GRADE 1

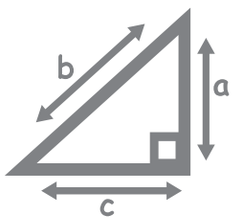
# Mathematics

## Teacher Toolkit: CAPS Planner, Tracker and Assessment Resources

2019 TERM 3

# CONTENTS





# ABOUT THE PLANNER AND TRACKER

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

- It provides a plan of what should be taught each day of the term based on the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the formal assessment programme.
- It enables you to track your progress through the curriculum during the term. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department 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. These 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.

You should file your completed tracker at the end of each term.

**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: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

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 HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD 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 head of department and your peers.

# PLANNER AND TRACKER

| Week 1 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 1 | Number 11 | 1 | Worksheet 65 (pp. 2, 3) | Number symbol 11 and name card eleven (see Term 1 *Printable Resources*), tracing sheet with number symbols 11 (see *Printable Resources*), Unifix blocks, sticks, elastic bands, old magazines/ newspaper<br>Written assessment items 1 and 2 | |
| 2 | Number 12 | 2 | Worksheet 66 (pp. 4, 5) | As for Lesson 1 but for the number 12<br>Written assessment item 3 | |
| 3 | Number 13 | 3 | Worksheet 67 (pp. 6, 7) | As for Lesson 1 but for the number 13 | |
| 4 | Number 14 | 4 | Worksheet 68 (pp. 8, 9) | As for Lesson 1 but for the number 14 | |
| 5 | Complete and consolidate the week's assessment and work | n/a | | | |
| **Week 1 Assessment Activity: PRACTICAL – INFORMAL**<br>CAPS: Numbers, operations and relationships: Number concept<br>**Activity: Revision of numbers 0 to 10. Assess the learners' ability to count, name and compare numbers from 0 to 10** | | | | | **Mark: /7** |

| **Mark (percentage)** | **Criteria – Rubric** |
|---|---|
| **1 (0%–29%)** | Able to count objects grouped from 0 to 5 |
| **2 (30%–39%)** | Able to count objects grouped from 0 to 10 |
| **3 (40%–49%)** | Able to count and write number names for groups of objects for numbers from 0 to 5 |
| **4 (50%–59%)** | Able to count and write number names for groups of objects for numbers from 0 to 10 |
| **5 (60%–69%)** | Able to compare number values between 0 and 10 |
| **6 (70%–79%)** | Able to count and write number names for groups of objects for numbers beyond 10 |
| **7 (80%–100%)** | Able to count and write number names for groups of objects for numbers beyond 10 and to compare number values beyond 10 |

| **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? |
| | **HOD:** **Date:** |

| Week 2 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 6 | Number 15 | 5 | Worksheet 69 (pp. 10, 11) | As for Lesson 1 but for the number 15<br>Written assessment item 4 | |
| 7 | Length | 6 | Worksheet 74 (pp. 20, 21)<br>Worksheet 96 (pp. 64, 65) | Pencils, learners' hands and feet, objects to be measured (e.g. books, suitcases)<br>Written assessment item 17 | |
| 8 | Place value: decompose numbers 11–15 | 7 | Worksheet 95 (p. 62) | Counting sticks, elastic bands | |
| 9 | Place value: decompose numbers 11–15 | 8 | Worksheet 95 (p. 63) | Unifix blocks, whiteboards/ scrap paper | |
| 10 | Complete and consolidate the week's assessment and work | n/a | | | |

**Week 2 Assessment Activity: PRACTICAL – FORMAL**

CAPS: Measurement: Length

**Activity: Assess the learners' ability to estimate, measure and record lengths using non-standard measures and to use language to talk about ordering and comparing lengths**

**Mark: /7**

| Mark | Criteria – Checklist (1 mark for each criterion achieved) |
|---|---|
| **1** | Able to compare the length of two objects by placing them next to each other |
| **1** | Able to compare the length of more than two objects by placing them next to each other |
| **1** | Able to order the length of two or more objects by placing them next to each other |
| **1** | Able to use language to talk about the comparison of lengths (e.g. longer, shorter, longest shortest) |
| **1** | Able to estimate and record length using non-standard measures (e.g. the train is 5 blocks long) |
| **1** | Able to measure and record length using non-standard measures |
| **1** | Able to compare and order length using non-standard measures |

| 1 (0%–29%) | 2 (30%–39%) | 3 (40%–49%) | 4 (50%–59%) | 5 (60%–69%) | 6 (70%–79%) | 7 (80%–100%) |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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?<br><br>**HOD:** **Date:** |

| Week 3 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 11 | Place value: decompose numbers 11–15 | 9 | | Abacus, flard cards (see *Printable Resources*)<br>Written assessment item 5 | |
| 12 | Time | 10 | | Days of the week and the months of the year flashcards (see *Printable Resources*)<br>Written assessment item 18 | |
| 13 | Addition up to 15: counting on | 11 | Worksheet 70 (pp. 12, 13) | Unifix blocks, counters, blank number lines (see *Printable Resources*)<br>Written assessment item 6 | |
| 14 | Addition: building up and breaking down | 12 | Worksheet 71 (p. 14) | Unifix blocks, counters, flard cards (see *Printable Resources*), whiteboards/scrap paper | |
| 15 | Complete and consolidate the week's assessment and work | n/a | | | |

| **Week 3 Assessment Activity: ORAL – INFORMAL**<br>CAPS: Measurement: Time<br>**Activity: Assess the learners' ability to use the vocabulary of time and to calculate passing time** | **Mark: /7** |
|---|---|

| **Mark** | **Criteria – Checklist (1 mark for each criterion achieved)** |
|---|---|
| **1** | Use vocabulary to name the days of the week |
| **1** | Use vocabulary to name the months of the year |
| **1** | Able to talk about the passing of time by ordering regular events from their own lives |
| **1** | Able to use language to talk about the comparisons (e.g. faster/slower) and to sequence events such as yesterday, today, tomorrow |
| **1** | Able to use language to describe when something happens (e.g. in the morning) |
| **1** | Able to sequence days of the week and months of the year |
| **1** | Able to place birthdays on a calendar |

| **1 (0%–29%)** | **2 (30%–39%)** | **3 (40%–49%)** | **4 (50%–59%)** | **5 (60%–69%)** | **6 (70%–79%)** | **7 (80%–100%)** |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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?<br><br>**HOD:** **Date:** |

| Week 4 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 16 | Subtraction – number lines and counting back | 13 | Worksheet 71 (p. 15) | Counters, blank number lines (see *Printable Resources*), whiteboards/ scrap paper | |
| 17 | Subtraction – counting back | 14 | Worksheet 73 (p. 18) | Unifix blocks, counters, whiteboards/scrap paper | |
| 18 | Addition and subtraction | 15 | Worksheet 73 (p. 19) | Counters, whiteboards/scrap paper<br>Written assessment item 7 and 8 | |
| 19 | Doubles | 16 | Worksheet 85 (p. 43) | Pictures of tricycles, dogs, egg boxes (to prepare), counters | |
| 20 | Complete and consolidate the week's assessment and work | | | | |

**Week 4 Assessment Activity: ORAL AND PRACTICAL – FORMAL**

CAPS: Numbers, operations and relationships

**Activity: Assess the learners' ability to solve addition and subtraction word problems**

**Mark: /7**

| Mark (percentage) | Criteria – Rubric |
|---|---|
| **1 (0%–29%)** | Makes no attempt to read word problems |
| **2 (30%–39%)** | Attempts to read word problems but does not understand the questions |
| **3 (40%–49%)** | Able to read and interpret word problems with assistance from peers/the teacher |
| **4 (50%–59%)** | Able to read and interpret word problems and makes an attempt to record a numeric solution but without success |
| **5 (60%–69%)** | Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition problems |
| **6 (70%–79%)** | Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition and subtraction problems |
| **7 (80%–100%)** | Able to read and interpret and solve word problems competently |

**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?

**HOD:** **Date:**

| Week 5 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 21 | Doubles | 17 | Worksheet 85 (p. 43) | Unifix blocks, whiteboards/ scrap paper<br>Written assessment item 9 | |
| 22 | Halves | 18 | Worksheet 86 (p. 44) | Pictures (see Lesson 16), counters | |
| 23 | Halves and doubles | 19 | Worksheet 86 (p. 45) | Counters | |
| 24 | Mass | 20 | – | Balance scale (for preparation if necessary), objects found in the classroom to use to compare mass<br>Written assessment item 19 | |
| 25 | Complete and consolidate the week's assessment and work | n/a | | | |

**Week 5 Assessment Activity: ORAL – INFORMAL**

CAPS: Numbers, operations and relationships – addition and subtraction strategies

**Activity: Assess the learners' ability to calculate doubles and halves and to use doubling and halving as an operational strategy**

**Mark: /7**

| Mark | Criteria – Checklist (1 mark for each criterion achieved) |
|---|---|
| **1** | Able to double single-digit numbers |
| **1** | Able to halve single-digit numbers |
| **1** | Able to halve 2-digit numbers |
| **1** | Able to use doubling to calculate addition and subtraction |
| **1** | Able to use doubling as a technique when solving addition and subtraction problems |
| **1** | Able to use appropriate symbols (+, -, =) |
| **1** | Able to double 2-digit numbers |

| 1 (0%–29%) | 2 (30%–39%) | 3 (40%–49%) | 4 (50%–59%) | 5 (60%–69%) | 6 (70%–79%) | 7 (80%–100%) |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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?

**HOD:** **Date:**

| Week 6 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 26 | Data | 21 | Worksheet 78 (pp. 28, 29) | A full month's calendar (see *Printable Resources*), tally table grid (see *Printable Resources*), weather pictograph (see *Printable Resources*) | |
| 27 | Data | 22 | Worksheet 79 (pp. 30, 31) | Large blank pictograph (see *Printable Resources*)<br>Written assessment item 20 | |
| 28 | Money and change | 23 | Worksheet 75 (pp. 22, 23) | Cut out coins: 10c, 20c, 50c, R1, R2, R5; Cut out notes: R10, R20 (see *Printable Resources*) | |
| 29 | Money and change | 24 | Worksheet 76 (pp. 24, 25) | Cut out coins: 10c, 20c, 50c, R1, R2, R5; Cut out notes: R10, R20 (see *Printable Resources*) | |
| 30 | Complete and consolidate the week's assessment and work | n/a | | | |

**Week 6 Assessment Activity: ORAL – FORMAL**

CAPS: Data handling – the data cycle

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

**Mark: /7**

| **Mark** | **Criteria – Checklist (1 mark for each criterion achieved)** |
|---|---|
| **1** | Collect data |
| **1** | Sort the data |
| **1** | Describe the sorted data |
| **1** | Organise data in a table |
| **1** | Answer questions posed by the teacher |
| **1** | Represent data in a pictograph |
| **1** | Answer questions about data in pictograph |

| **1 (0%–29%)** | **2 (30%–39%)** | **3 (40%–49%)** | **4 (50%–59%)** | **5 (60%–69%)** | **6 (70%–79%)** | **7 (80%–100%)** |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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? |
| | **HOD:** **Date:** |

| Week 7 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 31 | Money: addition and subtraction | 25 | Worksheet 77 (pp. 26, 27) | Cut out coins: 10c, 20c, 50c, R1, R2, R5; Cut out notes: R10, R20 (see *Printable Resources*)<br>Written assessment item 10 | |
| 32 | Geometric patterns | 26 | Worksheet 89 (pp. 50, 51) | Objects to use to make patterns (e.g. learners' stationery, ball, party hat, chalk, etc.), whiteboards/scrap paper<br>Written assessment item 12 | |
| 33 | Patterns: tens, fives and twos up to 50 | 27 | Worksheet 82 (pp. 36, 37)<br>Worksheet 83 (pp. 38, 39) | 1–80 number boards (one per group) (see *Printable Resources*), a floor number line, counters | |
| 34 | Patterns: fives and tens up to 80 | 28 | Worksheet 84 (pp. 40, 41) | 1–80 number boards (one per group) (see *Printable Resources*), number cards – multiples of 5 (see *Printable Resources*), whiteboards/scrap paper | |
| 35 | Complete and consolidate the week's assessment and work | n/a | | | |

| **Week 7 Assessment Activity: ORAL – FORMAL** | |
|---|---|
| CAPS: Patterns<br>**Activity: Assess the learners' ability to work with geometric patterns** | **Mark: /7** |

| **Mark** | **Criteria – Checklist (1 mark for each criterion achieved)** |
|---|---|
| **1** | Able to recognise and name circles |
| **1** | Able to recognise and name squares |
| **1** | Able to recognise and name triangles |
| **1** | Able to identify simple geometric patterns made using circles, triangles and squares in familiar orientations |
| **1** | Able to identify geometric patterns made using circles, squares and triangles in unfamiliar orientations |
| **1** | Able to copy geometric patterns made using circles, squares and triangles |
| **1** | Able to extend geometric patterns made using circles, squares and triangles |

| **1 (0%–29%)** | **2 (30%–39%)** | **3 (40%–49%)** | **4 (50%–59%)** | **5 (60%–69%)** | **6 (70%–79%)** | **7 (80%–100%)** |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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?<br><br>**HOD:** **Date:** |

| Week 8 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 36 | Patterns: twos and tens up to 80 | 29 | Worksheet 93 (pp. 58, 59) | 1–80 number boards (one per group) (see *Printable Resources*), counters, whiteboards/scrap paper<br>Written assessment item 13 | |
| 37 | Groups of five, repeated addition up to 15 | 30 | Worksheet 81 (pp. 34, 35) | Drawings of items in groups of 5 (prepare), Unifix blocks | |
| 38 | Groups of two, repeated addition up to 15 | 31 | Worksheet 91 (pp. 54, 55) | 1–80 number boards (one per group) (see *Printable Resources*), a floor number line, cards with drawings of twos (see Lesson 30), counters | |
| 39 | Symmetry | 32 | Worksheet 94 (pp. 60, 61) | Cut-out cardboard shapes, symmetrical pictures (to prepare)<br>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: Space and shape

**Activity: Assess the learners' ability to recognise symmetry and draw in lines of symmetry**

**Mark: /7**

| **Mark** | **Criteria – Checklist (1 mark for each criterion achieved)** |
|---|---|
| **1** | Able to recognise symmetry in non-geometric shapes |
| **1** | Able to recognise symmetry in geometric shapes |
| **1** | Able to identify a line of symmetry in a non-geometric shapes |
| **1** | Able to identify a line of symmetry in a geometric shapes |
| **1** | Able to draw a line of symmetry in a non-geometric shapes |
| **1** | Able to draw a line of symmetry in a geometric shapes |
| **1** | Able to draw a symmetrical shape with a line of symmetry independently |

| **1 (0%–29%)** | **2 (30%–39%)** | **3 (40%–49%)** | **4 (50%–59%)** | **5 (60%–69%)** | **6 (70%–79%)** | **7 (80%–100%)** |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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?

**HOD:** **Date:**

| Week 9 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 41 | Grouping | 33 | Worksheet 80 (pp. 32, 33) | Counters<br>Written assessment item 11 | |
| 42 | Sharing | 34 | – | Counters | |
| 43 | Grouping and sharing | 35 | Worksheet 90 (pp. 52, 53)<br>Worksheet 92 (pp. 56, 57) | Counters | |
| 44 | 3-D Slide and roll | 36 | Worksheet 88 (pp. 48, 49) | Boxes and balls of various shapes and sizes<br>Written assessment item 15 | |
| 45 | Complete and consolidate the week's assessment and work | n/a | | | |

| **Week 9 Assessment Activity: ORAL and PRACTICAL – INFORMAL** | |
|---|---|
| CAPS: Numbers, operations and relationships<br>**Activity: Assess the learners' ability to solve problems using grouping and sharing** | **Mark: /7** |

| **Mark** | **Criteria – Checklist (1 mark for each criterion achieved)** |
|---|---|
| **1** | Able to group items using counters |
| **1** | Able to share items using counters |
| **1** | Able to find solutions to grouping problems without remainders |
| **1** | Able to find solutions to grouping problems with remainders |
| **1** | Able to find solutions to sharing problems without remainders |
| **1** | Able to find solutions to sharing problems with remainders |
| **1** | Able use mathematical language of division (divide, group, share) |

| **1 (0%–29%)** | **2 (30%–39%)** | **3 (40%–49%)** | **4 (50%–59%)** | **5 (60%–69%)** | **6 (70%–79%)** | **7 (80%–100%)** |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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?<br><br>**HOD:** **Date:** |

| Week 10 | | | | | |
|---|---|---|---|---|---|
| **Day** | **CAPS content, concepts, skills** | **LP no.** | **DBE workbook** | **Resources** | **Date completed** |
| 46 | 3-D objects: size | 37 | Worksheet 87 (pp. 46, 47) | Box shapes, ball shapes (various sizes and colours), pictures of boxes and balls of various sizes and colours (collect from magazines and make a poster of these) | |
| 47 | 3-D: building with objects | 38 | – | Box shapes, ball shapes (see Lesson 40), old magazines and scissors<br>Optional: play dough or home-made salt dough<br>Written assessment item 16 | |
| 48 | Capacity | 39 | Worksheet 126 (pp. 124) | Bring from home: a variety of 1 litre, 2 litre and 500ml containers, some large jugs, sand or water, cups, old magazines/ newspaper, three containers with the same volume but different sizes | |
| 49 | Views | 40 | – | Car view cards (make your own), flashcards (side, front, back, top and bottom) (see *Printable Resources*), variety of objects/toys | |
| 50 | Complete and consolidate the week's assessment and work | n/a | | | |

**Week 10 Assessment Activity: PRACTICAL – INFORMAL**

CAPS: Space and shape: Views

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

**Mark: /7**

| **Mark** | **Criteria – Checklist (1 mark for each criterion achieved)** |
|---|---|
| **1** | Able to name everyday shapes according to the 2-D shapes they resemble |
| **1** | Able to name everyday shapes according to the 3-D shapes they resemble |
| **1** | Able to match the front view of a shape with the appropriate everyday object |
| **1** | Able to match the top view of a shape with the appropriate everyday object |
| **1** | Able to match the back view of a shape with the appropriate everyday object |
| **1** | Able to match the side view of a shape with the appropriate everyday object |
| **1** | Able to match the bottom view of a shape with the appropriate everyday object |

| **1 (0%–29%)** | **2 (30%–39%)** | **3 (40%–49%)** | **4 (50%–59%)** | **5 (60%–69%)** | **6 (70%–79%)** | **7 (80%–100%)** |
|---|---|---|---|---|---|---|
| **1 of 7 criteria** | **2 of 7 criteria** | **3 of 7 criteria** | **4 of 7 criteria** | **5 of 7 criteria** | **6 of 7 criteria** | **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?

**HOD:** **Date:**

# ASSESSMENT RESOURCES

## 1. ASSESSMENT TERM PLAN

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

**Note:**

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

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

| Week | Informal Assessment Activities | Formal Assessment Activities |
|---|---|---|
| 1 | **Practical: Activity 1**<br>Numbers, operations and relationships: Number concept | **Written: Item bank questions 1, 2 and 3**<br>Numbers, operations and relationships |
| 2 | | **Practical: Activity 2**<br>Measurement: Length<br><br>**Written: Item bank questions 4 and 17**<br>Numbers, operations and relationships; Measurement |
| 3 | **Oral: Activity 3**<br>Measurement: Time | **Written: Item bank questions 5, 6 and 18**<br>Numbers, operations and relationships; Measurement |
| 4 | | **Oral and Practical: Activity 4**<br>Numbers, operations and relationships: Addition and subtraction<br><br>**Written: Item bank questions 7 and 8**<br>Numbers, operations and relationships |
| 5 | | **Oral and practical: Activity 5**<br>Numbers, operations and relationships: Doubling and halving<br><br>**Written: Item bank questions 9 and 19**<br>Numbers, operations and relationships; Measurement |
| 6 | | **Oral: Activity 6**<br>Data handling – the data cycle<br><br>**Written: Item bank question 20**<br>Data handling |
| 7 | | **Oral: Activity 7**<br>Patterns: Geometric patterns<br><br>**Written: Item bank questions 10 and 12**<br>Numbers, operations and relationships; Patterns |
| 8 | | **Oral and practical: Activity 8**<br>Space and shape: Symmetry<br><br>**Written: Item bank questions 13 and 14**<br>Patterns; Space and shape |
| 9 | **Oral and Practical: Activity 9**<br>Numbers, operations and relationships: Grouping and sharing | **Written: Item bank questions 11 and 15**<br>Numbers, operations and relationships; Space and shape |
| 10 | **Practical: Activity 10**<br>Space and shape: Views | **Written: Item bank question 16**<br>Space and shape |


14 Grade 1 Mathematics

## 2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET
## GRADE 1 MATHEMATICS TERM 3

| TASK/TOPIC/COMPONENT | Number | Number | Number | TOTAL FOR NUMBER | Patterns | Patterns | TOTAL FOR PATTERNS | Space and shape | Space and shape | TOTAL FOR SPACE AND SHAPE | Measurement | Measurement | TOTAL FOR MEASUREMENT | Data handling | Data handling | TOTAL FOR DATA HANDLING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Week and activity type | 4: Oral and practical | 5: Oral and practical | Written | | 7: Oral | Written | | 6: Oral and Practical | Written | | 2: Practical | Written | | 6: Oral | Written | |
| (Out of) marks | 7 | 7 | 40 | 54 | 7 | 5 | 12 | 7 | 7 | 11 | 7 | 5 | 12 | 7 | 6 | 13 |
| LEARNER NAME AND SURNAME | | | | | | | | | | | | | | | | |
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## 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 following sheet 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 40 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 formal assessment mark record 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 12 and 13 – Marks 2 + 3 = 5

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

   Questions 14, 15 and 16 – Marks 1 + 2 + 1 = 4

4. **Written assessment items for Measurement**

   Questions 17, 18 and 19 – Marks 2 + 2 + 1 = 5

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

   Questions 20 – Marks 4 + 2 = 6

The exemplar items and suggested marking memoranda for these items are given on the pages that follow.

| WRITTEN ASSESSMENT ITEMS FOR NUMBERS, OPERATIONS AND RELATIONSHIPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Question number** | **Q.1** | **Q.2** | **Q.3** | **Q.4** | **Q.5** | **Q.6** | **Q.7** | **Q.8** | **Q.9** | **Q.10** | **Q.11** | **Total** |
| **Mark** | 2 | 2 | 1 | 6 | 4 | 2 | 10 | 3 | 2 | 5 | 3 | 40 |
| **Learner name and surname** | | | | | | | | | | | | |
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# Written Assessment:
English / isiXhosa

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

*Question 1*
*Umbuzo 1* (2)

Colour the number that comes before:
Faka umbala kwinani eliza phambi kwe:

a) 5 | 3 | 6 | 4

b) 9 | 7 | 6 | 8

*Question 2*
*Umbuzo 2* (2)

Colour the number that comes after:
Faka umbala kwinani eliza emva kwe:

a) 8 | 7 | 6 | 9

b) 3 | 6 | 4 | 5

*Question 3*
*Umbuzo 3* (1)

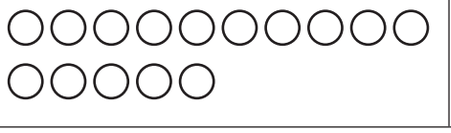
Colour the number that is equal to:
Faka umbala kwinani elilingana ne:

11 | 10 | 11 | 12

*Question 4*

***Umbuzo 4*** (6)

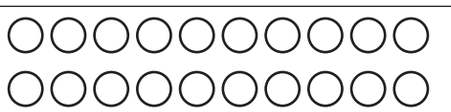
Count the counters and write the number symbol.
Bala izibalisi ze ubhale inani.

| | | | |
|---|---|---|---|
|  | |  | |
|  | |  | |
|  | |  | |

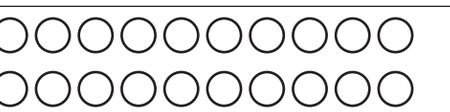
*Question 5*

***Umbuzo 5*** (4)

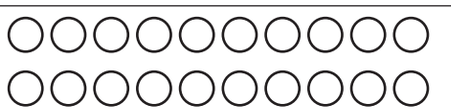
Count the counters and colour the correct answer.
Bala izibalisi ze ufake umbala kwimpendulo echanekileyo.



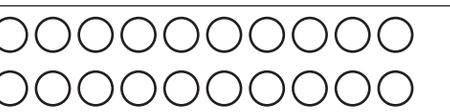
| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>amashumi |
| 3 | 4 | 5 | 6 | ones<br>imivo |

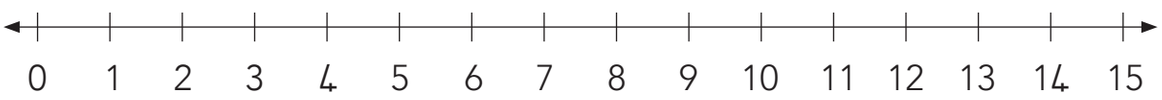


| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>amashumi |
| 0 | 1 | 2 | 3 | ones<br>imivo |

*Question 6*

***Umbuzo 6*** (2)

Use the number line to show how you would calculate 6 + 5 =
Sebenzisa umgca manani ukubonisa indlela yokubala oku: 6+5=




*Question 7*

***Umbuzo 7*** (10)

Use your counters and write the answer.
Sebenzisa izibalisi zakho ze ubhale impendulo.

a) 11 + 4 = ☐ b) 9 + 5 = ☐

c) 10 + 3 = ☐ d) 7 + 8 = ☐

e) 5 + 6 = ☐ f) 2 + 12 = ☐

g) 8 – 4 = ☐ h) 13 – 1 = ☐

i) 14 – 5 = ☐ j) 10 – 0 = ☐

*Question 8*

***Umbuzo 8*** (3)

Calculate the following:
Bala okulandelayo:

15 + 8 = ☐ 12 + 14 = ☐ 35 – 12 = ☐

*Question 9*

*Umbuzo 9* (2)

Double the given number:
Phinda kabini inani olinikiweyo:

| Number<br>Inani | Double<br>Phinda kabini |
|---|---|
| 3 | |
| 6 | |

*Question 10*

*Umbuzo 10*

a) Circle the coins that will make up R10.
Biyela iingqekembe ezakha ii-R10. (1)

b) Calculate the following:
Bala okulandelayo: (2)

i. 10c + 10c = ☐

ii. 20c – 10c = ☐

c) Thandi bought a book for R9 and a pen for R4.
How much money did she spend? _____

UThandi uthenge incwadi ngee-R9 nepeni ngee-R4. _____ (2)

*Question 11*

*Umbuzo 11* (3)

Mpho has 12 balls. She puts the balls into groups. She puts 3 balls into each group.
Draw the grouped balls.

UMpho uneebhola ezili-12. Ubeka iibhola zibe kumaqela. Ubeka iibhola ezi-3 kwiqela ngalinye. Zoba amaqela ezi bhola.

How many groups will she make? _____ groups.

Uzakwenza amaqela amangaphi? Amaqela _____.

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

| | |
|---|---|
| 1. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>4<br>8 | (2) |
| 2. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>9<br>4 | (2) |
| 3. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>11 | (1) |
| 4. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>15 11<br>10 13<br>14 12 | (6) |
| 5. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>23<br>27<br>2 tens and 5 ones / Amashumi ama-2 nemivo emi-5<br>2 tens and 1 one / Amashumi ama-2 nomuvo-1 | (4) |
| 6. (1 mark – jumps on the number line, 1 mark – correct answer)<br>(Inqaku eli-1 lokutsiba kumgca manani, inqaku eli-1 - ngempendulo echanekileyo)<br>11 | (2) |
| 7. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>15 14<br>13 15<br>11 14<br>4 12<br>9 10 | (10) |

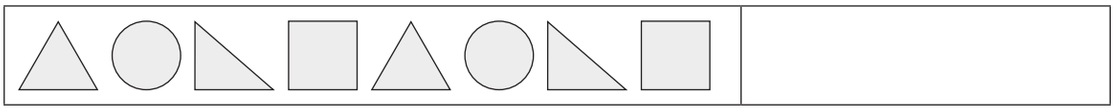
| | |
|---|---|
| 8. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>23 26 23 | (3) |
| 9. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>6<br>12 | (2) |
| 10. a) (1 mark per correct answer; multiple answers – only ONE answer required)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo; xa iimpendulo zininzi- INYE impendulo efunekayo)<br>R5 + R5<br>R5 + R2 + R2 + R1<br>R5 + R2 + R1 + R1 + R1<br>R2 + R2 + R2 + R2 + R1 + R1 | (1) |
| 10. b) (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>(i) 20c (ii) 10c | (2) |
| 10. c) (1 mark for the working and 1 mark for the answer OR 2 marks for correct answer)<br>(Inqaku eli-1 ngokusebenza nenqaku eli-1 ngempendulo OKANYE amanqaku ama-2 ngempendulo echanekileyo)<br>R9 + R4 = R13 | (2) |
| 11. (1 mark for 12 balls, 1 mark for groups of 3, 1 mark for the correct number of groups)<br>(Inqaku eli-1 ngeebhola ezili-12, eli-1 ngamaqela anonontathu, neli-1 ngenani elichanekileyo lamaqela)<br>●●● ●●● ●●● ●●● 4 groups / amaqela ama-4 | (3) |

## Written assessment items for Patterns

*Question 12*

*Umbuzo 12* (2)

Draw the next two shapes to extend the pattern:
Zoba iimilo ezimbini ezilandelayo ukwandisa ipatheni:



*Question 13*

*Umbuzo 13* (3)

Complete the pattern:
Gqibezela ipatheni:

a)

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 | 16 | 18 | | 22 | | 26 |

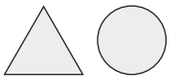
b)

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | 10 | | 20 | | 30 | 35 |

c)

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | | 30 | | 50 | 60 | 70 |

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

| | |
|---|---|
| 12. (1 mark per correct shape in this order)<br>(Inqaku eli-1 ngemilo echanekileyo ekolulandelelwano)<br>  | (2) |
| 13. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>a) 20, 24<br>b) 15, 25<br>c) 20, 40 | (3) |

## Written assessment items for Space and shape

*Question 14*
*Umbuzo 14*

(1)

Draw a line of symmetry.

Krwela umgca wolingano macala.

*Question 15*
*Umbuzo 15*

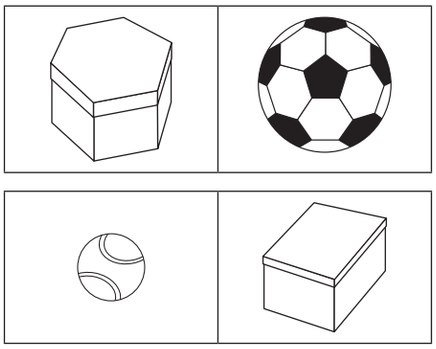
(2)

a) Circle the object that can roll.

Biyela ngesangqa into ephathekayo eqengqelekayo.

b) Circle the object that can slide.

Biyela ngesangqa into ephathekayo etshebelezayo.

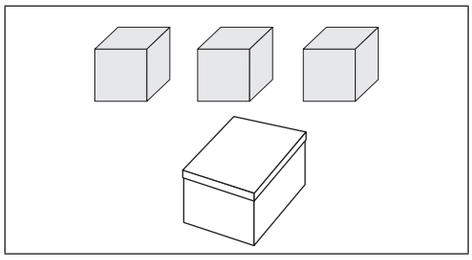


*Question 16*
*Umbuzo 16*

(2)

Can you build a tower with all the following objects? Write **yes** or *no*.

Ungakwazi ukwakha ithawa ngezi zinto zilandelayo? Bhala ewe okanye hayi.



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

| | |
|---|---|
| 14. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>  | (1) |
| 15. (1 mark per correct answer; learners circle the correct shape)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo; abafundi babiyela imilo echanekileyo)<br>a) The ball can roll. / Ibhola ingaqengqeleka.<br>b) The box can slide. / Ibhokisi ingatshebeleza. | (2) |
| 16. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br>Yes / Ewe | (1) |

## Written assessment items for Measurement

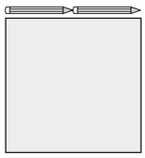
### *Question 17*

### *Umbuzo 17* (2)

a) Put a cross on the shortest line.

Beka umnqamlezo kowona mgca mfutshane.

b) What is the width of this square? _____ pencils

Bungakanani ububanzi besi sikwere?  Iipensile ezi _____

### *Question 18*

### *Umbuzo 18* (2)

These are the days of the week:

Ezi ziintsuku zeveki:

| |
|---|
| Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |
| Mvulo, Lwesibini, Lwesithathu, Lwesine, Lwesihlanu, Mgqibelo, Cawe |

Which days are weekend days?

Zeziphi iintsuku zempela veki??

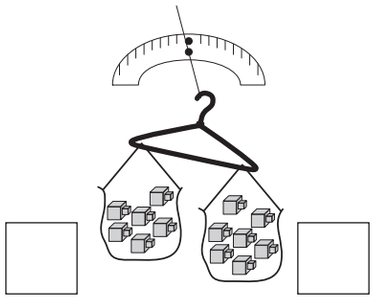
_____

### *Question 19*

### *Umbuzo 19* (1)

Which is the heaviest? Tick the block.

Yeyiphi eyona inzima? Phawula ibhloko efanelekileyo.



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

| | |
|---|---|
| 17. (1 mark for the drawing and one for the number)<br>(Inqaku eli-1 ngomzobo nenqaku eli-1 lenani)<br><br>a) The last line is the shortest / Umgca wokugqibela ngowona mfutshane<br>b) 2 pencils / Iipensile ezi-2. | (2) |
| 18. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br><br>Saturday / Mgqibelo — Sunday / Cawe | (2) |
| 19. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br><br>The block with 7 unifix cubes.<br>Ibhloko enee-unifix ezisi-7. | (1) |

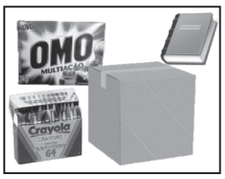
## Written assessment items for Data handling

*Question 20*

*Umbuzo 20* (4)

a) Look at these pictures of ball and box shapes. Complete the pictograph.

Jonga le mifanekiso yeemilo yebhola neebhokisi. Gqibezela ugcwalise igrafu yemifanekiso.





| | | |
|---|---|---|
| 7 | | |
| 6 | | |
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |
| | Balls / Iibhola | Boxes / Iibhokisi |

b) Which shape has most?

Yeyiphi imilo enobuninzi kunezinye?

| Balls<br>Iibhola | Boxes<br>Iibhokisi |
|---|---|

(1)

c) Which shape has least?

Yisiphi isimo esinokuncane kunakho konke?

| Balls<br>Iibhola | Boxes<br>Iibhokisi |
|---|---|

(1)

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

| | |
|---|---|
| 20. (1 mark per correct answer)<br>(Inqaku eli-1 ngempendulo nganye echanekileyo)<br><br>a) Balls =1 / Iibhola =1<br>Boxes = 7 / Iibhokisi = 7<br><br>b) Boxes are the most. / Iibhokisi zezona zininzi.<br>Balls are the least. / Iibhola zezona zimbalwa/ zincinci. | (4) + (1) +(1) |

# Written Assessment:
# English / Sepedi

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

*Question 1*
***Potšišo 1*** (2)

Colour the number that comes before:
Khalara nomoro yeo e tlago pele ga:

a) 5 | 3 | 6 | 4

b) 9 | 7 | 6 | 8

*Question 2*
***Potšišo 2*** (2)

Colour the number that comes after:
Khalara nomoro yeo e tlago ka morago ga:

a) 8 | 7 | 6 | 9

b) 3 | 6 | 4 | 5

*Question 3*
***Potšišo 3*** (1)

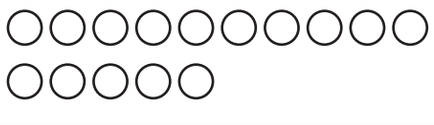
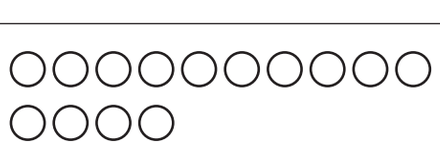
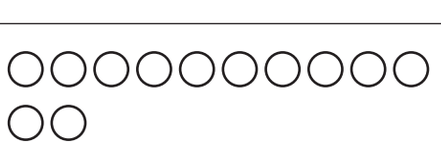
Colour the number that is equal to:
Khalara nomoro yeo e lekanago le:

11 | 10 | 11 | 12

*Question 4*

***Potšišo 4*** (6)

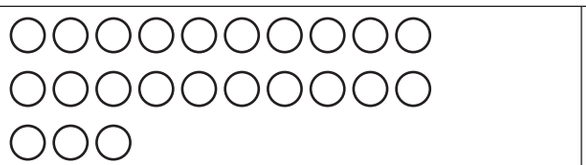
Count the counters and write the number symbol.
Bala dibaledi gomme o ngwale sekapalo.

| | | | |
|---|---|---|---|
|  | |  | |
|  | |  | |
|  | |  | |

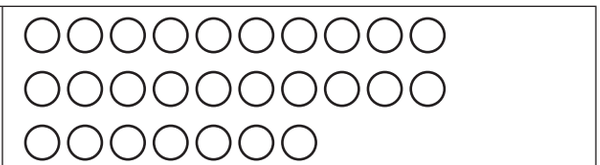
*Question 5*

***Potšišo 5*** (4)

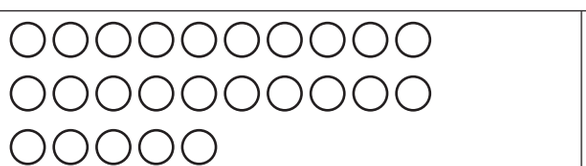
Count the counters and colour the correct answer.
Bala dibaledi gomme o khalare karabo ya maleba.



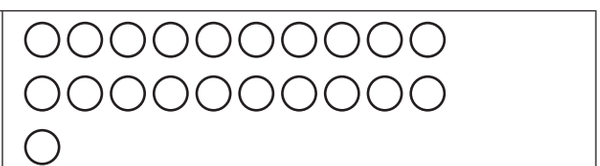
| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens masome |
| 3 | 4 | 5 | 6 | ones metšo |

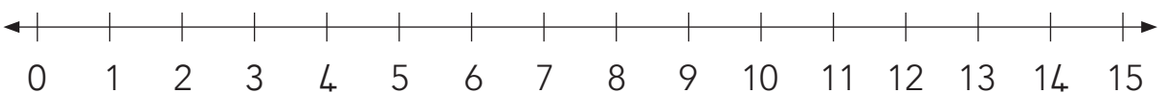


| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens masome |
| 0 | 1 | 2 | 3 | ones metšo |

*Question 6*

***Potšišo 6*** (2)

Use the number line to show how you would calculate 6 + 5 =
Šomiša mothalopalo go laetša gore o ka o ka balela bjang: 6 + 5 =




*Question 7*

***Potšišo 7*** (10)

Use your counters and write the answer.
Šomiša dibaledi gomme o ngwale dikarabo.

a) 11 + 4 = ☐ b) 9 + 5 = ☐

c) 10 + 3 = ☐ d) 7 + 8 = ☐

e) 5 + 6 = ☐ f) 2 + 12 = ☐

g) 8 – 4 = ☐ h) 13 – 1 = ☐

i) 14 – 5 = ☐ j) 10 – 0 = ☐

*Question 8*

***Potšišo 8*** (3)

Calculate the following:
Balela tše di latelago:

15 + 8 = ☐ 12 + 14 = ☐ 35 – 12 = ☐

*Question 9*

***Potšišo 9*** (2)

Double the given number:

Pedifatša nomoro ye o e filwego:

| Number<br>Inombolo | Double<br>Iphindwe kabili |
|---|---|
| 3 | |
| 6 | |

*Question 10*

***Potšišo 10***

a) Circle the coins that will make up R10.
Dira sediko go dikhoine tšeo di dirago R10. (1)

b) Calculate the following:
Balela tše di latelago: (2)

i. 10c + 10c = ☐

ii. 20c – 10c = ☐

c) Thandi bought a book for R9 and a pen for R4.
How much money did she spend? _____

Thandi o rekile puku ka R9 le pene ka R4. Na tšhelete ka moka ye a e šomišitšego ke bokae?_____ (2)

*Question 11*

***Potšišo 11*** (3)

Mpho has 12 balls. She puts the balls into groups. She puts 3 balls into each group.
Draw the grouped balls.

Mpho o nale dokgwele tše 12. O di bea ka dihlopha. O bea dikgwele tše 3 sehlopheng se sengwe le se sengwe. Thala dikgwele tšeo di hlophilwego.

How many groups will she make? _____ groups.

Na o tla dira dihlopha tše kae?

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

| | |
|---|---|
| 1. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>4<br>8 | (2) |
| 2. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>9<br>4 | (2) |
| 3. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>11 | (1) |
| 4. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>15 11<br>10 13<br>14 12 | (6) |
| 5. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>23<br>27<br>2 tens and 5 ones / Masome a 2 le metšo e 5<br>2 tens and 1 one / Masome a 2 le motšo o 1 | (4) |
| 6. (1 mark – jumps on the number line, 1 mark – correct answer)<br>(Moputso o 1 - mefofo mo mothalopalong, moputso o 1 - karabo ya maleba)<br>11 | (2) |
| 7. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>15 14<br>13 15<br>11 14<br>4 12<br>9 10 | (10) |

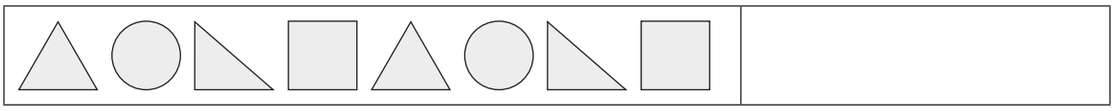
| | |
|---|---|
| 8. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>23 26 23 | (3) |
| 9. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>6<br>12 | (2) |
| 10. a) (1 mark per correct answer; multiple answers – only ONE answer required)<br>(Moputso o 1 go karabo ya maleba, go nale dikarabo tše mmalwa eupša go nyakela karabo e TEE.<br>R5 + R5<br>R5 + R2 + R2 + R1<br>R5 + R2 + R1 + R1 + R1<br>R2 + R2 + R2 + R2 + R1 + R1 | (1) |
| 10. b) (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>(i) 20c (ii) 10c | (2) |
| 10. c) (1 mark for the working and 1 mark for the answer OR 2 marks for correct answer)<br>(Aba moputso o 1 wa go šoma palo le moputso o 1 wa karabo, GOBa meputso e 2 go karabo ya maleba)<br>R9 + R4 = R13 | (2) |
| 11. (1 mark for 12 balls, 1 mark for groups of 3, 1 mark for the correct number of groups)<br>(Moputso o 1 wa dikgwele tše 12, moputso o 1 wa dihlopha tše 3, le moputso o 1 wa nomoro ya maleba ya dihlopha)<br>●●● ●●● ●●● ●●● 4 groups / dihlopha tše 4 | (3) |

## Written assessment items for Patterns

*Question 12*

***Potšišo 12*** (2)

Draw the next two shapes to extend the pattern:
Thala di paterone tše pedi tše di latelago gomme o katološe paterone:



*Question 13*

***Potšišo 13*** (3)

Complete the pattern:
Feleletša paterone:

a)

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 | 16 | 18 | | 22 | | 26 |

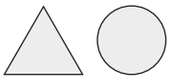
b)

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | 10 | | 20 | | 30 | 35 |

c)

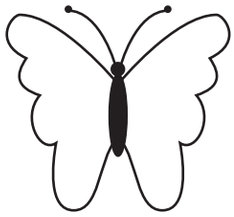
| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | | 30 | | 50 | 60 | 70 |

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

| | |
|---|---|
| 12. (1 mark per correct shape in this order)<br>(Aba moputso o 1 go paterone ya maleba gomme di be ka tatelano ye)<br>  | (2) |
| 13. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>a) 20, 24<br>b) 15, 25<br>c) 20, 40 | (3) |

## Written assessment items for Space and shape

*Question 14*
*Potšišo 14* (1)



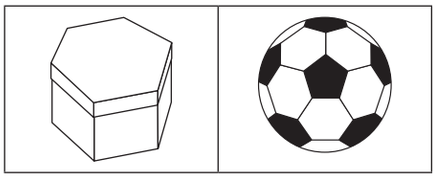
Draw a line of symmetry.

Thala mothalo wa tekanelo/ mothalo wa go ripa gare.

*Question 15*
*Potšišo 15* (2)

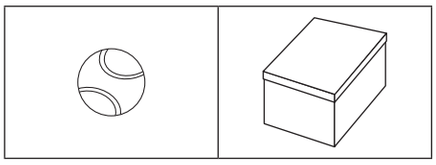
a) Circle the object that can roll.

Thala sediko go selo seo se kgonago go kgokologa.



b) Circle the object that can slide.

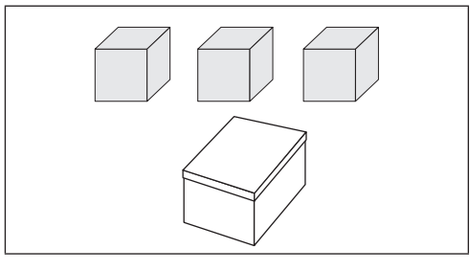
THala sediko go selo seo se kgonago go thelela.



*Question 16*
*Potšišo 16* (2)

Can you build a tower with all the following objects? Write **yes** or *no*.

Na o ka aga tora/ serokamo ka dilo tše di latelago? ngwala Ee goba Aowa



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

| | |
|---|---|
| 14. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>  | (1) |
| 15. (1 mark per correct answer; learners circle the correct shape)<br>(Aba moputso o 1 go karabo ya maleba; barutwana ba ka thala sediko go sebopego sa maleba)<br>a) The ball can roll. / Kgwele e ka kgona go kgokologa.<br>b) The box can slide. / Kgwele e ka kgona go thwetha. | (2) |
| 16. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br>Yes / Ee | (1) |

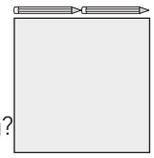
## Written assessment items for Measurement

*Question 17*

*Potšišo 17* (2)

a) Put a cross on the shortest line.

Thala sefapano go mathalo o mokapana go methalo ka moka.

b) What is the width of this square?  _____ pencils

Na bophara bja sekwere ke bjo bo kaakang? Diphensele tše _____.

*Question 18*

*Potšišo 18* (2)

These are the days of the week:

A ke matšatši a beke:

| |
|---|
| Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |
| Mantaga, Labobedi, Laboraro, Labone, Labohlano, Mokibelo, Sontaga. |

Which days are weekend days?

Ke matšatši afe a mafeleleo a beke?

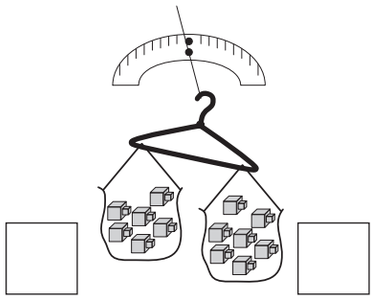
_____

*Question 19*

*Potšišo 19* (1)

Which is the heaviest? Tick the block.

Ke efe ya boima? Swaya poloko.



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

| | |
|---|---|
| 17. (1 mark for the drawing and one for the number)<br>(Moputso o 1 wa sethalwa le moputso o 1 wa nomoro)<br><br>a) The last line is the shortest / Mothalo wa mafelelo ke wo mo kopana go yona ka moka.<br>b) 2 pencils / Diphensele tše 2 | (2) |
| 18. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br><br>Saturday / Mokinelo i — Sunday / Sontaga | (2) |
| 19. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br><br>The block with 7 unifix cubes.<br>Poloko yeo e nago le dipolokwana tše 7 | (1) |

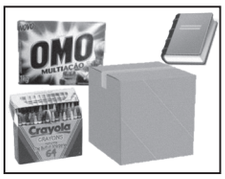
## Written assessment items for Data handling

*Question 20*

*Potšišo 20* (4)

a) Look at these pictures of ball and box shapes. Complete the pictograph.

Lebelela diswantšho tše tša dikgwele le mapokisi. Feleletša kerafo ya diswantšho.





| | | |
|---|---|---|
| 7 | | |
| 6 | | |
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |
| | Balls / Dikgwele | Boxes / Mapokisi |

b) Which shape has most?

Ke sebopego sefe seo se nago le tše ntšhi?

| Balls<br>Dikgwele | Boxes<br>Mapokisi |
|---|---|

(1)

c) Which shape has least?

Ke sebopego sefe seo se nago le tše nnyane?

| Balls<br>Dikgwele | Boxes<br>Mapokisi |
|---|---|

(1)

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

| | |
|---|---|
| 20. (1 mark per correct answer)<br>(Aba moputso o 1 go karabo ya maleba)<br><br>a) Balls =1 / Dikgwele =1<br>Boxes = 7 / Mapokisi = 7<br><br>b) Boxes are the most. / Mapokisi ke a mantšhi.<br>Balls are the least. / Dikgwele ke tše nnyane. | (4) + (1) +(1) |

# Written Assessment:
English / Setswana

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

*Question 1*
***Potso 1*** (2)

Colour the number that comes before:
Tshasa palo e e tlang pele ka mmala:

a) 5 | 3 | 6 | 4

b) 9 | 7 | 6 | 8

*Question 2*
***Potso 2*** (2)

Colour the number that comes after:
Tshasa palo e e latelang ka mmala:

a) 8 | 7 | 6 | 9

b) 3 | 6 | 4 | 5

*Question 3*
***Potso 3*** (1)

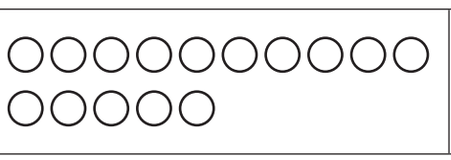
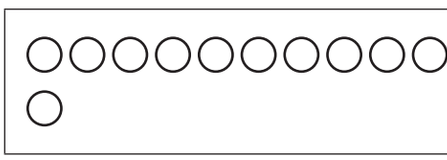
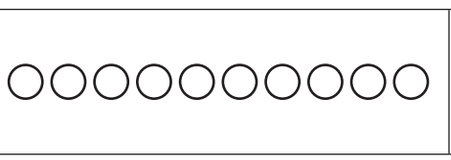
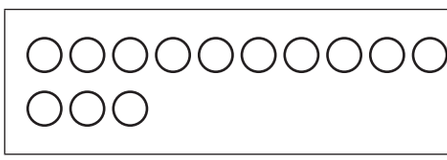
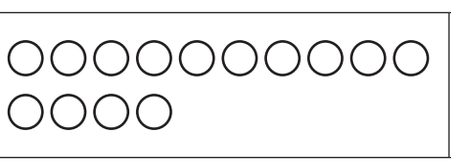
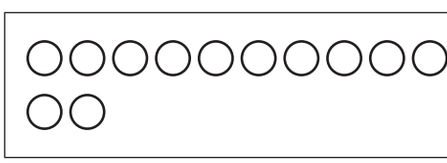
Colour the number that is equal to:
Tshasa palo e e maleka ka mmala:

11 | 10 | 11 | 12

*Question 4*

***Potso 4*** (6)

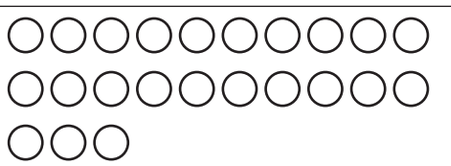
Count the counters and write the number symbol.
Bala dibadisi mme o kwale letshwaopalo.

| | | | |
|---|---|---|---|
|  | |  | |
|  | |  | |
|  | |  | |

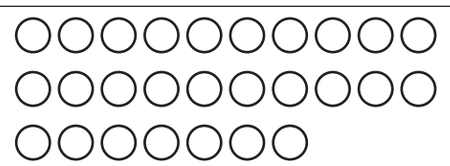
*Question 5*

***Potso 5*** (4)

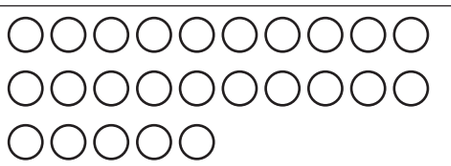
Count the counters and colour the correct answer.
Bala dibadisi mme o tshase karabo e e nepagetseng ka mmala.



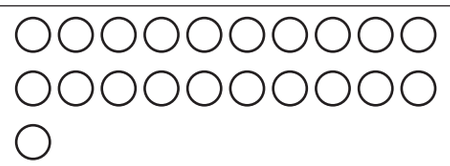
| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>masome |
| 3 | 4 | 5 | 6 | ones<br>metso |

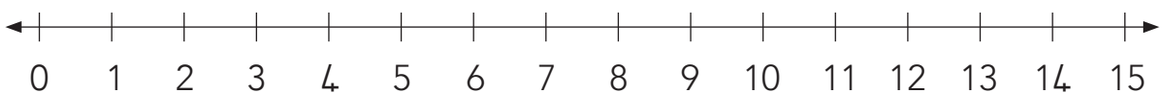


| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>amashumi |
| 0 | 1 | 2 | 3 | ones<br>imivo |

*Question 6*

***Potso 6*** (2)

Use the number line to show how you would calculate 6 + 5 =
Dirisa molapalo go bontsha gore o ka tlhakanya jang 6 + 5 =




*Question 7*

***Potso 7*** (10)

Use your counters and write the answer.
Dirisa dibadisi tsa gago mme o kwale karabo.

a) 11 + 4 = ☐ b) 9 + 5 = ☐

c) 10 + 3 = ☐ d) 7 + 8 = ☐

e) 5 + 6 = ☐ f) 2 + 12 = ☐

g) 8 – 4 = ☐ h) 13 – 1 = ☐

i) 14 – 5 = ☐ j) 10 – 0 = ☐

*Question 8*

***Potso 8*** (3)

Calculate the following:
Tlhakanya dipalo tse di latelang:

15 + 8 = ☐ 12 + 14 = ☐ 35 – 12 = ☐

*Question 9*

***Potso 9*** (2)

Double the given number:
Bala palo e o e neilweng gabedi:

| Number<br>Palo | Double<br>Gabedi |
|---|---|
| 3 | |
| 6 | |

*Question 10*

***Potso 10***

a) Circle the coins that will make up R10.
Sekeletsa dipapetlana tse di ka dirang R10. (1)

b) Calculate the following:
Tlhakanya dipalo tse di: (2)

i. 10c + 10c = ☐

ii. 20c – 10c = ☐

c) Thandi bought a book for R9 and a pen for R4.
How much money did she spend? _____

Thandi o rekile buka ka R9 le pene ka R4
O dirisitse bokae gotlhe ? _____ (2)

*Question 11*

***Potso 11*** (3)

Mpho has 12 balls. She puts the balls into groups. She puts 3 balls into each group.
Draw the grouped balls.

Mpho o na le dibolo di le 12. O baya dibolo ka ditlhopha. O baya dibolo di le tharo mo setlhopheng sengwe le sengwe. Thala setshwantsho sa dibolo tse di beilweng ka ditlhopha.

How many groups will she make? _____ groups.

O tlile go dira ditlhopha di le kae? _____.

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

| | |
|---|---|
| 1. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>4<br>8 | (2) |
| 2. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>9<br>4 | (2) |
| 3. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br>11 | (1) |
| 4. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>15 11<br>10 13<br>14 12 | (6) |
| 5. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>23<br>27<br>2 tens and 5 ones / Masome a 2 le metso e 5<br>2 tens and 1 one / Masome a 2 le motso o le 1 | (4) |
| 6. (1 mark – jumps on the number line, 1 mark – correct answer)<br>(Leduo le le 1 - la go tlola mo molapalong, leduo le le 1 la karabo e e nepagetseng)<br>11 | (2) |
| 7. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>15 14<br>13 15<br>11 14<br>4 12<br>9 10 | (10) |

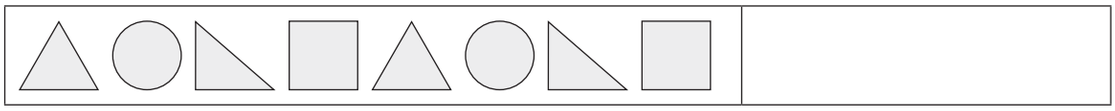
| | |
|---|---|
| 8. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>23 26 23 | (3) |
| 9. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>6<br>12 | (2) |
| 10. a) (1 mark per correct answer; multiple answers – only ONE answer required)<br>(Leduo le le 1 la karabo e e nepagetseng; dikarabo tse di farologaneng - go tlhokega karabo e le NNGWE fela)<br>R5 + R5<br>R5 + R2 + R2 + R1<br>R5 + R2 + R1 + R1 + R1<br>R2 + R2 + R2 + R2 + R1 + R1 | (1) |
| 10. b) (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>(i) 20c (ii) 10c | (2) |
| 10. c) (1 mark for the working and 1 mark for the answer OR 2 marks for correct answer)<br>(Leduo le le 1 la go dira le le 1 la karabo KGOTSA maduo a le 2 a karabo e e nepagetseng)<br>R9 + R4 = R13 | (2) |
| 11. (1 mark for 12 balls, 1 mark for groups of 3, 1 mark for the correct number of groups)<br>(Leduo le le 1 la dibolo di le 12, leduo le le 1 la ditlhopha tsa bo 3, leduo le le 1 la palo e e nepagetseng ya ditlhopha)<br>●●● ●●● ●●● ●●● 4 groups / ditlhopha di le 4 | (3) |

## Written assessment items for Patterns

*Question 12*

*Potso 12* (2)

Draw the next two shapes to extend the pattern:
Thala dipopego tse pedi tse di latelang go oketsa paterone:



*Question 13*

*Potso 13* (3)

Complete the pattern:
Feleletsa paterone:

a)

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 | 16 | 18 | | 22 | | 26 |

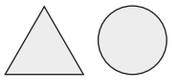
b)

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | 10 | | 20 | | 30 | 35 |

c)

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | | 30 | | 50 | 60 | 70 |

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

| | |
|---|---|
| 12. (1 mark per correct shape in this order)<br>(Leduo le le 1 la popego e e nepagetseng ka tsela e e latelang)<br>  | (2) |
| 13. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>a) 20, 24<br>b) 15, 25<br>c) 20, 40 | (3) |

## Written assessment items for Space and shape

*Question 14*
*Potso 14*

(1)

Draw a line of symmetry.

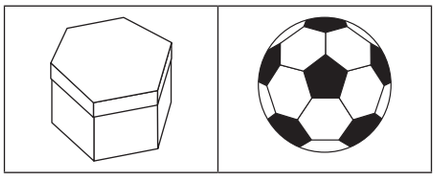
Thala mothalo wa bogare.

*Question 15*
*Potso 15*

(2)

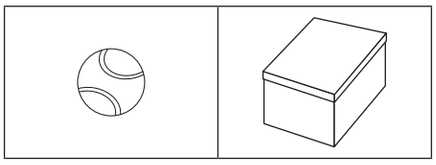
a) Circle the object that can roll.

Sekeletsa sediriswa se se ka kgokologang.



b) Circle the object that can slide.

Sekeletsa sediriswa se se ka relelang.

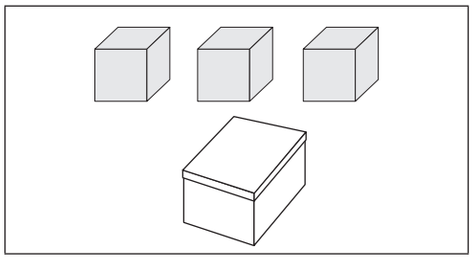


*Question 16*
*Potso 16*

(2)

Can you build a tower with all the following objects? Write **yes** or *no*.

A o ka aga terio ka didiriswa tsotlhe tse di lateng? Kwala Ee kgotsa Nnyaa.



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

| | |
|---|---|
| 14. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br>  | (1) |
| 15. (1 mark per correct answer; learners circle the correct shape)<br>(Leduo le le 1 la karabo e e nepagetseng; barutwana ba sekeletsa popego e e nepagetseng)<br><br>a) The ball can roll. / Bolo e ka kgokologa.<br>b) The box can slide. / Lebokoso le ka relela. | (2) |
| 16. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br><br>Yes / Ee | (1) |

## Written assessment items for Measurement

### *Question 17*

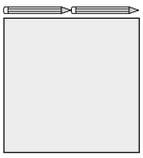
***Potso 17*** (2)

a) Put a cross on the shortest line.

Baya sefapano mo mothalong o mokhutshwakhutshwane.

b) What is the width of this square? _____ pencils

Bophara ba sekwere se ke bokae? diphensele di le _____



### *Question 18*

***Potso 18*** (2)

These are the days of the week:

A ke malatsi a beke:

| |
|---|
| Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |
| Mosupologo, Labobedi, Laboraro, Labone, Labotlhano, Lamatlhatso, Latshipi |

Which days are weekend days?

Ke malatsi a fe a bokhutlo ba beke?

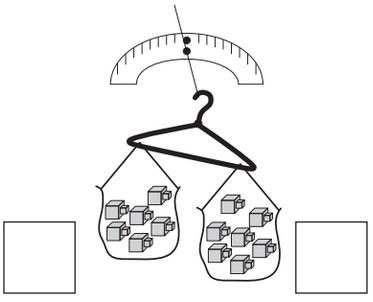
_____

### *Question 19*

***Potso 19*** (1)

Which is the heaviest? Tick the block.

Ke efe e e bokete go di feta? Tshwaya lebokoso.



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

| | |
|---|---|
| 17. (1 mark for the drawing and one for the number)<br>(Leduo le le 1 la setshwantsho le le 1 la palo)<br><br>a) The last line is the shortest / Mothalo wa bofelo o mokhutshwakhutshwane<br>b) 2 pencils / diphensele di le 2. | (2) |
| 18. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br><br>Saturday / Lamatlhatso — Sunday / Latshipi | (2) |
| 19. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br><br>The block with 7 unifix cubes.<br>Boloko ba dibolokonyana le 7 tsa dikhubere. | (1) |

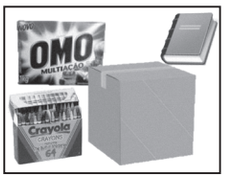
## Written assessment items for Data handling

*Question 20*

*Potso 20* (4)

a) Look at these pictures of ball and box shapes. Complete the pictograph.

Lebelela ditshwantsho tse di latelang tsa bolo le dipopego tsa lebokisi. Feleletsa kerafo ya ditshwantsho.





| | | |
|---|---|---|
| 7 | | |
| 6 | | |
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |
| | Balls / Dibolo | Boxes / Mabokoso |

b) Which shape has most?

Ke popego efe e ntsi?

| Balls<br>Dibolo | Boxes<br>Mabokoso |
|---|---|

(1)

c) Which shape has least?

Ke popego efe e nnye?

| Balls<br>Dibolo | Boxes<br>Mabokoso |
|---|---|

(1)

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

| | |
|---|---|
| 20. (1 mark per correct answer)<br>(Leduo le le 1 la karabo e e nepagetseng)<br><br>a) Balls =1 / Dibolo =1<br>Boxes = 7 / Mabokoso = 7<br><br>b) Boxes are the most. / Mabokoso ke a mantsi.<br>Balls are the least. / Dibolo ke tse dinnye. | (4) + (1) +(1) |

# Written Assessment:
English / Xitsonga

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

*Question 1*
***Xivutiso 1*** (2)

Colour the number that comes before:
Khalara nomboro leyi landzelaka:

a) 5 | 3 | 6 | 4

b) 9 | 7 | 6 | 8

*Question 2*
***Xivutiso 2*** (2)

Colour the number that comes after:
Khalara nomboro leyi nga endzhaku ka:

a) 8 | 7 | 6 | 9

b) 3 | 6 | 4 | 5

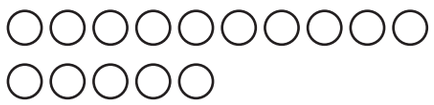
*Question 3*
***Xivutiso 3*** (1)

Colour the number that is equal to:
Khalara nomboro leyi ringanaka na:

11 | 10 | 11 | 12

*Question 4*
*Xivutiso 4* (6)

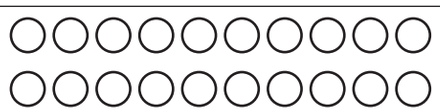
Count the counters and write the number symbol.
Khalara swihlayelo u tsala mfungho wa nomboro.

| | | | |
|---|---|---|---|
|  | |  | |
|  | |  | |
|  | |  | |

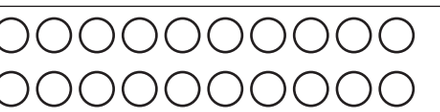
*Question 5*

*Xivutiso 5* (4)

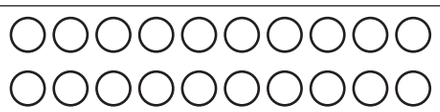
Count the counters and colour the correct answer.
Hlayela swihlayelo u khalara nhlamulo leyi faneleke.



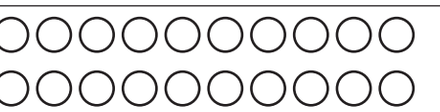
| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>vukhume |
| 3 | 4 | 5 | 6 | ones<br>vun'we |

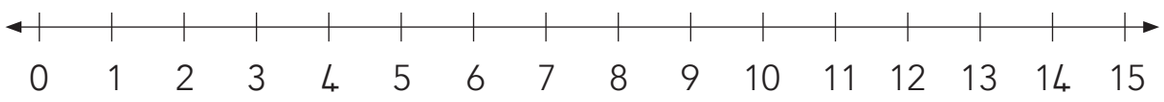


| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>vukhume |
| 0 | 1 | 2 | 3 | ones<br>vun'we |

*Question 6*

***Xivutiso 6*** (2)

Use the number line to show how you would calculate 6 + 5 =
Tirhisa ndzhati wa mintsengo ku kombisa ndlela leyi u nga yi tirhisaka ku khakhuleta: 6 + 5 =




*Question 7*

***Xivutiso 7*** (10)

Use your counters and write the answer.
Tirhisa swihlayelo ku tsala nhlamulo.

a) 11 + 4 = ☐ b) 9 + 5 = ☐

c) 10 + 3 = ☐ d) 7 + 8 = ☐

e) 5 + 6 = ☐ f) 2 + 12 = ☐

g) 8 – 4 = ☐ h) 13 – 1 = ☐

i) 14 – 5 = ☐ j) 10 – 0 = ☐

*Question 8*

***Xivutiso 8*** (3)

Calculate the following:
Khakhuleta leswi landzelaka:

15 + 8 = ☐ 12 + 14 = ☐ 35 – 12 = ☐

*Question 9*

***Xivutiso 9*** (2)

Double the given number:
Mbirihata tinomboro leti u nyikiweke:

| Number<br>Nomboro | Double<br>Mbirihata |
|---|---|
| 3 | |
| 6 | |

*Question 10*

***Xivutiso 10***

a) Circle the coins that will make up R10.
Tsondzela swingwece leswi endlaka -R10. (1)

b) Calculate the following:
Bala lokhu okulandelayo: (2)

i. 10c + 10c = ☐

ii. 20c – 10c = ☐

c) Thandi bought a book for R9 and a pen for R4.
How much money did she spend? _____

Thandi u xavile buku hi R9 na xitsalo hi R4.
Xana u tirhisile mali muni? _____ (2)

*Question 11*

***Xivutiso 11*** (3)

Mpho has 12 balls. She puts the balls into groups. She puts 3 balls into each group.
Draw the grouped balls.

Mpho u na 12 wa tibolo. U vekerile tibolo hi mintlawa. U vekerile 3 wa tibolo ka ntlawa wun'wana na wun'wana.
Dirowa mintkawa ya tibolo.

How many groups will she make? _____ groups.

Xana u ta endla mintlawa mingani?

_____ wa mintlawa.

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

| | |
|---|---|
| 1. (1 mark per correct answer)<br>(Maraka yi1 ya nhlamulo leyi faneleke)<br>4<br>8 | (2) |
| 2. (1 mark per correct answer)<br>(Maraka yi1 ya nhlamulo leyi faneleke)<br>9<br>4 | (2) |
| 3. (1 mark per correct answer)<br>(Maraka yi1 ya nhlamulo leyi faneleke)<br>11 | (1) |
| 4. (1 mark per correct answer)<br>(Maraka yi1 ya nhlamulo leyi faneleke)<br>15 11<br>10 13<br>14 12 | (6) |
| 5. (1 mark per correct answer)<br>(Maraka yi1 ya nhlamulo leyi faneleke)<br>23<br>27<br>2 tens and 5 ones / 2 wa vukhume na 5 wa vun'we<br>2 tens and 1 one / 2 wa vukhume na 1 wa vun'we | (4) |
| 6. (1 mark – jumps on the number line, 1 mark – correct answer)<br>(Imaki eli-1 – lokugxuma emgqeni wezinombolo, eli-1 lempendulo efanele)<br>11 | (2) |
| 7. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br>15 14<br>13 15<br>11 14<br>4 12<br>9 10 | (10) |

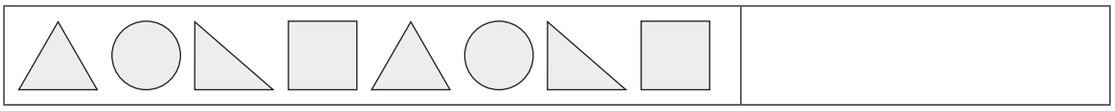
| | |
|---|---|
| 8. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br>23 26 23 | (3) |
| 9. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br>6<br>12 | (2) |
| 10. a) (1 mark per correct answer; multiple answers – only ONE answer required)<br>(Nikeza imaki eli-1 empendulweni e-1 efanele; uma izimpendulo ziningi – YINYE edingekayo)<br>R5 + R5<br>R5 + R2 + R2 + R1<br>R5 + R2 + R1 + R1 + R1<br>R2 + R2 + R2 + R2 + R1 + R1 | (1) |
| 10. b) (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br>(i) 20c (ii) 10c | (2) |
| 10. c) (1 mark for the working and 1 mark for the answer OR 2 marks for correct answer)<br>(Nikeza imaki eli-1 lalokho okusetshenziwe, nikeza imaki eli-1 lempendulo NOMA kube ngamamaki ama-2 empendulweni efanele)<br>R9 + R4 = R13 | (2) |
| 11. (1 mark for 12 balls, 1 mark for groups of 3, 1 mark for the correct number of groups)<br>(Iaki eli-1 lamabhola ayi-12, eli-1 lamaqoqo ama-3, eli-1 lenani elifanele lamaqoqo)<br>●●● ●●● ●●● ●●● 4 groups / amaqoqo ama-4 | (3) |

## Written assessment items for Patterns

*Question 12*

*Xivutiso 12* (2)

Draw the next two shapes to extend the pattern:
Dweba lezi zimo ezimbili ezilandelayo ukwelula iphethini:



*Question 13*

*Xivutiso 13* (3)

Complete the pattern:
Qedela iphethini:

a)

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 | 16 | 18 | | 22 | | 26 |

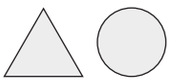
b)

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | 10 | | 20 | | 30 | 35 |

c)

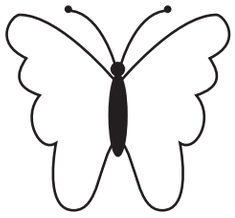
| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | | 30 | | 50 | 60 | 70 |

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

| | |
|---|---|
| 12. (1 mark per correct shape in this order)<br>(Imaki elilodwa ngesimo esifanele bese zilandelana kanje)<br>  | (2) |
| 13. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br>a) 20, 24<br>b) 15, 25<br>c) 20, 40 | (3) |

## Written assessment items for Space and shape

*Question 14*
*Xivutiso 14*



(1)

Draw a line of symmetry.

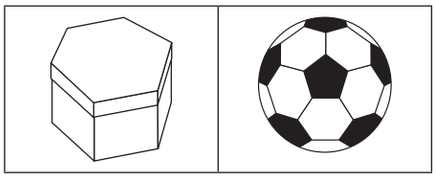
Dweba umugqa uhlukanise lokhu phakathi naphakathi kufane ncamashi.

*Question 15*
*Xivutiso 15*

(2)

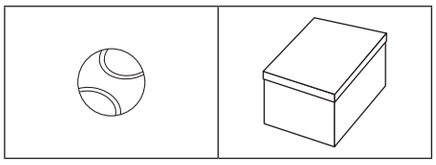
a) Circle the object that can roll.

Kokelezela okukwazi ukugingqika kulokhu.



b) Circle the object that can slide.

Kokelezela okukwazi ukushelela kulokhu.

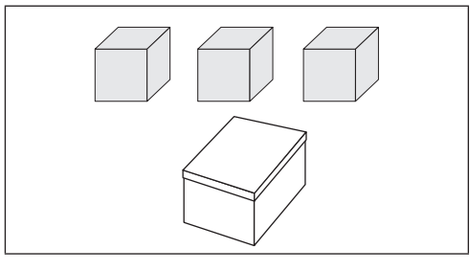


*Question 16*
*Xivutiso 16*

(2)

Can you build a tower with all the following objects? Write **yes** or *no*.

Ungasakha isitezi ngalezi nto ezilandelayo? Bhala **yebo** noma **cha**.



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

| | |
|---|---|
| 14. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br>  | (1) |
| 15. (1 mark per correct answer; learners circle the correct shape)<br>(Nikeza imaki eli-1 empendulweni efanele; abafundi bazungelezela isimo esifanele)<br><br>a) The ball can roll. / Yibhola elikwazi ukugingqika.<br>b) The box can slide. / Yibhokisi elikwazi ukushibilika. | (2) |
| 16. (1 mark per correct answer)<br>(Imaki eli-1 ngempendulo efanele)<br><br>Yes / yebo | (1) |

## Written assessment items for Measurement

### *Question 17*

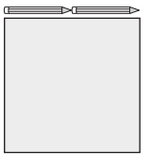
### *Xivutiso 17* (2)

a) Put a cross on the shortest line.

Beka isiphambano emgqeni omfushane kunayo yonke.

b) What is the width of this square? _____ pencils

Sibanzi kangakanani lesi sikwele? amapensela a-_____



### *Question 18*

### *Xivutiso 18* (2)

These are the days of the week:

Yizinsuku zesonto lezi:

| |
|---|
| Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |
| uMsombuluko, uLwesibili, uLwesithathu, uLwesine, uLwesihlanu, uMgqibelo, iSonto |

Which days are weekend days?

Yiziphi kulezi zinsuku eziwela kwimpelasonto?

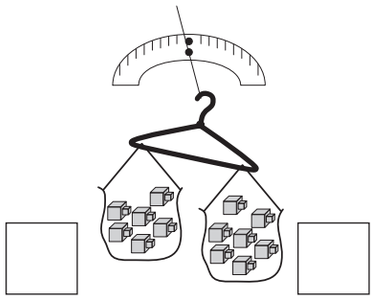
_____

### *Question 19*

### *Xivutiso 19* (1)

Which is the heaviest? Tick the block.

Yikuphi okusinda kunakho konke? Thikha ibhulokhi.



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

| | |
|---|---|
| 17. (1 mark for the drawing and one for the number)<br>(Nikeza imaki eli-1 lomdwebo nelilodwa futhi lenombolo)<br><br>a) The last line is the shortest / Umugqa wokugcina mfushane kunayo yonke<br>b) 2 pencils / amapensela ama-2 | (2) |
| 18. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br><br>Saturday / uMgqibelo — Sunday / iSonto | (2) |
| 19. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br><br>The block with 7 unifix cubes.<br>Ibhulokhi elinama-Unifix ayisi-7. | (1) |

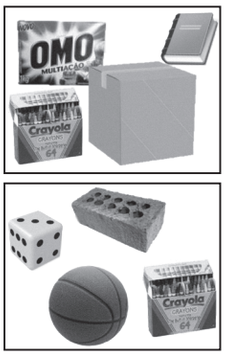
## Written assessment items for Data handling

*Question 20*

*Xivutiso 20* (4)

a) Look at these pictures of ball and box shapes. Complete the pictograph.

Buka lezi zithombe, zezimo ezisabhola nezisabhokisi. Qedela igrafu yezithombe.







| | | |
|---|---|---|
| 7 | | |
| 6 | | |
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |
| | Balls / Amabhola | Boxes / Amabhokisi |

b) Which shape has most?

Yisiphi isimo esinokuningi kunakho konke?

| Balls<br>Amabhola | Boxes<br>Amabhokisi |
|---|---|

(1)

c) Which shape has least?

Yisiphi isimo esinokuncane kunakho konke?

| Balls<br>Amabhola | Boxes<br>Amabhokisi |
|---|---|

(1)

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

| | |
|---|---|
| 20. (1 mark per correct answer)<br>(Nikeza imaki eli-1 empendulweni efanele)<br><br>a) Balls =1 / Amabhola =1<br>Boxes = 7 / Amabhokisi = 7<br><br>b) Boxes are the most. / Amabhokisi yiwo amaningi kunakho konke.<br>Balls are the least. / Amabhola yiwo ambalwa kunakho konke. | (4) + (1) +(1) |

# Written Assessment:
English / Tshivenda

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

*Question 1*
*Mbudziso 1* (2)

Colour the number that comes before:
Swayani nomboro i no ḓa u thoma:

a) 5 | 3 | 6 | 4

b) 9 | 7 | 6 | 8

*Question 2*
*Mbudziso 2* (2)

Colour the number that comes after:
Swayani nomboro i no ḓa murahu:

a) 8 | 7 | 6 | 9

b) 3 | 6 | 4 | 5

*Question 3*
*Mbudziso 3* (1)

Colour the number that is equal to:
Swayani nomboro i no lingana na:

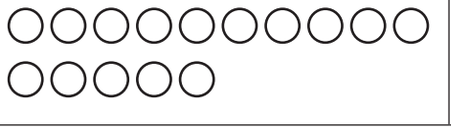
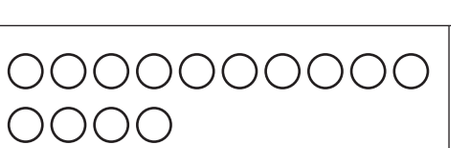
11 | 10 | 11 | 12

*Question 4*

***Mbudziso 4*** (6)

Count the counters and write the number symbol.

Vhalani zwithu zwa u vhalela ni ńwale nomboro yo teaho.

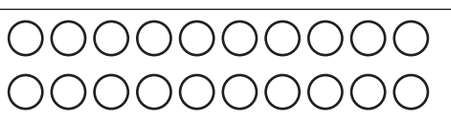
| | | | |
|---|---|---|---|
|  | |  | |
|  | |  | |
|  | |  | |

*Question 5*

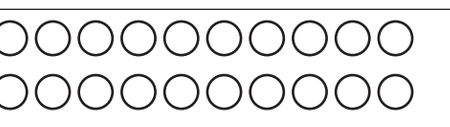
***Mbudziso 5*** (4)

Count the counters and colour the correct answer.

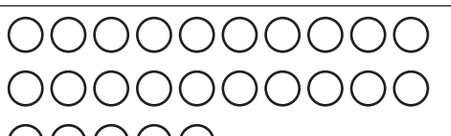
Vhalani zwithu zwa u vhalela ni swaye nomboro phindulo ire yone.



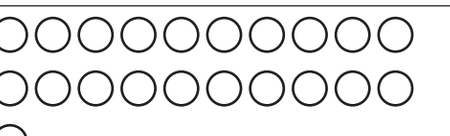
| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |



| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>Mahumi |
| 3 | 4 | 5 | 6 | ones<br>Vhuthihi |

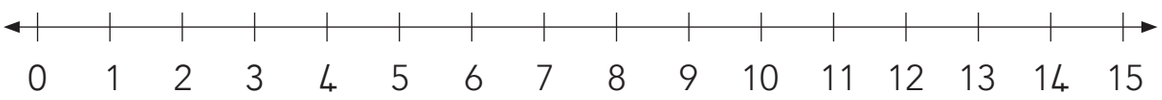


| | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | tens<br>Mahumi |
| 0 | 1 | 2 | 3 | ones<br>Vhuthihi |

*Question 6*

***Mbudziso 6*** (2)

Use the number line to show how you would calculate 6 + 5 =
Shumisani mutalo mbalo ni sumbedze uri ni nga ṱanganyisa hani 6+5=




*Question 7*

***Mbudziso 7*** (10)

Use your counters and write the answer.
Shumisani zwithu zwa u vhalela ni ńwale phindulo yo teaho.

a) 11 + 4 = ☐ b) 9 + 5 = ☐

c) 10 + 3 = ☐ d) 7 + 8 = ☐

e) 5 + 6 = ☐ f) 2 + 12 = ☐

g) 8 – 4 = ☐ h) 13 – 1 = ☐

i) 14 – 5 = ☐ j) 10 – 0 = ☐

*Question 8*

***Mbudziso 8*** (3)

Calculate the following:
Vhalelani zwi tevhelaho:

15 + 8 = ☐ 12 + 14 = ☐ 35 – 12 = ☐

*Question 9*

***Mbudziso 9*** (2)

Double the given number:
Vhalani nomboro ye na fhiwa luvhili:

| Number<br>Nomboro | Double<br>Mmbili |
|---|---|
| 3 | |
| 6 | |

*Question 10*

***Mbudziso 10***

a) Circle the coins that will make up R10.
Tingeledzani ( khoini) tshelede ine ya ita R10. (1)

b) Calculate the following:
Vhalelani zwi tevhelaho: (2)

i. 10c + 10c = ☐

ii. 20c – 10c = ☐

c) Thandi bought a book for R9 and a pen for R4.
How much money did she spend? _____

Thandi o renga bugu nga R9 na bulupheni nga R4.

O shumisa vhugai yoṱhe yo ṱangana? _____ (2)

*Question 11*

***Mbudziso 11*** (3)

Mpho has 12 balls. She puts the balls into groups. She puts 3 balls into each group.
Draw the grouped balls.

Mpho u na bolo dza 12. O vhea bolo dzawe nga zwigwada. O vhea bolo dza 3 kha tshigwada tshiṅwe na tshiṅwe. Olani zwigwada izwo.

How many groups will she make? _____ groups.

U ḓo vha na zwigwada zwingana? _____

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

| | |
|---|---|
| 1. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>4<br>8 | (2) |
| 2. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>9<br>4 | (2) |
| 3. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>11 | (1) |
| 4. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>15 11<br>10 13<br>14 12 | (6) |
| 5. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>23<br>27<br>2 tens and 5 ones / Mahumi- 2 na vhuthihi -5<br>2 tens and 1 one / Mahumi – 2 na vhuthihi 1 | (4) |
| 6. (1 mark – jumps on the number line, 1 mark – correct answer)<br>(Maraga 1 ya u vhalela kha mutalo mbalo- maraga 1 – ya phindulo ire yone)<br>11 | (2) |
| 7. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>15 14<br>13 15<br>11 14<br>4 12<br>9 10 | (10) |

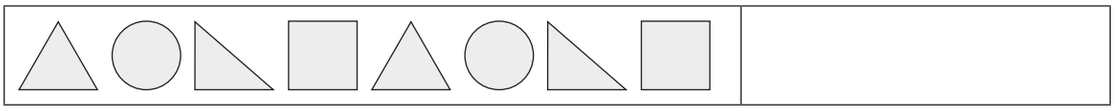
| | |
|---|---|
| 8. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>23 26 23 | (3) |
| 9. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>6<br>12 | (2) |
| 10. a) (1 mark per correct answer; multiple answers – only ONE answer required)<br>(Maraga 1 ya phindulo ire yone, phindulo dzo fhambanaho- hu ṱoḓea phindulo NTHIHI fhedzi)<br>R5 + R5<br>R5 + R2 + R2 + R1<br>R5 + R2 + R1 + R1 + R1<br>R2 + R2 + R2 + R2 + R1 + R1 | (1) |
| 10. b) (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>(i) 20c (ii) 10c | (2) |
| 10. c) (1 mark for the working and 1 mark for the answer OR 2 marks for correct answer)<br>(Maraga 1 ya ku tandululele kwa thaidzo, maraga 1 ya phindulo KANA maraga 2 ya phindulo ire yone)<br>R9 + R4 = R13 | (2) |
| 11. (1 mark for 12 balls, 1 mark for groups of 3, 1 mark for the correct number of groups)<br>11. maraga 1 ya bolo dza 12, maraga 1 ya zwigwada zwa zwithu zwa 3, maraga 1 ya mbalo ya zwigwada(zwingana)<br>●●● ●●● ●●● ●●● 4 groups / zwigwada zwa 4 | (3) |

## Written assessment items for Patterns

*Question 12*

*Mbudziso 12* (2)

Draw the next two shapes to extend the pattern:
Olani zwivhumbeo zwivhili zwino tevhela ni fhedzise phetheni:



*Question 13*

*Mbudziso 13* (3)

Complete the pattern:
Fhedzisani phetheni:

a)

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 | 16 | 18 | | 22 | | 26 |

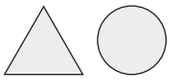
b)

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | 10 | | 20 | | 30 | 35 |

c)

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | | 30 | | 50 | 60 | 70 |

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

| | |
|---|---|
| 12. (1 mark per correct shape in this order)<br>(Maraga 1 ya tshivhumbeo tshire tshone nga mutevhe uyu)<br>  | (2) |
| 13. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>a) 20, 24<br>b) 15, 25<br>c) 20, 40 | (3) |

## Written assessment items for Space and shape

*Question 14*
*Mbudziso 14*

(1)

Draw a line of symmetry.

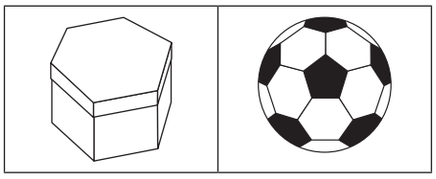
Olani mutalo wa ndingano( simetiri)

*Question 15*
*Mbudziso 15*

(2)

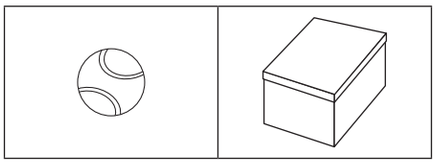
a) Circle the object that can roll.

Tingeledza tshithu tshine tsha kunguluwa



b) Circle the object that can slide.

Tingeledzani tshithu tshine tsha suvha

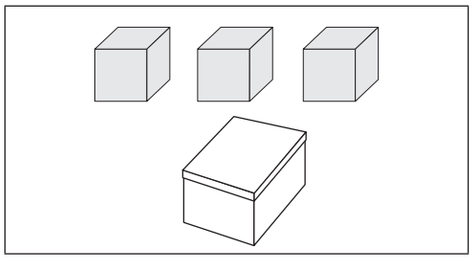


*Question 16*
*Mbudziso 16*

(2)

Can you build a tower with all the following objects? Write **yes** or *no*.

Ni nga kona u fhaṱa thawa( nnḓu) nga zwithi zwi tevhelaho? Ina kana Hai.



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

| | |
|---|---|
| 14. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>  | (1) |
| 15. (1 mark per correct answer; learners circle the correct shape)<br>(Maraga 1 ya phindulo ire yone, mugudi u tea u tingeledza tshivhumbeo tsho teaho)<br>a) The ball can roll. / Bolo i a kunguluwa<br>b) The box can slide. / Bogisi ḽi a suvha | (2) |
| 16. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br>Yes / Ina | (1) |

## Written assessment items for Measurement

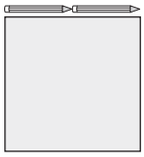
*Question 17*

*Mbudziso 17* (2)

a) Put a cross on the shortest line.

Ṅwalani tshifhambano kha mutalo mupfufhisa.

b) What is the width of this square?



____ pencils

Vhuphara ha tshikwea itshi ndi vhungafhani?

Penisele dza_____

*Question 18*

*Mbudziso 18* (2)

These are the days of the week:

Aya ndi maḓuvha a vhege.

| |
|---|
| Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |
| Musumbuluwo, Ḽavhuvhili, Ḽavhuraru, Ḽavhuna, Ḽavhuṱanu, Mugivhela, Sondaha |

Which days are weekend days?

Ndi afhio maḓuvha ane ra siye tshikoloni?

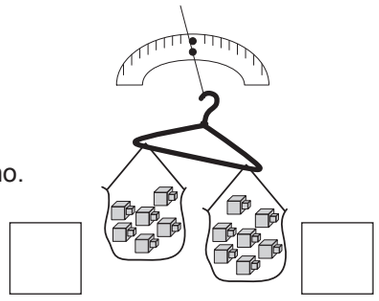
_____

*Question 19*

*Mbudziso 19* (1)

Which is the heaviest? Tick the block.

Ndi tshifhio tshi no lemelesa? Swayabi buḽoko yo teaho.



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

| | |
|---|---|
| 17. (1 mark for the drawing and one for the number)<br>(Maraga 1 ya u ola na maraga 1 ya nomboro)<br><br>a) The last line is the shortest / Mutalo wa u fhedzisela ndi wone mupfufhisa<br>b) 2 pencils / Penisele dza 2 | (2) |
| 18. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br><br>Saturday / Mugivhela — Sunday / Sondaha | (2) |
| 19. (1 mark per correct answer)<br>(Maraga 1 ya phindulo ire yone)<br><br>The block with 7 unifix cubes.<br>Buḽoko ire na dzikhubu dza 7. | (1) |

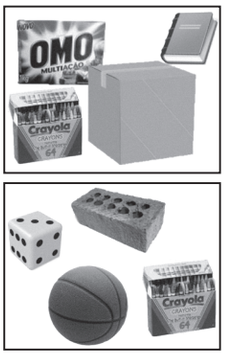
## Written assessment items for Data handling

*Question 20*

*Mbudziso 20* (4)

a) Look at these pictures of ball and box shapes. Complete the pictograph.

Sedzani zwifanyiso izwi zwa zwivhumbeo zwa bolo na bogisi. Fhedzisani girafu ya zwivhumbeo kana zwifanyiso.




| | | |
|---|---|---|
| 7 | | |
| 6 | | |
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |
| | Balls / Bolo | Boxes / Mabogisi |

b) Which shape has most?

Ndi tshivhumbeo tshifhio tshi re na?

| Balls<br>Bolo | Boxes<br>Mabogisi |
|---|---|

(1)

c) Which shape has least?

Ndi tshivhumbeo tshifhio tshi re na?

| Balls<br>Bolo | Boxes<br>Mabogisi |
|---|---|

(1)

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

| | |
|---|---|
| 20. (1 mark per correct answer)<br>(Maraga 1 ya phindulo I re yone)<br><br>a) Balls =1 / Bolo =1<br>Boxes = 7 / Mabogisi = 7<br><br>b) Boxes are the most. / Mabogisi ndi manzhi.<br>Balls are the least. / Dzibolo ndi ṱhukhu. | (4) + (1) +(1) |