



ASSESSMENT PACK GRADE ONE



- 3** ENTREPRENEURSHIP
- EMPLOYABILITY
- EDUCATION

PROJECT-BASED LEARNING | TERM 3 LIFE SKILLS PROJECT



basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE **1**

ASSESSMENT PACK GRADE ONE

Grade 1, Term 3

Project: Pets

Dear teacher,

This project offers at least **5 opportunities for assessment**, 2 for Life Skills and 3 for Home Languages, each **aligned** to the 2022 **Foundation Phase Life Skills ATP** together with the **School-Based Assessment guide**. Please feel free to use the rubrics as is they are or adapt as needed. **In this project you can assess both Life Skills and Home Languages.**

Programme of assessment: Life Skills

Assessment number	Study area	Topic	What will be assessed?	Forms of assessment	Assessment tools	Score
1	Physical Education	Balancing and co-ordination	Balance (head, hand, foot)		Rubric	/5
2	Beginning knowledge and personal and social wellbeing	Pets.	Knowledge of different pets and how to care for them	Oral/practical	Checklist	N/a
3	Visual Arts (2D and 3D)	Construct in 3D	Makes models of pets	Practical	Rubric	/5
				Life skills project marks		/10
	The total marks for SA SAMS are 25. This project contributes a total of 10 marks to the SA SAMS mark					

Programme of assessment: Home Language

Assessment number	Component	What will be assessed?	Forms of assessment	Assessment tools	Score	
4	Listening and speaking	Talks about personal experiences and expresses feelings.	Oral	Rubric	/5	
5	Handwriting	Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines. Copies and writes 1-2 short sentences legibly and correctly.	Written	Rubric	/5	
6	Writing	Writes at least 3 sentences about a familiar picture or topic related to a familiar story or theme (integrated with Life Skills)	Written	Rubric	/5	
			Home Language project marks		/15 marks	
	The total marks for SA SAMS are 50. This project contributes a total of 15 marks to the SA SAMS mark					

LIFE SKILLS

Opportunity for assessment 1: Rubric

This assessment can be used during Step 1 where learners move in different ways.

- Study area: Physical Education
- What will be assessed? Learners' ability to balance bean bags on different parts of their body for 30 seconds. Learner should try to balance the beanbag on their head, then their outstretched hand, then a lift knee, on a shoulder, on the back of their neck, on a lift foot etc.

Physical education	Descriptions				
Criteria	1	2	3	4	5
Plays games using bean bags to balance on different parts of the body. bag on your shoulder, etc.	The learner cannot yet balance a bean bag on any part of their body for 30 seconds.	The learner can balance a bean bag on two body parts such as the head and then an outstretched hand for 30 seconds each.	The learner can balance a bean bag on three parts of the body for 30 seconds each	The learner can balance a bean bag on four parts of their body parts for 30 seconds each.	The learner can balance a bean bag on five parts of their body for 30 seconds each
				Score	/5

Opportunity for (formative) assessment 2: Checklist

This checklist can be used at the end of Step 4, after learners have had the opportunity to learn about pets.

- Study area: Beginning knowledge and personal and social well being
- What will be assessed? Knowledge of different pets and how to care for them.

This is a checklist that can be used for formative assessment to assess for what learners have learnt and what still need to learn. This is not for marks

Checklist: Knowledge of different pets and how to care for them			
Can the learner...	Not yet achieved	Needs support	Achieved
List different animals that can be kept as pets			
List one animal that cannot be kept as a pet and explain why.			
Describe appropriate physical care for pets including food, water, shelter, exercise and healthcare			
Explain how to treat pets appropriately including not teasing, hurting, or abusing in any way etc			
Describe their pet or another person's pet that they know of and the care and treatment of that pet.			
Comment:			

Opportunity for assessment 3: Rubric

This assessment can be used to assess the models built at the end of Step 10.

- Study area: Visual Arts Makes models out of clay, play dough and recycled material
- What will be assessed? Knowledge of Road safety rules for pedestrians, cyclists and passengers. Learner can create a poster

Learners need to make a model of a pet shelter out of recycled material (Clay and playdough are optional) The range of recycle materials and found objects includes Cardboard, rigid plastic (clean milk bottles, soda, water and juice bottles) soft plastic (shopping bags) plastic and metal lids, boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines.

Learner can choose to make nests, kennels, aquariums etc. The pet shelters should be:

- Constructed from only recycled and found objects (nothing new or recently bought). Learners should try to use range of different materials and found objects to build and decorate their shelters.
- Resembles the features of a real pet shelter as closely as possible.

Construct in 3 D					
Criteria	1	2	3	4	5
Makes a model of a pet shelter from recycled material (Clay and play dough are optional if they are available)	Poorly formed model that does not resemble the real shelter.	Shelter resembles 2 features of the real object.	Shelter resembles 3 main features of real object.	Model is colourful and well built. It resembles 4 main features of the shelter.	Model is y creative and colourful and resembles the real object perfectly.
				Score	/5
Comment					

HOME LANGUAGE

Assessment opportunity 4: Rubric

This assessment can be used together with the formative checklist at the end of Step 1 where learners are encouraged to, describe appropriate physical care for pets including food, water, shelter, exercise and healthcare, explain how to treat pets appropriately including not teasing, hurting, or abusing in any way etc or describe their pet or another person's pet that they know of and the care and treatment of that pet.

- Study area: Listening and speaking
- What will be assessed? A learner's ability to talk about personal experiences and express feelings.

Listening and speaking	Descriptions				
Criteria	1	2	3	4	5
Talks about personal experiences and expresses feelings	Shy and withdrawn needs support to talk about personal experiences. Learner may not yet have the vocabulary to share a personal experience.	Attempts to relate a personal experience in 1 simple sentence.	Can relate personal experiences in short sentences and demonstrate feelings accordingly.	Relates personal experiences using simple sentences and expresses feelings accordingly	Relates personal experiences in detail using complex sentences. Express feelings accordingly
				Score	/5
Comment					

Assessment opportunity 5: Rubric

This rubric can be used to at the end of step 4 where learners are encouraged to create pages for a Shared Reading Big Book. Learner can be given a writing frame and stronger learners can write their own sentences.

- Study area: Writing
- What will be assessed? A learner's ability to writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).

Writing	Descriptions				
Criteria	1	2	3	4	5
A learner's ability to writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).	Learner can complete 1 sentence in a writing frame with support	Learner can complete 2 sentences in a writing frame by writing the correct words.	Learner can complete 3 sentences in a writing frame by writing the correct words. Learner is starting to create their own sentences.	Learner can complete a writing frame of 4 sentences by writing the correct words. Learner writes own simple sentences	Learner can complete a writing frame of 5 sentences writing the correct words. Learner also writes own longer sentences.
				Score	/5
Comment					

Assessment opportunity 6: Rubric

This rubric can be used to assess any written work during the project.

- Study area: Handwriting
- What will be assessed? A learner's ability to form at least 20 lower case letters correctly and copies and writes letters and words, paying attention to correct letter formation, size and spacing.

Handwriting	Descriptions				
Criteria	1	2	3	4	5
Can the learner form at least 20 lower case letters correctly and copies and writes letters and words, paying attention to correct letter formation, size and spacing.	Can copy and write some letters and words with support but struggles to form letters correctly	Can copy and write most letters and words but writes some letters incorrectly. Letter formation still needs attention.	Can copy and write all letters and words and forms letters correctly. Size and spacing still needs attention	Can copy and write all letters and words paying careful attention to correct letter formation and size, occasionally makes mistakes	Can copy and write all letters and words in sentences, paying careful attention to correct letter formation, size and spacing. Legible handwriting skills, no errors and is extremely neat.
				Score	/5
Comment					