

# 3

## GRADE MATHEMATICS

TEACHER TOOLKIT

CAPS Planner,  
Tracker and  
Assessment  
Resources

TERM 3



**Jika iMfundo**  
what I do matters

ENDORSED BY





**GRADE 3**

# **Mathematics**

Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources

**TERM 3**

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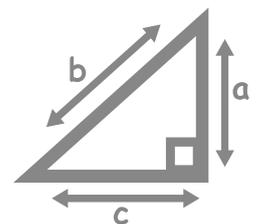
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# ABOUT THE PLANNER AND TRACKER

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

- It provides a plan of what should be taught each day of the term based on the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the formal assessment programme.
- It enables you to track your progress through the curriculum during the term. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your 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 500–600	1	Worksheet 65 (pp. 2, 3)	Scrap paper/whiteboards, 501–600 number grid (see <i>Printable Resources</i> ), counters		
2	Numbers 500–600 – place value	2	Worksheet 66 (pp. 4, 5)	Scrap paper/whiteboards, base ten blocks and flard cards (see Term 1 <i>Printable Resources</i> ), number cards (560–570, 519, 583, 594: make your own) Written assessment item 1		
3	Numbers 600–700 – place value	3	Worksheet 69 (pp. 10, 11)	Scrap paper/whiteboards, base ten blocks, flard cards Written assessment items 2 and 3		
4	Ordinal numbers	4	Worksheet 70 (pp. 12, 13)	Scrap paper/whiteboards, 601–700 number grid, (see <i>Printable Resources</i> ), counters, 3 sets of flashcards (first–thirty first; 1st–31st; and a–z: make your own) Written assessment item 4		
5	Complete and consolidate the week's assessment and work.	n/a				
<p align="center"><b>Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL</b></p> <p>CAPS: Numbers, operations and relationships: Ordinal numbers</p> <p><b>Activity: Assess the learners' ability to use ordinal numbers to show order, place and position, including abbreviated form up to 31st</b></p>						<p><b>Mark:</b> /7</p>
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to identify the first and the last item in a collection of ordered items					
<b>1</b>	Able to name objects in order from first to fifth place					
<b>1</b>	Able to name objects in order from sixth to tenth place					
<b>1</b>	Able to name objects in order from tenth to twentieth place					
<b>1</b>	Able to name objects in order from twenty-first to thirty-first place					
<b>1</b>	Able to write ordinal numbers in numeric format from 1st to 10th					
<b>1</b>	Able to write ordinal numbers in numeric format from 11th to 31st					
<b>1 (0%–29%)</b> 1 of 7 criteria	<b>2 (30%–39%)</b> 2 of 7 criteria	<b>3 (40%–49%)</b> 3 of 7 criteria	<b>4 (50%–59%)</b> 4 of 7 criteria	<b>5 (60%–69%)</b> 5 of 7 criteria	<b>6 (70%–79%)</b> 6 of 7 criteria	<b>7 (80%–100%)</b> 7 of 7 criteria
Week 1						
Reflection						
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>		
				<p><b>DH:</b></p>		<p><b>Date:</b></p>

## Week 2

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
6	Numbers up to 700 – place value	5	Worksheet 67 (pp. 6, 7) Worksheet 71 (pp. 14, 15)	Scrap paper/whiteboards, base ten blocks, flard cards	
7	Number – rounding off to the nearest 10	6	Worksheet 77 (pp. 26, 27)	0–200 number grid, (see Term 1 <i>Printable Resources</i> ), counters Written assessment item 5	
8	Addition and subtraction 0–800 – building and breaking down	7	Worksheet 73 (pp. 18, 19)	Base ten blocks, flard cards Written assessment items 6 and 7	
9	Addition and subtraction – doubles and near doubles	8	Worksheet 74 (pp. 20, 21)	Scrap paper/white boards Written assessment item 8	
10	Complete and consolidate the week's assessment and work	n/a			
<b>Week 2 Assessment Activity: ORAL – INFORMAL</b>					
CAPS: Numbers, operations and relationships: Rounding off					
<b>Activity: Assess the learners' ability to round off numbers to the nearest 10</b>					<b>Mark:</b> <b>/7</b>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Does not know what <b>rounding off</b> means				
<b>2 (30%–39%)</b>	Knows that <b>rounding off</b> means changing the number to simplify things but does not know how to do it				
<b>3 (40%–49%)</b>	Able to round off but only when continually reminded of the rules for rounding – cannot round off unassisted				
<b>4 (50%–59%)</b>	Able to round off with just a few reminders of the rules for rounding – needs assistance only in a few cases				
<b>5 (60%–69%)</b>	Able to round off to the nearest 10 without assistance but makes 3 or 4 careless errors				
<b>6 (70%–79%)</b>	Able to round off to the nearest 10 correctly with 1 or 2 careless errors				
<b>7 (80%–100%)</b>	Able to round off to the nearest 10 correctly without any careless errors				
<b>Reflection</b>					
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>			<p>What will you change next time? Why?</p>		
			<p><b>DH:</b> _____ <b>Date:</b> _____</p>		

### Week 3

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Number line – addition of multiples of 10	9	Worksheet 76 (p. 25)	Scrap paper/whiteboards	
12	Number line – addition with breaking down the addend	10		Scrap paper/whiteboards, number lines	
13	Position and direction	11		Blindfolds (optional activity)	
14	Position and direction – maps	12		Map of your school (top view), counters	
15	Complete and consolidate the week's assessment and work	n/a			
<b>Week 3 Assessment Activity: ORAL and PRACTICAL – FORMAL</b>					
CAPS: Space and shape – position and direction					
<b>Activity: Assess the learners' ability to find objects on maps and to give and follow directions using an informal map</b>					<b>Mark: /7</b>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Unable to find objects on a map. Cannot give/follow directions related to an informal map				
<b>2 (30%–39%)</b>	Can find objects on a map but unable to give and follow directions using an informal map				
<b>3 (40%–49%)</b>	Can find objects on a map but only able to give and follow directions using an informal map with constant assistance				
<b>4 (50%–59%)</b>	Can find objects on a map and can follow directions using an informal map but cannot give directions unless continually assisted				
<b>5 (60%–69%)</b>	Can find objects on a map but only able to give and follow directions using an informal map with a little assistance				
<b>6 (70%–79%)</b>	Can find objects on a map but only able to give and follow directions using an informal map with no assistance but makes a few mistakes				
<b>7 (80%–100%)</b>	Competently finds objects on a map and gives and follows directions using an informal map				
<b>Reflection</b>					
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>			<p>What will you change next time? Why?</p>		
			<p><b>DH:</b> _____ <b>Date:</b> _____</p>		

## Week 4

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
16	Map work	13	Worksheet 68 (pp. 8, 9)	Map (see Classwork activity)	
17	2s – multiplication and division	14	Worksheet 81 (pp. 34, 35)	Multiplication table grid, counters (optional/ remediation)	
18	3s – multiplication and division	15	Worksheet 84 (pp. 40, 41)	Multiplication table grid, counters (optional/ remediation) Written assessment item 9	
19	5s – multiplication and division	16	Worksheet 78 (pp. 28, 29)	Multiplication table grid, counters (optional/ remediation) Written assessment item 10	
20	Complete and consolidate the week's assessment and work	n/a			

### Week 4 Assessment Activity: ORAL – FORMAL

CAPS: Numbers, operations and relationships

**Activity: Assess the learners' ability to solve multiplication and division problems involving 2s, 3s and 5s**

**Mark:**  
*/7*

Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Knows basic multiples of 2, 3 and 5 (from 1 x to 10 x)					
1	Able to use basic multiples to calculate multiplication or division with bigger numbers					
1	Able to solve multiplication problems involving rectangular arrays					
1	Able to solve multiplication problems involving multiplicative comparisons					
1	Able to solve multiplication problems involving equivalent groups					
1	Able to solve division problems involving grouping					
1	Able to solve division problems involving sharing					
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>	<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>	<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>	<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>

### Reflection

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**DH:**

**Date:**

## Week 5

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
21	4s – multiplication and division	17	Worksheet 87 (pp. 46, 47)	Multiplication table grid, counters (optional/remediation), scrap paper Written assessment item 11	
22	Number lines – groups of 10	18	Worksheet 76 (p. 24)	10–1000 number grids (see <i>Printable Resources</i> ), scrap paper/white boards	
23	Geometric patterns	19		Plastic spoons, cups, etc. (bring objects from home), learners' stationery or books (objects to use to make patterns) Written assessment item 15	
24	Number patterns	20	Worksheet 86 (pp. 44, 45) Worksheet 88 (pp. 48, 49)	Scrap paper/whiteboards, multiplication table grid	
25	Complete and consolidate the week's assessment and work	n/a			

### Week 5 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Patterns and algebra: Geometric patterns

**Activity: Assess the learners' ability to describe and extend geometric patterns**

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

Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to describe a pattern in terms of colours					
1	Able to describe a pattern in terms of positions of shapes					
1	Able to describe a pattern in terms of sizes of shapes					
1	Able to extend patterns with one shape/object where the <b>colours</b> of the shape/object changes in a regular way					
1	Able to extend patterns with one shape/object where the <b>position</b> of the shape/object changes in a regular way					
1	Able to extend patterns with a single kind of shape that <b>decreases in size</b>					
1	Able to extend patterns with a single kind of shape that <b>increases in size</b>					
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>	<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>	<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>	<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>

### Reflection

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**DH:**

**Date:**

## Week 6

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
26	Number patterns using money	21	Worksheet 95a (pp. 62, 63)	Scrap paper/whiteboards, paper money (coins and notes – see Term 1 <i>Printable Resources</i> )  Written assessment item 16	
27	Data	22	Worksheet 96 (pp. 66, 67)	Empty boxes, old books, newspapers, magazines (collect these), scrap paper/whiteboards	
28	Data	23		Scrap paper/white boards	
29	Data	24		Scrap paper/white boards  Written assessment item 25	
30	Complete and consolidate the week's assessment and work	n/a			

### Week 6 Assessment Activity: PRACTICAL – FORMAL

CAPS: Data handling

**Activity: Assess the learners' ability to collect, organise, represent and interpret data**

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

Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to sort data into given categories					
1	Able to tally data items in a frequency table					
1	Able to find data totals and record in the frequency table					
1	Able to answer questions posed by the teacher about the collected data, (e.g. tallies and frequencies)					
1	Able to use a scale to draw a bar graph					
1	Able to label the bars on a bar graph					
1	Able to answer questions about the data on a bar graph					
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 7

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
31	Time – analogue clock	25		Actual or paper-plate clocks or pictures of clocks (see Term 1 <i>Printable Resources</i> )	
32	Time – digital clock	26	Worksheet 106a (p. 88)	Scrap paper/whiteboards, analogue and digital clock Written assessment items 21 and 22	
33	Time – passing of time	27	Worksheet 80 (pp. 32, 33)	12-month calendar (see Term 2 <i>Printable Resources</i> )	
34	2-D shapes – straight or round sides	28		3-D shapes, Prestik/Bostik to stick shapes on the board, scrap paper Written assessment items 17 and 18	
35	Complete and consolidate the week's assessment and work	n/a			

### Week 7 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Measurement: Time

**Activity: Assess the learners' ability to tell the time in hours, half hours and quarter hours on analogue and digital clocks**

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

Mark (percentage)	Criteria
<b>1 (0%–29%)</b>	Able to tell the time in hours
<b>2 (30%–39%)</b>	Able to tell the time in half hours
<b>3 (40%–49%)</b>	Able to tell the time in quarter hours – quarter <b>to</b> times
<b>4 (50%–59%)</b>	Able to tell the time in quarter hours – quarter <b>past</b> times.
<b>5 (60%–69%)</b>	Able to write times in analogue format in hours, half hours and quarter hours
<b>6 (70%–79%)</b>	Able to write times in digital format in hours, half hours and quarter hours
<b>7 (80%–100%)</b>	Able to identify an analogue and a digital clock

### Reflection

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**DH:**

**Date:**

## Week 8

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
36	2-D shapes – straight or round sides	29	Worksheet 72 (p. 17)	2-D shapes, Prestik/Bostik to stick shapes on the board, old newspapers/magazines	
37	Fractions – name the fraction parts	30	Worksheet 91 (pp. 54, 55)	Fraction strips (see <i>Printable Resources</i> ) and fraction circles (see DBE workbook)	
38	Fractions – share and group things equally	31	Worksheet 92 (pp. 56, 57)	Counters, scrap paper/whiteboards	
39	Fractions – share and group things equally	32	Worksheet 93 (pp. 58, 59)	Counters, scrap paper/whiteboards Written assessment item 14	
40	Complete and consolidate the week's assessment and work	n/a			

### Week 8 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Numbers, operations and relationships: Fractions

**Activity: Assess the learners' ability to work with fractions – answer questions about parts of the whole and grouping and sharing**

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

Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to write fraction names and numerals					
1	Able to identify and find halves of given unit wholes					
1	Able to identify and find thirds and quarters of given unit wholes					
1	Able to find fifths, sixths, and eighths of given unit wholes					
1	Able to identify and find halves of given wholes by sharing/grouping					
1	Able to identify and find thirds and quarters of given wholes by sharing/grouping					
1	Able to find fifths, sixths, and eighths of given wholes by sharing/grouping					
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>	<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>	<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>	<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>

### Reflection

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**DH:**

**Date:**

## Week 9

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
41	Money	33	Worksheet 95b (pp. 64, 65)	Paper money cut-outs (see Term 2 <i>Printable Resources</i> )		
42	Money problems	34	Worksheet 107 (pp. 90, 91)	Money cut-outs (see Term 2 <i>Printable Resources</i> ) Written assessment items 12 and 13		
43	Length	35		Ruler, worksheets, cardboard strips cut out in exact measurements of 1 cm to 10 cm (make your own)		
44	Length	36		Rulers, labelled pieces of string cut to various lengths, scrap paper/white boards Written assessment item 23		
45	Complete and consolidate the week's assessment and work	n/a				
<b>Week 9 Assessment Activity: ORAL and PRACTICAL – FORMAL</b>						
CAPS: Measurement – Length <b>Activity: Assess the learners' ability to estimate, measure and compare lengths using formal units (centimetres and metres) and to use language to talk about the comparison of length</b>					<b>Mark:</b> <b>/7</b>	
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to use the language of length. e.g. long, longer, short, shorter, tall, taller, wide, wider					
<b>1</b>	Able to estimate length using informal units					
<b>1</b>	Able to estimate length using formal units (centimetres and metres)					
<b>1</b>	Able to compare lengths using informal measurements					
<b>1</b>	Able to measure and record measurements of length using centimetres and metres					
<b>1</b>	Able to compare lengths using measurements in centimetres and metres					
<b>1</b>	Able to order objects according to length using standard units of measurement (centimetres and metres)					
<b>1 (0%–29%) 1 of 7 criteria</b>	<b>2 (30%–39%) 2 of 7 criteria</b>	<b>3 (40%–49%) 3 of 7 criteria</b>	<b>4 (50%–59%) 4 of 7 criteria</b>	<b>5 (60%–69%) 5 of 7 criteria</b>	<b>6 (70%–79%) 6 of 7 criteria</b>	<b>7 (80%–100%) 7 of 7 criteria</b>
<b>Reflection</b>						
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?			
			<b>DH:</b>			
			<b>Date:</b>			

Week 10						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
46	Length – perimeter	37	Worksheet 94 (pp. 60, 61)	Cut-outs of rectangles, squares and circles (one set per group), string, circle/plate  Written assessment item 24		
47	3-D objects	38	Worksheet 90 (pp. 52, 53)	Boxes/box-shape objects, balls/ball-shape objects, toothpicks, straws, old newspapers/magazines (your collection)		
48	3-D objects	39	Worksheet 72 (p. 16)	Assortment of 3-D objects collected from home (e.g. boxes, cones, cylinders, etc.), 2-D geometrical shapes for building 3-D objects (see DBE workbook), scrap paper		
49	3-D objects	40	Worksheet 124 (pp. 124,125)  (Revision of fractions if there is time)	Assortment of 3-D objects collected from home (e.g. boxes, cones, cylinders, etc.), Roll or slide worksheet (see <i>Printable Resources</i> )  Written assessment items 19 and 20		
50	Complete and consolidate the week's assessment and work	n/a				
<b>Week 10 Assessment Activity: ORAL and PRACTICAL – INFORMAL</b> CAPS: Space and shape <b>Activity: Assess the learners' ability to recognise, identify and sort 3-D objects</b>						<b>Mark:</b> <b>/7</b>
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to recognise ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones					
<b>1</b>	Able to name ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones					
<b>1</b>	Able to identify curved faces of 3-D objects					
<b>1</b>	Able to identify flat faces of 3-D objects					
<b>1</b>	Able to identify which 3-D objects can roll or slide					
<b>1</b>	Able to compare ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones in terms of faces					
<b>1</b>	Able to sort ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones according to properties of the objects					
<b>1 (0%–29%) 1 of 7 criteria</b>	<b>2 (30%–39%) 2 of 7 criteria</b>	<b>3 (40%–49%) 3 of 7 criteria</b>	<b>4 (50%–59%) 4 of 7 criteria</b>	<b>5 (60%–69%) 5 of 7 criteria</b>	<b>6 (70%–79%) 6 of 7 criteria</b>	<b>7 (80%–100%) 7 of 7 criteria</b>
Reflection						
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?			
			<b>DH:</b>		<b>Date:</b>	

# ASSESSMENT RESOURCES

## 1. ASSESSMENT TERM PLAN

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

**Note:**

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

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

Week	Informal Assessment Activities	Formal Assessment Activities
1	<b>Oral and Practical: Activity 1</b> Numbers, operations and relationships: Ordinal numbers	<b>Written: Item bank questions 1, 2, 3 and 4</b> Numbers, operations and relationships
2	<b>Oral and Practical: Activity 2</b> Numbers, operations and relationships: Rounding off to the nearest 10	<b>Written: Item bank questions 5, 6, 7 and 8</b> Numbers, operations and relationships
3		<b>Oral and Practical: Activity 3</b> Space and shape: Position and direction
4		<b>Oral and Practical: Activity 4</b> Numbers, operations and relationships: Multiplication and division  <b>Written: Item bank questions 9 and 10</b> Numbers, operations and relationships
5		<b>Oral and Practical: Activity 5</b> Patterns and algebra: Geometric patterns  <b>Written: Item bank questions 11 and 15</b> Numbers, operations and relationships; and Patterns
6		<b>Practical: Activity 6</b> Data handling  <b>Written: Item bank questions 16 and 25</b> Patterns; and Data handling
7		<b>Oral and Practical: Activity 7</b> Measurement: Time  <b>Written: Item bank questions 17, 18, 21 and 22</b> Space and shape; and Measurement
8		<b>Oral and Practical: Activity 8</b> Numbers, operations and relationships: Fractions  <b>Written: Item bank question 14</b> Numbers, operations and relationships
9	<b>Oral and Practical: Activity 9</b> Measurement: Length	<b>Written: Item bank questions 12, 13 and 23</b> Numbers, operations and relationships; and Measurement
10	<b>Oral and Practical: Activity 10</b> Space and shape: 3-D objects	<b>Written: Item bank questions 19, 20 and 24</b> Space and shape; and Measurement



### 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 55 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 and 16 – Marks  $3 + 3 = 6$

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

Questions 17, 18, 19 and 20 – Marks  $3 + 2 + 2 + 1 = 8$

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

Questions 21, 22, 23 and 24 – Marks  $2 + 2 + 2 + 3 = 9$

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

Question 25 – Marks 6

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

- a) Write 499 in words.

Bhala ama-499 ngamagama.

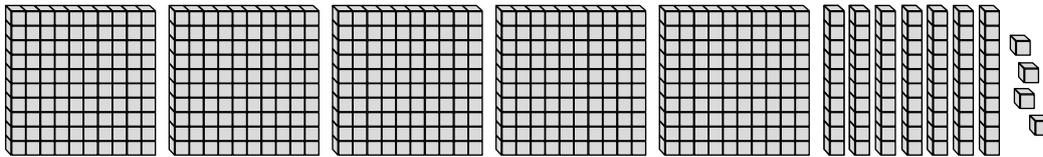
(1)

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- b) Write a number sentence and answer for the following:

Bhala umusho wezinombolo kanye nempendulo yalokhu:

(2)




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#### Question 2

##### Umbuzo 2

(4)

Write a number sentence and answer for the following:

Bhala umusho wezinombolo kanye nempendulo yalokhu:

- a) 6 tens + 3 units + 2 hundreds = \_\_\_\_\_  
 amashumi a-6 + imivo e-3 + amakhulu a-2 = \_\_\_\_\_
- b) 4 hundreds + 5 units + 0 ten = \_\_\_\_\_  
 amakhulu a-4 + imivo e-5 + amashumi a-0 = \_\_\_\_\_

#### Question 3

##### Umbuzo 3

- a) Colour any 4 numbers that are greater than 576.

Faka umbala kunoma yiziphi izinombolo ezi-4 ezinkulu kunama-576.

(4)

576	584	577	675	567	745	547	677
-----	-----	-----	-----	-----	-----	-----	-----

- b) Put these numbers in order from the biggest to the smallest.

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

(2)

599	509	519	590	501	591	559

**Question 4**  
**Umbuzo 4**

(3)

Use the number grid to help you with the following questions:

Sebenzisa ibhodi lezinombolo ukuphendula le mibuzo elandelayo:

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

- a) Write down a number that is bigger than 665,  
but smaller than 668. \_\_\_\_\_

Bhala inombolo enkulu kunama-665, kodwa encane  
kunama-668. \_\_\_\_\_

- b) Write down the number name for the twenty ninth number.

\_\_\_\_\_

Bhala igama lenombolo yamashumi amabili nesishiyagalolunye.

\_\_\_\_\_

- c) The number \_\_\_\_\_ comes after the 30th number.

Le nombolo \_\_\_\_\_ iza emva kwenombolo yama-30.

**Question 5**  
**Umbuzo 5**

(3)

Round off to the nearest ten.

Sondezela eshumini eliseduze.

- a) 26 \_\_\_\_\_  
b) 305 \_\_\_\_\_  
c) 299 \_\_\_\_\_

**Question 6**  
**Umbuzo 6**

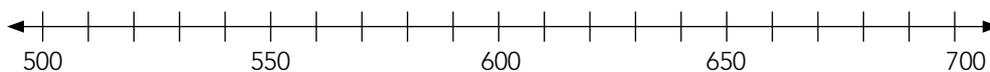
(2)

I had 530 marbles. I won 150 marbles.

Use a number line to work out how many marbles I have now.

Benginezimabule ezingama-530. Ngiwine eziyi-150.

Sebenzisa umugqa wezinombolo ukuthola ukuthi nginezimabule ezingaki manje.



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

(9)

Calculate the following:  
Bala lokhu okulandelayo:

a) $213 + 34 =$	b) $539 - 24 =$
c) $532 + 72 =$	

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

(6)

Use doubling to calculate:  
Sebenzisa ukuphinda kabili ubale lokhu:

a) $14 + 14 =$	b) $30 + 31 =$
c) $20 + 19 =$	

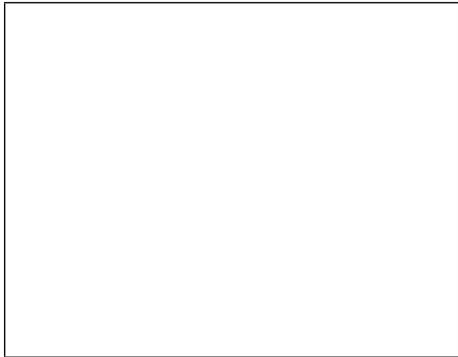
**Question 9**

**Umbuzo 9**

(2)

A vegetable garden has 3 rows of plants. Each row has 9 plants. How many plants are there in the garden?  
Draw a picture and write a number sentence.

Engadini kunemigqa emi-3 yemifino. Umugqa ngamunye unezitshalo ezi-9. Zingaki izitshalo ezisengadini sezizonke? Dweba isithombe bese ubhala umusho wezinombolo.



\_\_\_\_\_

There are \_\_\_\_ plants in the garden.

Kunemifino e-\_\_\_\_ engadini.

**Question 10**

**Umbuzo 10**

(2)

Tony has 60 sweets. He eats five sweets every day. For how many days can he eat sweets?

UTony unamaswidi angama-60. Udla amahlanu zonke izinsuku. Uzothatha izinsuku ezingaki edla la maswidi?



Tony can eat sweets for \_\_\_\_ days.

UTony uzothatha isinsuku ezi- \_\_\_\_ edla amaswidi.

**Question 11**

**Umbuzo 11**

(3)

Share 36 chocolate bars amongst 4 friends so that they all get the same amount of chocolate bars and there is nothing left over.

Hlukanisela abangane aba-4 ushokoledi ongama-36 ngokulinganayo kungasali lutho.

a) What fraction will each friend get?

Qhezu lini elizodliwa ngumngane ngamunye?

\_\_\_\_\_

b) How many chocolate bars will each friend get?

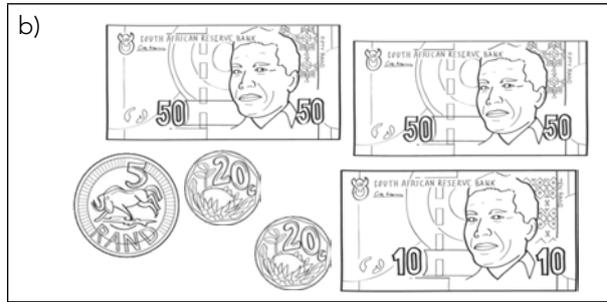
Mungaki ushokoledi ozotholwa ngumngane ngamunye?

\_\_\_\_\_

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

(2)

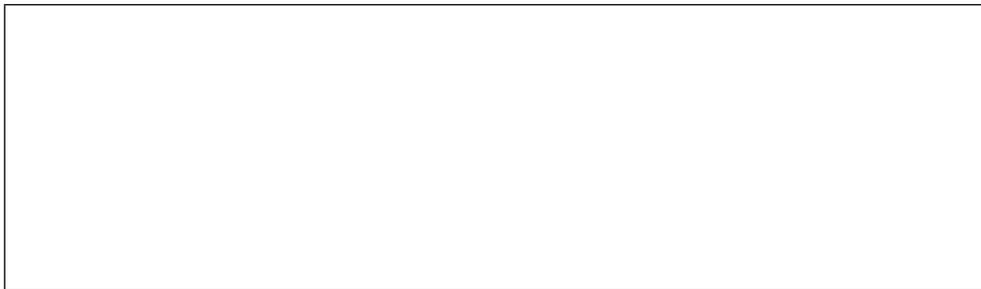
How much money do I have?  
Nginamalini?



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

(3)

Travis has a 50c coin and four 20c coins. Toffees cost R1,20. How much change will he get if he pays with all his money? You can draw a picture to help you.  
UTravis unama-50c ayunhlamvu kanye nezinhlamvu zama-20c ezine. Kunothofi obiza i-R1,20. Uzothola ushintshi wamalini uma ekhokha ngayo yonke imali yakhe? Ungawudweba umdwebo uma uzokusiza.



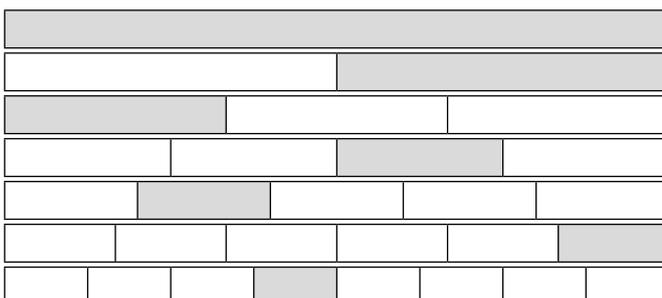
Travis will get \_\_\_\_\_ change.

UTravis uthola ushintshi o-\_\_\_\_\_.

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

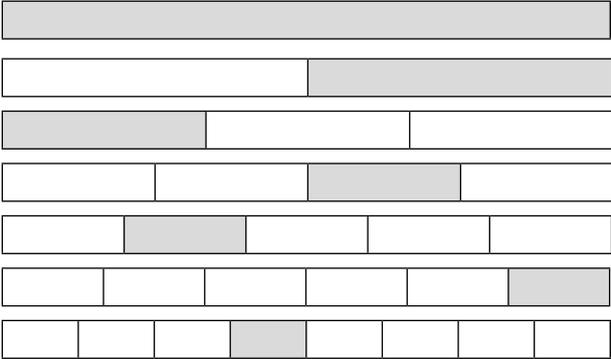
(7)

Label the parts that are shaded in each line.  
Bhala amagama okulebula izingenye ezifakwe umbala emgqeni ngamunye.  
These words might help you: third, fifth, whole, quarter, sixth, half, eighth.  
Angahle akusize la magama: Okukodwa kokuthathu, okukodwa kokuhlanu, okuphelele, ikota, okukodwa kokuyisithupha, uhhafu, okukodwa kokuyisishiyagalombili.



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

1a. (1 mark per correct answer) / (Nikeza imaki eli-1 empendulweni efanele) four hundred and ninety-nine Amakhulu amane namashumi ayisishiyagalolunye nesishiyagalolunye	(3)
1b. (1 mark for expanded notation and 1 mark for final correct answer) (Imaki eli-1 lendlela ende neli-1 lempendulo yokugcina) $500 + 70 + 4 = 574$	
2. (1 mark for expanded notation and 1 mark for final correct answer) (Imaki eli-1 lendlela ende neli-1 lempendulo yokugcina) a) $200 + 60 + 3 = 263$ b) $400 + 0 + 5 = 405$	(4)
3a. (1 mark per correct answer; any FOUR of these need to be shaded) (Nikeza imaki eli-1 empendulweni efanele; noma yikuphi OKUNE kumele kuhlikihlwe) 584, 577, 675, 745, 647	(6)
3b. (1 mark partially sorted, 2 marks fully sorted) (Imaki eli-1 uma kungalandelani kahle, ama-2 uma kulandelane kahle) 599, 591, 590, 559, 519, 509, 501	
4. (1 mark per correct line) / (Nikeza imaki eli-1 emgqeni ofanele) a) 666 or / noma 667 b) Six hundred and twenty-nine Amakhulu ayisithupha namashumi namashumi amabili esishiyagalolunye c) 631	(3)
5. (1 mark per correct answer) / (Imaki eli-1 ngempendulo efanele) a) 30    b) 310 c) 300	(3)
6. Learners must label number line and show hops on number line (1) Abafundi kumele balebule umugqa wezinombolo bakhombise ubukhazikhazi emgqeni wezinombolo (1) correct answer (1) yimpendulo efanele (1) $530 + 150 = 680$	(2)
7. (3 marks per correct answer with working – accept alternative methods) (Amamaki ama-3 ngempendulo efanele eveza ukuthi. Kusetshenzwe kanjani – zingemukelwa ezinye izindlela) a) 247    b) 515 c) 604	(9)
8. (1 mark for using doubling, 1 mark for correct answer) (Imaki eli-1 uma kusetshenziswe ukuphinda kabili, neli-1 lempendulo efanele) a) $14 + 14 = 28$ b) $30 + 31 = 30 + 30 + 1 = 61$ c) $20 + 19 = 19 + 19 + 1 = 39$	(6)

<p>9. (1 mark for the picture and 1 mark for the correct answer)  (Amamaki ama-1 ngesithombe kanye neli-1 lempendulo efanele)  There are 27 plants in the garden.  Kunemifino engama-27 engadini</p>	(2)
<p>10. (1 mark for method, 1 mark for the correct answer)  (lmaki eli-1 lendlela, ama-1 empendulo efanele)  Tony can eat sweets for 12 days.  UTony udla amaswidi izinsuku eziyi-12.</p>	(2)
<p>11. a) one quarter (2)  okukodwa kokune (2)  b) they each get 9 chocolate bars (1)  bazothola oshokoledi abayi-9 emunye (1)</p>	(3)
<p>12. (1 mark for each correct answer) / (lmaki eli-1 ngempendulo efanele)  a) R2,40  b) R115,40</p>	(2)
<p>13. (helpful drawing 1 mark, answer 2 mark, 2 marks if answer correct even if no drawing)  (umdwebo owusizo yimaki eli-1, impendulo yimaki eli-2, amamaki ama-2 uma impendulo yamukeleka ngaphandle komdwebo)  10c</p>	(3)
<p>14. (1 mark per correct answer) (the shaded parts must be labelled)  (lmaki eli-1 ngempendulo efanele) (izingxenye ezinombala kumele zibhalwe amagama okulebula)</p>  <p>1 whole / oku-1 okuphelele  1 half / uhhafu o-1  1 third / oku-1 kokuthathu  1 quarter / oku-1 kokune  1 fifth / oku-1 kokuhlanu  1 sixth / oku-1 kokuyisithupha  1 eighth / oku-1 kokuyisishiyagalombili</p>	(7)

## Written assessment items for Patterns

### Question 15

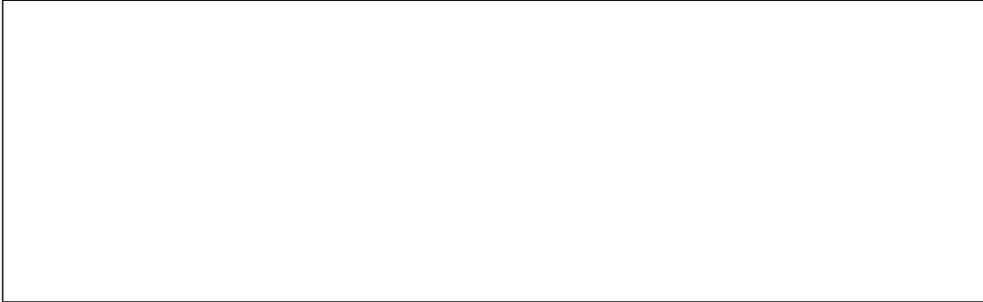
#### Umbuzo 15

(3)

Use three squares to draw a pattern. The size of the squares need to change in a regular way.

Draw the pattern 2 times.

Sebenzisa izikwele ezintathu ukudweba iphethini. Ubungako bezikwele budinga ukushintsha ngendlela ehlelekile. Dweba iphethini izikhathi ezi-2.



### Question 16

#### Umbuzo 16

(3)

Write the next three numbers:

Bhala izinombolo ezintathu ezilandela lapha:

a) 800, 750, 700, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) 625, 600, 575, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c) 475, 500, 525, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

15. (1 mark per correct answer) / (Nikeza imaki eli-1 empendulweni efanele) Any picture where squares were used (1) size changing in a regular way (2) Isithombe lapho kusebenze khona izikwele (1) ukuguqula (2)	(3)
16. (1 mark for the correct answer) (Nikeza imaki eli-1 empendulweni efanele) a) 650, 600, 550 b) 550, 525, 500 c) 550, 575, 600	(3)

## Written assessment items for Space and shape

### Question 17

#### Umbuzo 17

(3)

Draw 3 triangles. Each one must look different.

Dweba onxantathu aba-3. Unxantathu ngamunye kumele ehluke.

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### Question 18

#### Umbuzo 18

(2)

Draw one object with a flat surface and one with a curved surface.

Dweba into ibe yinye enohlangothi oluyisicaba nenye enohlangothi olugobile.

Flat surface / Uhlangothi oluyisicaba	Curved surface / Uhlangothi olugobile

### Question 19

#### Umbuzo 19

(2)

Look at this cone:

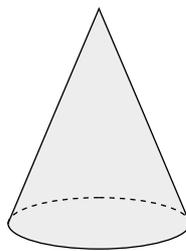
Buka le khowuni:

a) Does it roll?

lyagingqika? \_\_\_\_\_

b) Does it slide?

Ngabe iyashelela? \_\_\_\_\_



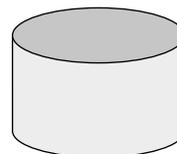
### Question 20

#### Umbuzo 20

(1)

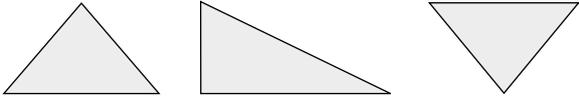
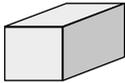
What do you call this shape? Circle the correct answer below.

Sibizwa ngani lesi simo? Kokelezela impendulo efanele ngezansi.



cylinder yisilinda	cone yikhowuni	sphere yindilinga	pyramid yiphiramidi
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## Written assessment items for Space and shape: solutions and mark allocations

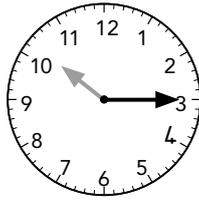
<p>17. (1 mark per correct drawing – triangles must be different) (Imaki eli-1 ngomdwebo ofanele – onxantathu kumele bangafani)</p> 	(3)
<p>18. (1 mark per correct answer; answers may vary) (Nikeza imaki eli-1 empendulweni efanele; izimpendulo zingangafani: Flat surface (a box shape) Uhlangothi oluyisicaba (ibhokisi)</p>  <p>Round surface/curved surface (a ball shape) Uhlangothi luyindilinga/olugobile (ibhola)</p> 	(2)
<p>19. (1 mark per correct answer) / (Nikeza imaki eli-1 empendulweni efanele) a) yes / yebo (1) b) yes / yebo (1)</p>	(2)
<p>20. (1 mark for the correct answer) / (1 imaki lempendulo elungile) Cylinder Isilinda</p>	(1)

## Written assessment items for Measurement

### Question 21

#### Umbuzo 21

What is the time on the analogue clock?  
Sikhathi sini kuleli washi lezinti?



(2)

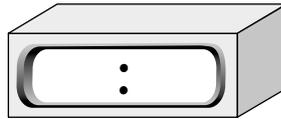
### Question 22

#### Umbuzo 22

Write the time on the digital clock:  
Bhala isikhathi okuyiso ewashini elicwayizayo:

Quarter to 12.

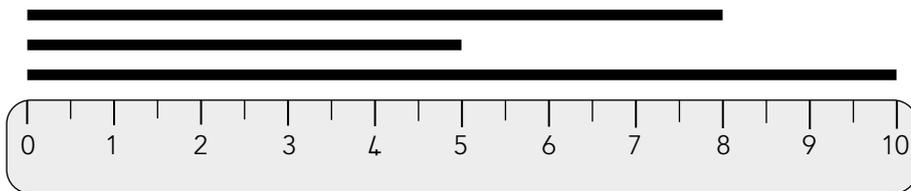
Imizuzu ilishumi nanhlanu ngaphambi kwele-12.



(2)

### Question 23

#### Umbuzo 23



(2)

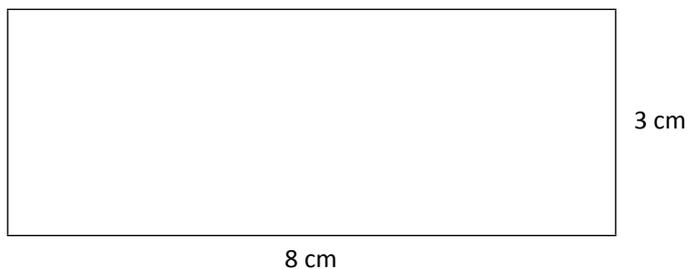
a) How long is the shortest line? \_\_\_\_\_ cm  
Mude kangakanani umugqa omfushane kunayo yonke? \_\_\_\_\_ cm

b) How long is the longest line? \_\_\_\_\_ cm  
Mude kangakanani umugqa omude kunayo yonke? \_\_\_\_\_ cm

### Question 24

#### Umbuzo 24

Calculate the perimeter of this rectangle.  
Bala umjikelezo wokusasikwele kwalo nxande.



(3)

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

21. (2 marks for the correct answer) / (ama-2 empendulo efanele) quarter past ten / Ukwedlula ngemizuzu eyi-15 kwensimbi yeshumi	(2)
22. (2 marks for the correct answer) / (ama-2 empendulo efanele) 11:45	(2)
23. (1 mark per correct answer) / (Imaki eli-1 ngempendulo efanele) a) 5 cm b) 10 cm	(2)
24. (1 mark for the correct answer; 1 mark for double 8 and 1 mark for double 3) / (1 imaki lempendulo elungile; 1 imaki lokuphindwe kabili kwesi-8 kanye no-1 imaki lokuphindwe kabili koku-3) $8 + 8 + 3 + 3 = 22$ cm	(3)

## Written assessment items for Data handling

### Question 25

#### Umbuzo 25

(4)

- a) Use the information in this table to show the shapes in a bar graph.  
Sebenzisa imidati ekuleli thebhula ukukhombisa izimo kugrafu yibha.

Types of shapes Izinhlobo zezimo	Number of shapes Inani lezimo
Triangles / Onxantathu	4
Cones / Amakhowuni	6
Squares / Izikwele	3
Pyramids / Amaphiramidi	1

8				
7				
6				
5				
4				
3				
2				
1				
	Triangles Onxantathu	Cones Amakhowuni	Squares Izikwele	Pyramids Amaphiramidi

- b) Which shape is there the least of? \_\_\_\_\_  
Yisiphi isimo esibalwa kunazo zonke? \_\_\_\_\_

(1)

- c) How many more cones are there than squares? \_\_\_\_\_  
Amakhowuni maningi kangakanani kunezikwele? \_\_\_\_\_ (1)

## Written assessment items for Data handling: solutions and mark allocations

<p>25. (1 mark per correct answer) / (Nikeza imaki eli-1 empendulweni efanele)</p> <p>a) Bars completed in graph to correct height – (1) per bar (4) Amabha aqedelwe ngokuphakama okufanele kubha – (1) ibha ngayinye (4)</p> <p>b) Pyramids (1) Yiphiramidi (1)</p> <p>c) There are 3 more cones than squares (1) Kunamakhowuni ama-3 ngaphezulu kwenani lezikwele (1)</p>	(6)
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## 5. TRACKING AND REFLECTING TOOLS

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

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

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

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

Refer to the planner<sup>2</sup> for details of the week's work (or the ATP for subjects without planners)

Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? <sup>3</sup> (Rough estimate)				
How many learners in this class?				
DAY <sup>4</sup>	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:	

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

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

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

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

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

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

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

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

Refer to the planner<sup>2</sup> for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? <sup>3</sup>						
	Est. learners > Level 4 <sup>4</sup>						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
DAY	<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>						
	1						
	2						
	3						
	4						
	5						
<b>Reflection on the week: Think about and make a note of:</b>							
SUBJECT	What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?			
Principal: _____				Date: _____			

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

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

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

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





**Jika iMfundo**  
what I do matters

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

## THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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