kumele zonke izindlela zisondele kulokhu) 3 teaspoons Amathisipuni ama-3	(1)
22. (1 mark per correct answer – both clock arms must be in the correct place) (Nikeza imaki eli-1 empendulweni efanele – zombili izinti kumele zibe sendaweni efanele) 	(2)
23. (1 mark per correct answer) (Nikeza imaki eli-1 empendulweni efanele) Quarter to 4 Iyishumi nanhlanu ngaphambi kwelesi-4	(2)
24. (1 mark for calculations and 1 mark for the correct answer; calculations not necessary; 2 marks correct answer) (Imaki eli-1 lokubala neli-1 lempendulo efanele; ukubala akudingekile amamaki ama-2 empendulo efanele) 5 hours Amahora ama-5	(2)
25. (1 mark per correct answer) (Nikeza imaki eli-1 empendulweni efanele) The fourth stick Uthi lwesine	(1)

Written assessment items for Data handling

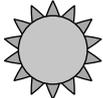
Question 26

Umbuzo 26

(3)

Look at this pictograph about weather conditions for a month. Answer the questions.

Buka le grafu eyizithombe eyibha emayelana nesimo sezulu esithathe inyanga yonke. Phendula imibuzo.

9				
8		X		
7		X		
6		X		
5	X	X		X
4	X	X		X
3	X	X	X	X
2	X	X	X	X
1	X	X	X	X
				

Key/Ukhiye: X = 1 day/usuku

a) How many rainy days were there during this month?

Zibe ngaki izinsuku ezinemvula kule nyanga?

b) How many sunny days were there in this month?

Zibe ngaki izinsuku ebelibalele ngazo kule nyanga?

c) Which were the most? Sunny days or rainy days?

Yiziphi ezibe ningi izinsuku, ebelibalele ngazo noma ebelinemvula ngazo?

Written assessment items for Data handling: solutions and mark allocations

<p>26. (1 mark per correct answer) (Nikeza imaki eli-1 empendulweni efanele)</p> <p>a) 5 rainy days Ezi-5 zinemvula</p> <p>b) 8 sunny days Eziyi-8 libalele</p> <p>c) Sunny days were most Kweziningi libalele</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 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?				
DAY⁴	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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