



**ASSESSMENT PACK  
GRADE R**



- 3** ENTREPRENEURSHIP
- EMPLOYABILITY
- EDUCATION

**PROJECT-BASED LEARNING | TERM 3 LIFE SKILLS PROJECT**



**GRADE R**

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# GRADE R - TERM 3

## PROJECT THEME: WATER

This assessment toolkit is based only on checklists that can be used informally to observe learners' **development** across a range of skills. The checklists come directly from the

- **Grade R Foundation Phase Home language** and
- **Life Skills recommendations for assessment** for term 3.

### Summary of the assessment checklists in this toolkit

The following **development skills** are observed using checklists

## HOME LANGUAGE

### *Listening and Speaking*

- Listens attentively to questions and gives answers. (Continuous)
- Listens without interrupting, showing respect for the speaker and takes turns to speak. (Continuous)
- Understands that pictures and photographs convey meaning about events, people, places, and things and talks about these. **Step 2 Let's listen and learn**
- Looks carefully at pictures and talks about common experiences. **Step 2 Let's listen and learn**

### *Emergent reading*

- Recognises aurally (by listening) and visually (by looking) some beginning consonants and vowels especially at the beginning of common words. **Step 1 Let's talk and share**
- Recognises and names some letters of the alphabet especially own name. **Step 1 Let's talk and share**
- Interprets pictures to make up own story, that is, 'reads' the pictures **Step 2 Let's listen and learn**

## LIFE SKILLS

### *Beginning knowledge and personal and social well being*

- Objects that float and sink. **Step 4 Let's use our learning**

### *Visual arts (Create in 3 D/Constructing)*

- Can create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts etc **Step 10 Let's Build**
- Fine motor strength and co-ordination is improving through the manipulation of the materials. **Step 10 Let's Build**

# HOME LANGUAGE

<b>Listening and speaking</b>	There is a lot of listening and speaking in this project and learners listening skills can be assessed or observed continuously. In term 3 of Grade R, you can focus your observations of the following skills.		
<p><b>These are notes to guide understanding of barriers and difficulties that may be experienced by some learners in the area of listening and speaking.</b></p> <p><i>Learners should be able to:</i></p> <ul style="list-style-type: none"> <li>• Pay attention and listen for at least 5 - 10 minutes.</li> <li>• Respond to questions and carry out instructions.</li> <li>• Understand taking turns to speak.</li> </ul> <p><i>Learners who have not yet achieved these skills could be experiencing one or more of following difficulties</i></p> <ul style="list-style-type: none"> <li>• Hard of hearing</li> <li>• Blocked ears from ear infections</li> <li>• Have a different Home Language and therefore still learning the language of teaching</li> <li>• Few opportunities to develop and practise these skills with friends.</li> <li>• Poor role modelling from adults.</li> <li>• Excessive time in front of screens (Phone, tablet, TV etc)</li> <li>• Chronic health problems</li> </ul>			
<b>CAPS Alignment</b>	<b>1 Not achieved</b>	<b>2 In need of support</b>	<b>3 Achieved</b>
Listens attentively to questions and gives answers.			
Listens without interrupting, showing respect for the speaker and takes turns to speak.			

## Step 2: Let's listen and learn

<b>Emergent reading</b>	<b>Activity:</b> Learners share what they know about water and you (the teacher) writes down what the learners say on a <b>circle map</b> so they can see their spoken words turn into written words which supports sound/letter association.		
<p><b>These are notes to guide understanding of barriers and difficulties that may be experienced by some learners in the area of emergent reading.</b></p> <p>Listening for sounds in words (phonemic awareness) is extremely important as a foundation for learning how to read <b>in any language</b>.</p> <p><i>Learners should be able to</i></p> <ul style="list-style-type: none"> <li>• Identify initial or beginning sounds (not letters). E.g. what sounds does 'cow' start with?</li> <li>• Give other words that start with that sounds. E.g. tell me three more words that start with 'c'.</li> <li>• Recognise and write their names.</li> <li>• Tell the difference between numbers and letters.</li> </ul> <p><i>Learners who have not yet achieved these skills could be experiencing one or more of following difficulties</i></p> <ul style="list-style-type: none"> <li>• Hearing impairment or blocked ears from infections.</li> <li>• Few opportunities to play listening games to develop and strengthen these skills.</li> </ul> <p>One easy idea to improve this skill is to teach learners how to play I Spy. Say, "I spy with my little eye something beginning with (say a sound). Learners look around the room to find something/s that start with that sound.</p>			
<b>CAPs alignment</b>	<b>1 Not achieved</b>	<b>2 In need of support</b>	<b>3 Achieved</b>
Recognises aurally (by listening) and visually (by looking) some beginning consonants and vowels especially at the beginning of common words.			
Recognises and names some letters of the alphabet especially own name.			

## Step 2 Let's Listen and Learn

<b>Listening and speaking</b>	<b>Activity:</b> Learners look at the pictures on pages 22 and 23 of the DBE Grade R Integrated Workbook 3. They need to explain what they can see in the pictures and can play letter and sound games.		
<b>These are notes to guide understanding of barriers and difficulties that may be experienced by some learners in the area of speaking.</b>			
<p>Learners should be able to communicate clearly in their Home Language. They should pronounce words clearly, have enough vocabulary to express their ideas and thoughts, speak in sentences and use the correct grammatical rules.</p>			
<p><i>Learners who have not yet achieved these skills could be experiencing one or more of following difficulties</i></p>			
<ul style="list-style-type: none"> <li>• Impaired listening or hearing which affects the ability to listen and learn new words.</li> <li>• Limited vocabulary due to a different Home Language</li> <li>• Few opportunities to practise speaking and testing new vocabulary.</li> </ul>			
<p>Listening and speaking form the foundation for reading and then writing so careful attention must be paid to the development of these skills.</p>			
<b>CAPs alignment</b>	<b>1 Not achieved</b>	<b>2 In need of support</b>	<b>3 Achieved</b>
Understands that pictures and photographs convey meaning about events, people, places, and things and talks about these.			
Looks carefully at pictures and talks about common experiences.			
<b>Emergent reading</b>	<b>1 Not achieved</b>	<b>2 In need of support</b>	<b>3 Achieved</b>
Interprets pictures to make up own story, that is, 'reads' the pictures			

# LIFE SKILLS

## Step 4 Let's use our learning

<b>Beginning knowledge and personal and social well-being</b>	<b>Activity:</b> Learner's experiment and test a variety of objects to see if they sink or float		
<b>Teacher notes</b>  Although this is a Life Skills activity, learners need to be able to understand and use concepts /vocabulary that are important to this experiment such as: Float and sink, heavy and light, under and on top, waterproof etc. Encourage learners to do the experiment and talk about what they are doing and what they can see happening.			
<b>CAPS alignment</b>	<b>1 Not achieved</b>	<b>2 In need of support</b>	<b>3 Achieved</b>
Can learn test, compare, and group objects that float and sink.			

## Step 10 Let's build

<b>Visual Arts Create in 3D (Constructing)</b>	<b>Activity:</b> Learner's work together to build boats that can float. They use recycled and found materials and objects.		
<p><b>Teacher notes to guide understanding of barriers and difficulties that may be experienced by some learners in the area of fine motor development.</b></p> <p>Learners should be able to hold and use tools such as wax crayons and pencil crayons, paint brushes, glue sticks, and scissors i.e. the tools of school is a way that is not too messy or clumsy.</p> <p>Delays fine motor development at this age could be due to:</p> <ul style="list-style-type: none"> <li>• Learners being too young (approximately below age 5 .6), so the activity is developmentally inappropriate and too difficult for little fingers.</li> <li>• Weak muscles in the hands so pencil grip is poor, and hands get tired quickly</li> <li>• Limited practise with the tools for school.</li> <li>• Too much sitting and not enough time playing</li> </ul> <p>Fine motor development and muscle strengthening should happen naturally through a child's day by:</p> <ul style="list-style-type: none"> <li>• Dressing and undressing.</li> <li>• Brushing teeth and washing and drying bodies after bathing. Managing hair</li> <li>• Using utensils such as spoons for eating.</li> <li>• Helping with household chores</li> </ul>			
<b>CAPS alignment</b>	<b>1 Not achieved</b>	<b>2 In need of support</b>	<b>3 Achieved</b>
Can create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts etc			
Fine motor strength and co-ordination is improving through the manipulation of the materials			