

GRADE 3

English First Additional Language

**CAPS Planner, Tracker and
Assessment Resources**

TERM 4

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The Programme to Improve Learning Outcomes (PILO)
The Shed, The Pines, 9 Gordon Hill Road, Parktown, 2193
Tel: + 27 10 880 2431
Email: admin@pilo.co.za

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The National Education Collaboration Trust
Ground Floor, Block D, Lakefield Office Park, 272 West Avenue, Centurion, 0163
Tel: +27 12 752 6200
Email: info@nect.org.za
Web: www.nect.org.za

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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 4 for EFAL – as distributed in October 2017.
 - The DBE rubrics 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 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 term that is nine 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 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 for 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.

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 page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; begins to develop understanding and use of simple language structures in the context of meaningful spoken language; participates in a short conversation on a familiar topic; talks about objects in a picture in response to teacher's instructions	9		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; recognises more complex word families; builds and sounds out words using sounds taught	10		Pictures/objects (cube, cute, flute, rule, tube, huge, mule, tune); Homework books	
	Activity 2: W: Writes a paragraph of 4–6 sentences on a familiar topic; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses past tense with increasing accuracy; builds own word bank and personal dictionary; uses the writing process	11		Writing book, pencils	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answers comprehension questions; with the help of the teacher, gives a simple summary of the non-fiction text; continues to build oral vocabulary	11			
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	12		Reader (<i>Youth Day</i>); Flashcards of words; Homework books; Reading sheets	
4	Activity 1: LU: Revises some of the grammar taught informally in Grades R–2	13		Writing books, pencils	
5	Activity 1: W: Writes a paragraph of 4–6 sentences on a familiar topic; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses past tense with increasing accuracy; builds own word bank and personal dictionary; uses the writing process	14		Writing books, pencils	
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in HL; 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 sessions and other books; reads familiar poems and rhymes Groups 1 and 2 read and answer questions	15		Reader (<i>Youth Day</i>), own book, class book, GGR reader already read	

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/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?

DH:

Date:

Week 2

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; begins to develop understanding and use of simple language structures in the context of meaningful spoken language; participates in a short conversation on a familiar topic; talks about objects in a picture in response to teacher's instructions	16		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; recognises more complex word families; builds and sounds out words using sounds taught	17		Pictures/objects (new, chew, flew, threw, blue, glue, true, cruel)	
	Activity 2: W: Writes an increasingly complex list with headings; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary	18		Homework books, pencils; Writing books; Poster (<i>The Beach</i>)	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answers comprehension questions; expresses feelings about the story; predicts what will happen next in the story; retells the story; continues to build oral vocabulary	18	42		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	19		Flashcards of words; Homework books; Reading sheets	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in HL; 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 sessions and other books; reads familiar poems and rhymes Group 3 reads and answers questions	19		Reader (<i>Youth Day</i>), own book, class book, GGR reader already read	
4	Activity 1: LU: Understands and uses comparative adjectives	20		Pencils of different lengths; Girls of different heights; Boys of different heights	
5	Activity 1: W: Spelling test: Recognises at least five new vowel digraphs; builds and sounds out words using sounds learnt	21		Assessment books, pencils	
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in HL; 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 sessions and other books; reads familiar poems and rhymes Groups 4 and 5 read and answer questions	22		Reader (<i>Youth Day</i>), own book, class book, GGR reader already read	

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/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?

DH:

Date:

Week 3

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral (listening and speaking) vocabulary using themes or topics; understands and responds to simple questions; understands and uses language structures in context; participates in a short conversation on a familiar topic; talks about an object in a picture in response to teacher's instructions	23		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; recognises more complex word families; builds and sounds out words using sounds learnt	24		Flashcards of sounds	
	Activity 2: W: Writes a paragraph of 4–6 sentences on a familiar topic; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses past tense with increasing accuracy; builds own word bank and personal dictionary; uses the writing process	25		Pictures/objects (star, arm, car, party, for, born, fork, sport); Homework books; Writing books, pencils; Poster (<i>The Beach</i>)	
3	Activity 1: Reading: Written comprehension: Reading passage of 80–100 words: Multiple choice questions and fill in the missing words; sequence events in a story; recall, literal questions	26	42	Comprehension worksheet	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	26		Flashcards of words; Homework books; Reading sheets; Reader (<i>I Am Mangi</i>), own book, class book, GGR reader already read	
4	Activity 1: LU: Understands and uses comparative adjectives	27		Writing books, pencils	
5	Activity 1: W: Writes a paragraph of 4–6 sentences on a familiar topic; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses past tense with increasing accuracy; builds own word bank and personal dictionary; uses the writing process	28		Writing books, pencils	
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in HL; 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 sessions and other books; reads familiar poems and rhymes Groups 1 and 2 read and answer questions	29		Reader (<i>I Am Mangi</i>), own book, class book, GGR reader already read	

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/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?

DH:

Date:

Week 4

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 1: Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences	30	42, 43	Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Recognises and uses some suffixes	31		Flashcard of sounds	
	Activity 2: W: Writes a personal recount; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses the past tense with increasing accuracy; builds own word bank and personal dictionary	32		Homework books; Writing books, pencils	
3	*Activity 1: L&S: Assessment Group 2: Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences	32	44	Poster (<i>The Beach</i>)	
	*Activity 2: GGR: Assessment Group 1: Assess each learner individually on 70–80 sight words	32	44, 45	List of reading words, pencils	
4	Activity 1: LU: Understands and uses comparative adjectives	33		Writing books, pencils	
5	Activity 1: W: Spelling test: Recognises at least five new vowel digraphs; builds and sounds out words using sounds taught	34		Assessment books, pencils	
	*Activity 2: GGR: Assessment Group 2: Assess each learner individually on 70–80 sight words	34	49, 51	List of reading words	

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/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?

DH:

Date:

Week 5

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 3: Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences	35	53	Poster (<i>The Beach</i>)	
2	*Activity 1: Ph.: Assessment: Recognises vowel digraphs; recognises some suffixes	35		Assessment books, pencils	
	*Activity 2: W: Assessment: Writes at least 4–6 sentences on a familiar topic using capital letters and full stops	35			
3	*Activity 1: L&S: Assessment Group 4: Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences	35	41	Poster (<i>The Beach</i>); Pencils	
	*Activity 2: GGR: Assessment Group 3: Assess each learner individually on 70–80 sight words	35	68	List of reading words, pencils	
4	*Activity 1: LU: Assessment: Punctuation, tenses, plurals, nouns	35		Assessment books, pencils	
5	Activity 1: W: Writes an increasingly complex list with headings; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary	36		Writing books, pencils; Poster (<i>The Beach</i>)	
	*Activity 2: GGR Assessment Group 4: Assess each learner individually on 70–80 sight words	36	73, 74	List of reading words	

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/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?

DH:

Date:

Week 6

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 5: Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences	37	76	Poster (<i>The Beach</i>); Pencils	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; builds and sounds out words using sounds learnt	38		Flashcards of sounds; Pictures/ objects (bird, first, third, thirst, enter, further, after, mother, father, term, germ, burn, hurt, burst); Homework books	
	Activity 2: W: Writes a personal recount; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses the past tense with increasing accuracy; builds own word bank and personal dictionary	39		Writing books, pencils; Poster (<i>The Beach</i>)	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answers comprehension questions; expresses feelings about the story; predicts what will happen next in the story; retells the story; continues to build oral vocabulary	39	59, 60		
	*Activity 2: GGR Assessment Group 5: Assess each learner individually on 70–80 sight words	40	76	List of reading words; Pencils	
4	Activity 1: LU: Understands and uses the future tense	40		Poster (<i>The Beach</i>)	
5	Activity 1: W: Spelling test: Recognises at least five new vowel digraphs; builds and sounds out words	41		Assessment books, pencils	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	41		Flashcards of words; Homework books; Reading sheets	
<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/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?</p> <p>What would you change for next time? Why?</p>					
DH:		Date:			

Week 7

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; begins to develop understanding and use of simple language structures in the context of meaningful spoken language; participates in a short conversation on a familiar topic; talks about objects in a picture in response to teacher's instructions	42		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; builds and sounds out words using sounds learnt	43		Assessment books; Writing books, pencils	
	Activity 2: Writes an increasingly complex lists with headings; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	43			
3	*Activity 1: Reading: Written comprehension assessment: Reading passage of 80–100 words: Multiple choice questions and fill in missing words; sequence events in a story; recall, literal questions	44	42	Assessment comprehension worksheet, pencils	
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language; 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 sessions and other books; reads familiar poems and rhymes Groups 1 and 2 read and answer questions	44		Reader (<i>I Am Mangi</i>), own book, class book, GGR reader already read	
4	Activity 1: LU: Understands and uses the future tense	45		Writing books, pencils	
5	Activity 1: W: Ph.: Assessment feedback and support: Recognises vowel digraphs; recognises some suffixes	45		Assessment books, pencils	
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in Home Language; 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 sessions and other books; reads familiar poems and rhymes Groups 3 and 4 read and answer questions	46		Reader (<i>I Am Mangi</i>), own book, class book, GGR reader already read	

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/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?

DH:

Date:

Week 8

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Memorises and performs simple poems, action rhymes and songs	47			
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; builds and sounds out words	48			
	Activity 2: W: Together with the teacher, writes a simple story and copies it (Shared Writing); uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary	48		Assessment books, pencils; Writing books	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answers comprehension questions; expresses feelings about the story; predicts what will happen next in the story; retells the story; continues to build oral vocabulary	49	50		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	50		Reader (<i>Fruit Salad</i>); Flashcards of words	
4	Activity 1: LU: Revises some of the grammar covered informally in Grades R–2	50		Writing books, pencils	
5	Activity 1: W: Together with the teacher, writes a simple story and copies it (Shared Writing); uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary	51		Writing books, pencils	
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in HL; 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 sessions and other books; reads familiar poems and rhymes Groups 5 and 1 read and answer questions	51		Reader (<i>Fruit Salad</i>), own book, class book, GGR reader already read	
<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/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?</p> <p>What would you change for next time? Why?</p>					
DH:			Date:		

Week 9

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral (listening and speaking) vocabulary using themes or topics; understands and uses language structures in context; participates in a short conversation on a familiar topic	52		Posters (<i>The Hospital, The Zoo, The Beach</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; builds and sounds out words using sounds learnt	52		Assessment books, pencils	
	Activity 2: W: Writes a personal recount of experiences; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses past tense with increasing accuracy; builds own word bank and personal dictionary	53		Writing books	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answer comprehension questions; expresses feelings about the story; predicts what will happen next; continues to build oral vocabulary	53	36		
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in HL; 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 sessions and other books; reads familiar poems and rhymes Groups 2 and 3 read and answer questions	54		Reader (<i>Fruit Salad</i>), own book, class book, GGR reader already read	
4	Activity 1: LU: Revises some of the grammar covered in Grade R–2	55		Writing books, pencils	
5	Activity 1: W: Writes a personal recount of experiences; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; uses past tense with increasing accuracy; builds own word bank and personal dictionary	55		Writing books, pencils	
	Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book in Group Guided Reading group with the teacher; uses the reading strategies taught in HL; 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 sessions and other books; reads familiar poems and rhymes Groups 4 and 5 read and answer questions	56		Reader (<i>Fruit Salad</i>), own book, class book, GGR reader already read	
<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/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?</p> <p>What would you change for 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 4

Strengthened CAPS Programme of Assessment (as in Circular S1 of 2017) EFAL: Grade 3 Term 4						
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"> Oral presentation: Short talk about the picture/ photograph/theme poster in at least 4–5 sentences 	Observation & Oral	Rubric	5	Week 5 & 6	
<p><u>Teacher's notes</u> 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 7 every learner must be assessed on her/his ability to present a prepared short talk on a familiar picture or photograph, etc. For SA-SAMS there must be 1 score for Listening and Speaking.</p>						
Phonics: Written	<p>Word level and sentence level</p> <ul style="list-style-type: none"> Recognises vowel digraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed 	Observation & Written	Class workbook/ worksheet	10	By Week 8	
<p><u>Teacher notes</u> The Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 8, written phonics should be assessed in a written format using a worksheet which will include comprehension activities and language usage skills. For SA-SAMS you should have 1 score (Written phonic activity).</p>						
Reading: Oral	<p>Group Guided Reading</p> <ul style="list-style-type: none"> Sight words: Assess each learner individually on 70–80 sight words (Big Book, Theme, Reader) 	Observation & Oral	Rubric	5	Week 6 & 7	
Reading: Comprehension Written	<ul style="list-style-type: none"> Choose a reading passage with 80–100 words (DBE workbook or Reader) <p>Types of questions:</p> <ul style="list-style-type: none"> Multiple choice questions Fill in the missing words Sequence events in a story Recall, literal questions 	Written	Class workbook/ worksheet	10	By Week 8	
<p><u>Teacher's notes</u> During your Group Guided Reading sessions in Week 4 and 6, assess every learner on at least 70–80 words sight words. The scoring is to be done according to the rubric for oral reading activities. In Week 7 one written comprehension activity is done as a whole class activity. The passage should be read to the class and the comprehension activities should be mediated accordingly. For SA-SAMS you should have 2 scores for Reading (oral reading and written comprehension).</p>						

**Strengthened CAPS Programme of Assessment (as in Circular S1 of 2017)
EFAL: Grade 3 Term 4**

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 at least 4–6 sentences on a familiar topic using capital letters and full stops 	Written	Rubric Class workbook/ worksheet	5	By Week 7	
Language use	<ul style="list-style-type: none"> Punctuation (capital letters and full stops) Tenses, plurals, nouns 	Written	Rubric Class workbook/ worksheet	5	By Week 8	
<p><u>Teacher's notes</u> <i>In Week 8, language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities. For SA-SAMS 2 score will be captured for Writing (language usage skills and writing).</i></p>						
TOTAL SCORE						40
<p>Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate Level 1–7 for the report card.</p>						

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 to be assessed	Tool
Listening and Speaking		
Week 4, 5 Day 1, 3; Week 6 Day 1	Oral presentation: Short talk about the picture/ photograph/theme poster in at least 4–5 sentences	Rubric
Phonics		
Week 5 Day 2	Recognises vowel digraphs; recognises some suffixes	Classwork book/ worksheet
Reading		
Week 4, 5 Day 3, 5; Week 6 Day 3	Word recognition: Assess each learner individually on 70–80 sight words	Rubric
Week 7, Day 3	Written Comprehension Types of questions: Multiple choice; fill in the missing word; sequences events in a story; recall/literal questions	Classwork book/ worksheet
Writing		
Week 5 Day 2	Writes at least 4–6 sentences on a familiar topic using capital letters and full stops	Rubric
Week 5 Day 4	Language Use: Punctuation; tenses; plurals; nouns	Class workbook

3. List of Words for Reading Assessment

WORDS FOR READING ASSESSMENT		
Reading words: 70–80 sight words in 1–2 minutes		
Ask the learner to read the words from left to right. —————> Give her/him 2 minutes to do this.		
Youth	celebrated	June
children	school	wanted
party	collect	money
collected	beautiful	banner
cook	rice	delicious
music	found	good
listened	danced	Mangi
love	sister	giving
her	pretend	driver
driving	passenger	see
Dumi	Zandi	live
Grandpa	story	asks
my	glasses	table
they	aren't	here
chair	drawer	knitting
bath	look	head
loves	cricket	ball
hard	broken	fence

WORDS FOR READING ASSESSMENT

Reading words: 70–80 sight words in 1–2 minutes

Ask the learner to read the words from left to right. —————> Give her/him 2 minutes to do this.

road	past	small
spaza	sugarcane	old
bridge	through	branches
Mama	Gloria's	basket
We	Did	day
are	Eyes	most
animals	have	two
stalks	snail	spider
eight	four	small
head	front	You

4. Assessment Worksheet for Reading: Written Comprehension

DBE workbook p. 42

Name: _____

Section A

Choose the correct letter for the answer (2 marks)

1. What did the children wear so that they could see under the water?
 - A. glasses
 - B. goggles
 - C. nothing
2. How many arms do starfish have?
 - A. 5
 - B. 6
 - C. 9

Section B

Fill in the missing words in the paragraph. The paragraph must make sense. (2 marks)

Clownfish are quite They are or red, with big white stripes over their bodies.

Section C

Rewrite the following sentences in the correct order to tell the story. (4 marks)

1. If one arm breaks off, another one just grows in its place.
2. Clown fish are quite small.
3. Last weekend Jabu and his friends went diving.
4. They saw hundreds of different fish swimming in and out of the seaweed.

Section D

Answer the following questions in full sentences. (2 marks)

- What fish are easy to see although they are small?

.....

- What happens if one of the starfish's arms breaks off?

.....

.....

5. Assessment Exemplars for Activities Using Rubrics

WEEK 4 DAY 1	
ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook pp. 42, 43 (rest of the class)
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to talk about the poster <i>The Beach</i></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 learners are reading the story on p. 42 and answering the questions on p. 43 in the DBE workbook, call individual learners from Group 1 to your desk and ask them to tell you what is happening in <i>The Beach</i> poster in 5 sentences. 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 record sheet. Reflect on the lesson. 	

WEEK 4 DAY 3	
ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 44 (rest of the class)
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to talk about the poster <i>The Beach</i></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 learners are pasting in the stickers and writing a sentence about one of the pictures on p. 44 in DBE workbook, call individual learners from Group 2 to your desk and ask them to tell you what is happening in <i>The Beach</i> poster in 5 sentences. 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 record sheet. Reflect on the lesson. 	

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 1				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually on 70–80 sight words in 1–2 minutes 				
RESOURCES	<ul style="list-style-type: none"> DBE workbook pp. 44, 45, pencils Assessment list of 70–80 sight words Watch to time learners for 1–2 minutes 				
ACTIVITY DESCRIPTION					
Focus of the lesson: Assesses learners' ability to read 70–80 sight words in 1–2 minutes					
Whole class					
<ul style="list-style-type: none"> Tell the learners to turn to pp. 44 and 45 in their DBE workbooks and to draw a line from the sentence to the correct picture on p. 44 and fill in the correct pronoun on p. 45. While learners complete their written activities quietly, call individual learners from Group 1 to come and read the list of 70–80 sight words. Tell the learner that you are going to let her/him read for 2 minutes. In that time she/he must correctly read as many of the words as she/he can. Tell the learner to try her/his best, it does not matter if she/he does not read all the words. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words. Record a mark out of 5 for the Oral Reading section: sight words for each learner on the record sheet. Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 4 DAY 5					
ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 2				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually on 70–80 sight words in 1–2 minutes 				
RESOURCES	<ul style="list-style-type: none"> DBE workbook pp. 49, 51, pencils Assessment list of 70–80 sight words Watch to time learners for 1–2 minutes 				
ACTIVITY DESCRIPTION					
Focus of the lesson: Assesses learners' ability to read 70–80 sight words in 1–2 minutes					
Whole class					
<ul style="list-style-type: none"> Tell the learners to turn to pp. 49 and 51 in their DBE workbooks and to find the correct plural and write in and draw a line to the words that have opposite meanings. While learners complete their written activities quietly, call individual learners from Group 2 to come and read the list of 70–80 sight words. Tell the learner that you are going to let her/him read for 2 minutes. In that time she/he must correctly read as many of the words as she/he can. Tell the learner to try her/his best, it does not matter if she/he does not read all the words. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words. Record a mark out of 5 for the Oral Reading section: sight words for each learner on the record sheet. Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 5 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 53 (rest of the class)
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to talk about the poster <i>The Beach</i></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 learners are writing sentences in the past tense and then the future tense on p. 53 in their DBE workbooks, call individual learners from Group 3 to your desk and ask them to tell you what is happening in <i>The Beach</i> poster in 5 sentences. 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 record sheet. Reflect on the lesson. 	

WEEK 5 DAY 2

ACTIVITY 1	PHONICS: ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Recognises vowel digraphs Recognises some suffixes
RESOURCES	<ul style="list-style-type: none"> Assessment books, pencils
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to recognise vowel digraphs and suffixes</p> <ul style="list-style-type: none"> Settle the learners. Learners must have their Assessment books and pencils on their desks. Write the date and numbers 1–10 next to the margin on the board. Learners copy this. Explain to the learners that you are going to say a word and they must write that word next to the number. Say: 1 – huge. Continue in the same way for the following words: 2 – walked 3 – true 4 – star 5 – born 6 – threw 7 – bird 8 – hurt 9 – lifting 10 – quickly. Award 1 mark for each correct answer. Total: 10. Record a mark out of 10 for Phonics: Written for each learner on the record sheet. Reflect on the lesson. 	

ACTIVITY 2		WRITING: ASSESSMENT WHOLE CLASS	
TIME	30 minutes		
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Writes at least 4–6 sentences on a familiar topic using capital letters and full stops 		
RESOURCES	<ul style="list-style-type: none"> Assessment books, pencils 		
ACTIVITY DESCRIPTION			
<p>Focus of lesson: Assesses learners' ability to write more than 6 sentences on their weekend using capital letters and full stops</p> <ul style="list-style-type: none"> Settle the learners. They must have their Assessment books and pencils on their desks. Tell the learners that they must write six or more sentences about their weekend. Remind the learners to use capital letters, full stops, correct spelling and that their sentences must make sense. 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 record sheet. Reflect on the lesson. 			

WEEK 5 DAY 3			
ACTIVITY 1		LISTENING AND SPEAKING: ASSESSMENT GROUP 4	
TIME	30 minutes		
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences 		
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 55 (rest of the class) 		
ACTIVITY DESCRIPTION			
<p>Focus of lesson: Assesses learners' ability to talk about the poster <i>The Beach</i></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 learners are pasting in the stickers and writing a sentence about one of the pictures on p. 55 in their DBE workbooks, call individual learners from Group 4 to your desk and ask them to tell you what is happening in <i>The Beach</i> poster in 5 sentences. 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 record sheet. Reflect on the lesson. 			

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 3				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually on 70–80 sight words in 1–2 minutes 				
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 68, pencils Assessment list of 70–80 sight words Watch to time learners for 1–2 minutes 				
ACTIVITY DESCRIPTION					
Focus of the lesson: Assesses learners' ability to read 70–80 sight words in 1–2 minutes					
Whole class					
<ul style="list-style-type: none"> Tell the learners to turn to p. 68 in their DBE workbooks and to write a sentence about what each child likes and does not like. While learners complete their written activities quietly, call individual learners from Group 3 to come and read the list of 70–80 sight words. Tell the learner that you are going to let her/him read for 2 minutes. In that time she/he must correctly read as many of the words as she/he can. Tell the learner to try her/his best, it does not matter if she/he does not read all the words. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words. Record a mark out of 5 for the Oral Reading section: sight words for each learner on the record sheet. Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 5 DAY 4					
ACTIVITY 1	LANGUAGE USE ASSESSMENT WHOLE CLASS				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Punctuation, tenses, plurals, nouns 				
RESOURCES	<ul style="list-style-type: none"> Assessment books, pencils 				
ACTIVITY DESCRIPTION					
Focus of lesson: Assesses learners' ability to correctly use punctuation, tenses, plurals and nouns					
<u>Before the lesson:</u> Write the following sentences, words and instructions on the board.					
<ul style="list-style-type: none"> I walk to school. (Rewrite this sentence in the past tense.) The girl runs home. (Rewrite the sentence in the future tense.) jane went to the shop (Rewrite this sentence filling in the capital letters and full stops.) The boy likes cat. (Rewrite the sentence and write the plural of cat.) dog (Write a sentence using the word dog in that sentence.) 5 marks (Award 1 mark for each correct sentence.) Prepare the learners for the lesson. They must have their Assessment books and pencils on their desks. Read the first sentence and the instructions to the learners. Tell the learners to do what you have just asked them to do. Follow the same procedure with numbers 2–5. Take in the books and mark them. Record a mark out of 5 for Language Use for each learner on the record sheet. Reflect on the lesson. 					

WEEK 5 DAY 5

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 4				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually on 70–80 sight words in 1–2 minutes 				
RESOURCES	<ul style="list-style-type: none"> DBE workbook pp. 73, 74, pencils Assessment list of 70–80 sight words Watch to time learners for 1–2 minutes 				
ACTIVITY DESCRIPTION					
Focus of the lesson: Assesses learners' ability to read 70–80 sight words in 1–2 minutes					
Whole class					
<ul style="list-style-type: none"> Tell the learners to turn to pp. 73 and 74 in their DBE workbooks and to fill in the sounds to make words and do the word sums on p. 74. While learners complete their written activities quietly, call individual learners from Group 4 to come and read the list of 70–80 sight words. Tell the learner that you are going to let her/him read for 2 minutes. In that time she/he must correctly read as many of the words as she/he can. Tell the learner to try her/his best, it does not matter if she/he does not read all the words. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words. Record a mark out of 5 for the Oral Reading section: sight words for each learner on the record sheet. Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 6 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 5				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Oral presentation: Short talk about the picture/photograph/theme poster in at least 4–5 sentences 				
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 76 (rest of the class) 				
ACTIVITY DESCRIPTION					
Focus of lesson: Assesses learners' ability to talk about the poster <i>The Beach</i>					
Note: In this lesson, you should assess learners in Group 5.					
<ul style="list-style-type: none"> Settle the learners. While the learners are drawing a picture and writing a paragraph on p. 76 in their DBE workbooks, call individual learners from Group 5 to your desk and ask them to tell you what is happening in <i>The Beach</i> poster in 5 sentences. 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 record sheet. Reflect on the lesson. 					

WEEK 6 DAY 3

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 5				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually on 70–80 sight words in 1–2 minutes 				
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 76, pencils Assessment list of 70–80 sight words Watch to time learners for 1–2 minutes 				
ACTIVITY DESCRIPTION					
Focus of the lesson: Assesses learners' ability to read 70–80 sight words in 1–2 minutes					
Whole class					
<ul style="list-style-type: none"> Tell the learners to turn to p. 76 in their DBE workbooks and to complete their drawing and writing their paragraph that they began in the L&S lesson. While learners complete their written activities quietly, call individual learners from Group 5 to come and read the list of 70–80 sight words. Tell the learner that you are going to let her/him read for 2 minutes. In that time she/he must correctly read as many of the words as she/he can. Tell the learner to try her/his best, it does not matter if she/he does not read all the words. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words. Record a mark out of 5 for the Oral Reading: sight words section for each learner on the record sheet. Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 7 DAY 3

ACTIVITY 1	READING: WRITTEN COMPREHENSION ASSESSMENT WHOLE CLASS				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Written Comprehension: Choose a reading passage with 80–100 words; Types of questions: Multiple choice, fill in the missing words, sequence events in the story, recall, literal questions 				
RESOURCES	<ul style="list-style-type: none"> DBE workbook p. 42 Assessment Worksheet for Reading: Written Comprehension 				
ACTIVITY DESCRIPTION					
Focus of the lesson: Assesses learners' ability to read a story and answer multiple choice and recall questions, fill in missing words and sequence events in a story in the form of a written comprehension					
Before the lesson: Make copies of the Assessment Worksheet for Reading: Written Comprehension for each learner in the class.					
<ul style="list-style-type: none"> Settle the learners. They should have their DBE workbooks open to p. 42. Read p. 42 <i>Under the sea</i>: the first paragraph and the paragraphs on clown fish and starfish. Then read Section A's question number 1 and tell the learners that they have to circle the correct answer, i.e. they must circle either A, B, or C. Read Section A's question 2 and the learners must circle their answers. Read Section B, C and D and the learners must answer these questions. Explain to the learners what they have to do in each section, i.e. Section B: fill in the missing words in the short paragraph; Section C: put the sentences in the correct order; Section D: answer the questions in full sentences. Take in the worksheets and mark the worksheet. Record a mark out of 10 for Written Comprehension for each learner on the record sheet. Reflect on the lesson. 					

6. Suggested Rubrics

EFAL: GRADE 3 TERM 4: SUGGESTED RUBRICS					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Oral presentation: Short talk about the picture/ photograph/ theme poster in 4–5 sentences	With support and practice is able to name 2–3 objects in picture/ photograph/ theme poster	Does a prepared talk about a familiar picture/ photograph/ theme poster stating 3 details in incomplete sentences	Does a prepared talk about a familiar picture/ photograph/ theme poster in 3 complete sentences stating 3 details	Does a well prepared talk about a familiar picture/ photograph/ theme poster in 4 complete sentences stating 4 details	Does a well prepared talk about a familiar picture/ photograph/ theme in 5 complete sentences stating 5 or more details
READING					
Activity	1	2	3	4	5
Word recognition: Sight words: 70–80 words	Reads between 20–25 familiar sight words with teacher	Recognises and reads 50–59 familiar sight words correctly	Recognises and reads 60–69 familiar sight words correctly	Recognises and reads 70–79 sight words confidently and correctly	Recognises and reads more than 80 sight words confidently and correctly
WRITING					
Activity	1	2	3	4	5
Writes 4–6 sentences on a familiar topic using capital letters and full stops	Able to copy 1–2 missing words with support	Able to write 1 sentence on a familiar topic using a frame	Able to write 2–3 sentences on a familiar topic using capital letters and full stops correctly	Able to write 5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation	Able to write more than 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation

7. Assessment Record Sheet

EFAL: GRADE 3 TERM 4: SCORES USING RUBRICS Record your scores for each learner here, then copy them into SA-SAMS								
	Listening & Speaking	Phonics: Written		Reading		Writing	Language use	Comment
		Oral	Written	Oral	Written			
√/x	Oral presentation: Short talk about the picture/photograph/theme poster in 4-5 sentences	Recognises vowel digraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Sight words Assess each learner individually on 70-80 sight words	Written comprehension Multiple choice questions Fill in the missing words Sequence events in a story Recall, literal questions	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops), Tenses, Plurals, Nouns		
	Date	5	10	10	10	5		
	Score	5	10	10	10	5		
	Names of learners							
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

8. Tracking and Reflecting Tools

8.1 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.

8.2 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

The Shed
The Pines
9 Gordon Hill Road
Parktown
2193

Tel: +27 10 880 2431

Email: admin@pilo.co.za

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