

**GRADE 1**

# **Mathematics**

Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources

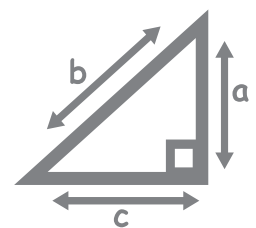
**2019 TERM 4**



# CONTENTS

---

<b>About the Planner and Tracker</b>	2
<b>Planner and Tracker</b>	4
Week 1	4
Week 2	5
Week 3	6
Week 4	7
Week 5	8
Week 6	9
Week 7	10
Week 8	11
<b>Assessment Resources</b>	12
1. Assessment term plan	12
2. Suggested formal assessment mark record sheet	13
3. Exemplar written assessment items with suggested marking memos	14
4. Item bank for written assessment	18
English / isiXhosa	16
English / Sepedi	24
English / Setswana	32
English / Xitsonga	40
English / Tshivenda	48



# 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 fourth 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 eight 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 16 – place value	1	Worksheet 97 (pp. 66, 67)	Counters, flard cards (see <i>Printable Resources</i> ), whiteboards/scrap paper	
2	Number 17 – place value	2	Worksheet 98 (pp. 68, 69)	Counters, flard cards, whiteboards/scrap paper	
3	Number 18 – place value	3	Worksheet 99 (pp. 70, 71)	Counters, flard cards, whiteboards/scrap paper	
4	Number 19 – place value	4	Worksheet 100 (pp. 72, 73)	Counters, flard cards, whiteboards/scrap paper	
5	Number 20 – place value	5	Worksheet 101 (pp. 74, 75)	Counters, flard cards, whiteboards/scrap paper Written assessment item 1	
<b>Week 1 Assessment Activity 1: ORAL and PRACTICAL INFORMAL</b> CAPS: Numbers, operations and relationships: Place value <b>Activity: Observe learners' ability to recognise and represent place value in numbers up to 20</b>					<b>Mark:</b> /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 20				
2 (30%–39%)	Can group counters into tens and ones but cannot say number name correctly using place value				
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display				
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units				
5 (60%–69%)	Able to recognise and represent place value in concrete displays using counters but not flard cards				
6 (70%–79%)	Able to recognise and represent place value in concrete displays using counters and flard cards				
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 20				
Reflection					
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			<b>HOD:</b> _____ <b>Date:</b> _____		

Week 2						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
6	Capacity	6	Worksheet 126 (p. 125)	Containers of various shapes and sizes, e.g. cups, spoons, jugs, yoghurt tubs, ice cream tubs, margarine tubs, plastic cold drink bottles; scrap paper – one sheet for each group of learners  Written assessment item 7		
7	Ordinal numbers	7	Worksheet 105 (p. 82)	Whiteboards/scrap paper, coloured pencils, chairs		
8	Ordinal numbers	8	Worksheet 105 (p. 83)	Whiteboards/scrap paper, coloured pencils  Written assessment item 2		
9	Addition and subtraction	9	Worksheet 102 (pp. 76, 77)	Whiteboards/scrap paper, counters		
10	Addition and subtraction	10	Worksheet 103 (pp. 78, 79)	Whiteboards/scrap paper, counters		
<b>Week 2 Assessment Activity 2: PRACTICAL FORMAL</b>						
CAPS: Measurement: Capacity						
<b>Activity: Observe learners ability to estimate, measure, compare, order and record the capacity of containers using non-standard units, e.g. spoons and cups</b>						<b>Mark:</b> <b>/7</b>
Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Uses vocabulary to describe capacity – full and empty					
1	Able to <b>estimate</b> capacity in cups and spoons					
1	Able to <b>measure</b> capacity in cups and spoons					
1	Able to <b>record</b> capacity in cups and spoons					
1	Able to <b>compare</b> two items according to capacity in cups and spoons					
1	Able to order items according to capacity in cups and spoons from smallest to greatest					
1	Able to order items according to capacity in cups and spoons from greatest to smallest					
<b>1 (0%–29%)</b>	<b>2 (30%–39%)</b>	<b>3 (40%–49%)</b>	<b>4 (50%–59%)</b>	<b>5 (60%–69%)</b>	<b>6 (70%–79%)</b>	<b>7 (80%–100%)</b>
<b>1 of 7 criteria</b>	<b>2 of 7 criteria</b>	<b>3 of 7 criteria</b>	<b>4 of 7 criteria</b>	<b>5 of 7 criteria</b>	<b>6 of 7 criteria</b>	<b>7 of 7 criteria</b>
Reflection						
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		
				<b>HOD:</b> _____ <b>Date:</b> _____		

Week 3						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
11	Addition and subtraction		11	Worksheet 104 (pp. 80, 81)	Counters, Unifix blocks	
12	Addition and subtraction		12	Worksheet 72 (pp. 16, 17)	Whiteboards/scrap paper	
13	Addition and subtraction – money		13	Worksheet 107 (pp. 86, 87)	Whiteboards/scrap paper, cut-out coins and notes (see <i>Printable Resources Term 3</i> ), if possible one actual R10 and R20 note to show learners	
14	Addition and subtraction – money		14	Worksheet 108 (pp. 88, 89)	Cut-out coins and notes (see <i>Printable Resources Term 3</i> ) Written assessment item 3	
15	3-D objects – balls and boxes		15	Worksheet 106 (pp. 84, 85)	Ball-shaped objects, box-shaped objects, pictures of ball- and box-shaped objects (see <i>Printable Resources</i> )	
<b>Week 3 Assessment Activity 3: ORAL FORMAL</b>						
CAPS: Numbers, operations and relationships						<b>Mark:</b>
<b>Activity: Observe learners ability to add and subtract in the number range 0 to 20</b>						<b>/7</b>
Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to add or subtract by counting forwards or backwards in ones starting from 1					
1	Able to add or subtract by counting all (forwards or backwards) using grouped counting					
1	Able to add by counting on in ones					
1	Able to add by counting on in groups					
1	Able to subtract by taking away from the bigger number in ones					
1	Able to show addition on a number line					
1	Able to show subtraction on a number line					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		



Week 4						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
16	Position and views	16	Worksheet 116 (p. 104)	Objects in the classroom, counters, empty boxes		
17	Position and views	17	Worksheet 116 (p. 105)	None Written assessment item 6		
18	Mass	18	Worksheet 121 (p. 114)	Blocks, balance scales		
19	Mass	19	Worksheet 121 (p. 115)	Whiteboards/scrap paper, blocks, objects in the classroom, balance scales Written assessment item 8		
20	Number patterns – 2s, 5s and 10s to 100	20	Worksheet 115 (pp. 102, 103)	1–100 number board (see <i>Printable Resources</i> ), 0–20 number lines (see <i>Printable Resources</i> ), counters		
<b>Week 4 Assessment Activity 4: PRACTICAL FORMAL</b>						
CAPS: Space and shape						
<b>Activity: Observe learners' ability to work with the concepts and terminology of position and views</b>						<b>Mark:</b> <b>/7</b>
Mark	Criteria – Checklist (1 mark for each criterion achieved)					
<b>1</b>	Able to follow directions to move around the classroom – e.g. walk to the <i>front/back</i> of the classroom					
<b>1</b>	Able to follow directions to move around the classroom – e.g. walk to the <i>left/right</i> from where you are standing					
<b>1</b>	Able to follow instructions to place one object in relation to another – e.g. put the counter <i>inside/under</i> the box					
<b>1</b>	Able to follow instructions to place one object in relation to another – e.g. put the counter <i>in front of/behind</i> the table					
<b>1</b>	Able to identify the top view of an everyday object					
<b>1</b>	Able to identify the side views of an everyday object					
<b>1</b>	Able to identify the back and front views of an everyday object					
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>	<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>	<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>	<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>
Reflection						
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?			
			HOD:		Date:	

Week 5					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
21	Number patterns – 2s, 5s and 10s to 100	21	Worksheet 119 (pp. 110, 111) Worksheet 120 (pp. 112, 113)	5x table number cards, 2x table number cards, 10x table number cards (see <i>Printable Resources</i> )	
22	5s and 2s – repeated addition up to 20	22	Worksheet 113 (pp. 98, 99)	Whiteboards/scrap paper, counters	
23	5s and 2s – repeated addition up to 20	23	Worksheet 118 (pp. 108, 109)	Whiteboards/scrap paper, counters	
24	Groups of 5 and groups of 2 to 20	24	Worksheet 112 (pp. 96, 97)	Counters, pictures, e.g. hands, stars, pairs of socks, shoes – find your own	
25	Groups of 5 and groups of 2 to 20	25	Worksheet 117 (pp. 106, 107)	Counters	
<b>Week 5 Assessment Activity 5: ORAL FORMAL</b>					
CAPS: Patterns					
<b>Activity: Observe learners' ability to count forwards in 2s and 5s in the number range 0–100</b>					<b>Mark:</b> <i>/7</i>
Mark (percentage)	Criteria – Rubric				
<b>1 (0%–29%)</b>	Cannot count verbally in 2s and 5s between 0–100				
<b>2 (30%–39%)</b>	Counts verbally in 2s and 5s between 0–100 with constant assistance				
<b>3 (40%–49%)</b>	Counts verbally in 2s and 5s between 0–100 with some assistance				
<b>4 (50%–59%)</b>	Counts verbally in 2s and 5s between 0–100 but makes some errors				
<b>5 (60%–69%)</b>	Counts verbally in 2s and 5s between 0–100 but makes one or two careless errors				
<b>6 (70%–79%)</b>	Counts verbally in 2s and 5s between 0–100 independently				
<b>7 (80%–100%)</b>	Independently and consistently counts verbally in 2s and 5s between 0–100 and beyond				
Reflection					
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>			<p>What will you change next time? Why?</p>		

Week 6						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
26	Sharing 5s up to 20	26	–	Whiteboards/scrap paper, counters		
27	Sharing 5s up to 20	27	–	Whiteboards/scrap paper, counters		
28	Sharing with remainders	28	Worksheet 114 (pp. 100, 101)	Whiteboards/scrap paper, counters Written assessment item 4		
29	Data	29	Worksheet 124 (pp. 120, 121)	Pictographs drawn on the board		
30	Data	30	Worksheet 125 (pp. 122, 123)	Pictographs drawn on the board Written assessment item 9		
<b>Week 6 Assessment Activity 6: PRACTICAL FORMAL</b>					<b>Mark:</b> <b>/7</b>	
CAPS: Data handling: the data cycle <b>Activity: Observe learners' ability to collect, sort, represent and interpret data</b>						
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%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?			
			<b>HOD:</b> _____ <b>Date:</b> _____			

Week 7						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
31	Geometric patterns	31	Worksheet 127 (pp. 126, 127)	Paper, crayons, collected objects, e.g. leaves Written assessment item 5		
32	2-D shapes – recognition	32	Worksheet 109 (pp. 90, 91)	Pictures of different squares, circles and triangles (see <i>Printable Resources</i> ), whiteboards/scrap paper		
33	2-D shapes – round and straight sides	33	Worksheet 110 (pp. 92, 93)	Plastic/paper shapes of various sizes (triangles, squares and circles – see <i>Printable Resources</i> )		
34	2-D shapes – size and colour	34	Worksheet 111 (pp. 94, 95)	Paper/plastic shapes (triangles, squares and circles) of various sizes and colour, paper, crayons		
35	Complete and consolidate the week's assessment and work	n/a				
<b>Week 7 Assessment Activity 7: ORAL INFORMAL</b>						
CAPS: Space and shape						
<b>Activity: Assess the ability of learners to name and recognise 2-D shapes and to identify their characteristics</b>						<b>Mark:</b> <i>/7</i>
Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to recognise and name a triangle					
1	Able to recognise and name a circle					
1	Able to recognise and name a square					
1	Able to recognise and name a rectangle					
1	Able to describe the sides of squares and rectangles					
1	Able to describe sides of circles					
1	Able to differentiate between shapes according to size					
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>	<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>	<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>	<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>
Reflection						
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		
				HOD:		Date:

Week 8					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
36	Symmetry	35	Worksheet 128 (pp. 128, 129)	Large simple butterfly (see <i>Printable Resources</i> ), small paper shapes (circles, triangles and squares – see <i>Printable Resources</i> ), whiteboards/scrap paper	
37	Doubling	36	Worksheet 122 (pp. 116, 117)	Counters, whiteboards/scrap paper, pictures/drawings (hand, bicycles, tricycles, beetles, calendar week)	
38	Halving	37	Worksheet 123 (pp. 118, 119)	Counters, whiteboards/scrap paper, pictures/drawings (hand, bicycles, tricycles, beetles, calendar week)	
39	Time	38	–	Cards with the names of the days of the week and the names of the months of the year (see <i>Printable Resources</i> )	
40	Complete and consolidate the week's work	n/a			
Week 8 Assessment Activity					
No planned assessment activity this week					
Reflect on the year					
<b>Think about and make a note of:</b>					
1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?			4. What concepts and skills did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?		
2. Did the tracker and lesson plans help with curriculum planning and coverage? How could you use them even more effectively next year?			5. What needs to be communicated to the teacher who will teach this group of learners next year?		
3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?			6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?		
			<b>HOD:</b>		
			<b>Date:</b>		

# ASSESSMENT RESOURCES

## 1. ASSESSMENT TERM PLAN

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

**Note:**

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

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

Note that the assessment will be finalised according to the latest departmental requirements and the weighting will correctly reflect the CAPS weightings.

Week	Informal Assessment Activities	Formal Assessment Activities
1	<b>Oral and Practical: Activity 1</b> Numbers, operations and relationships: Place value	<b>Written: Item bank question 1</b> Numbers, operations and relationships
2		<b>Practical: Activity 2</b> Measurement: Capacity  <b>Written: Item bank question 2</b> Numbers, operations and relationships
3		<b>Oral and Practical: Activity 3</b> Numbers, operations and relationships: Addition and subtraction  <b>Written: Item bank question 3</b> Numbers, operations and relationships
4		<b>Practical: Activity 4</b> Space and shape: Position and views  <b>Written: Item bank questions 6 and 8</b> Space and shape; Measurement
5		<b>Oral: Activity 5</b> Patterns: Counting in 5s
6		<b>Practical: Activity 6</b> Data handling: The data cycle  <b>Written: Item bank questions 4 and 9</b> Data; Numbers, operations and relationships
7	<b>Oral: Activity 7</b> Space and shape	<b>Written: Item bank question 5</b> Patterns
8	No planned assessment this week	

**2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET**

**GRADE 1 MATHEMATICS TERM 4**

TASK/TOPIC/COMPONENT	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															
(Out of) marks	7	24	31	7	2	9	7	2	9	7	2	9	7	3	10
LEARNER NAME AND SURNAME	3: Oral and practical	Written		5: Oral	Written		4: Practical	Written		2: Practical	Written		6: Practical	Written	

### 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 24 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

Question 5 – Marks 2

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

Question 6 – Marks 2

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

Questions 7 and 8 – Marks  $1 + 1 = 2$

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

Question 9 – Marks 3

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





# Written Assessment: English / isiXhosa

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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


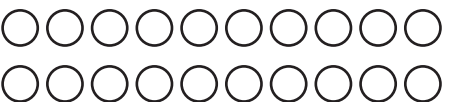
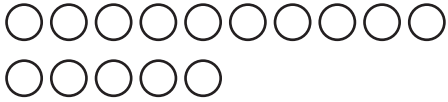
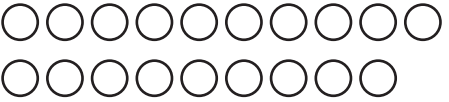
#### Question 1

#### Umbuzo 1

(4)

Count and fill in the correct number of tens and ones.

Bala uze ufakele inani elichanekileyo lamashumi nemivo.

<p>a) </p> <p><input type="text"/> ten and <input type="text"/> ones</p> <p>Amashumi a- <input type="text"/> nemivo e- <input type="text"/></p>	<p>b) </p> <p><input type="text"/> tens and <input type="text"/> ones</p> <p>Amashumi a- <input type="text"/> nemivo e- <input type="text"/></p>
<p>c) How many? / Kungaki?</p> <p></p> <p>_____</p>	<p>c) How many? / Kungaki?</p> <p></p> <p>_____</p>

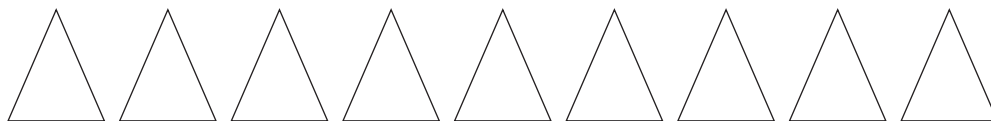
#### Question 2

#### Umbuzo 2

(1)

Colour in the seventh triangle.

Fakela umbala kunxantathu wesixhenxe.



**Question 3**  
**Umbuzo 3**

(10)

Write in the answer. (Use any resource to help you.)

Bhala impendulo. (Sebenzisa nokuba sesiphi na isixhobo esinokunceda).

a)  $12 + 5 =$

b)  $15 - 3 =$

c)  $13 + 3 =$

d)  $16 - 6 =$

e)  $8 + 11 =$

f)  $18 - 14 =$

g)  $2 + 4 + 12 =$

h)  $20 - 1 - 4 =$

i)  $15 + 0 + 2 =$

j)  $17 - 6 - 4 =$

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

Solve the word problems. Draw a picture to help you.

Sombulula izibalo zamagama. Zoba umfanekiso ufumane uncedo.

- a) I see seven birds. Each bird has 2 wings.  
How many wings are there in total?

\_\_\_\_\_ wings

Ndibona iintaka ezisixhenxe. Intaka nganye inamaphiko ama-2. Mangaphi amaphiko xa ewonke? Amaphiko a-\_\_\_\_\_.



(2)

- b) Gogo sells bananas in bags of five bananas each.  
She has 16 bananas. How many bags of five bananas each can she make up?

\_\_\_\_\_ bags \_\_\_\_\_ left over

Umakhulu uthengisa amabhanana amahlanu kwibhegi nganye. Unamabhanana ali-16. Zingaphi iibhegi ezinamabhanana amahlanu kwibhegi nganye anokuzifumana?

libhegi zi-\_\_\_\_\_ kushiyeke \_\_\_\_\_.



(3)

c) I have R20. If I buy sweets for R6, how much change will I get?

R \_\_\_\_\_ change

Ndinama-R20. Xa ndithenga iilekese ngee-R6, izakuba yimalini itshintshi yam?

Itshintshi yam zii-R \_\_\_\_\_.

d) Nokuthula has R13. Her Mom gives her R5. How much money does she have now?


R \_\_\_\_\_

UNokuthula unee-R13. Umama wakhe umnika ii-R5. Unamalini ngoku?

R \_\_\_\_\_

	(2)
	(2)

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

<p>1. (1 mark for each correct answer) Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 1 ten and 6 ones / Ishumi eli-1 nemivo emi-6 b) 2 tens and 0 ones / Amashumi ama-2 nemivo e-0 c) 15 d) 19</p>	(4)
<p>2. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p></p>	(1)
<p>3. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 17                      b) 12                      c) 16                      d) 10 e) 19                      f) 4                        g) 18                      h) 15 i) 17                        j) 7</p>	(10)
<p>4. (1 mark for correct answers and 1 mark for working) (Inqaku eli-1 ngempendulo echanekileyo nenqaku eli-1 lokusebenza)</p> <p>a) 14 wings / Amaphiko ali-14 b) 3 bags (1 banana left over) / libhegi ezi-3 (kushiyeke ibhanana eli-1) c) R14 change / Itshintshi izii-R14 d) R18</p>	(2) (3) (2) (2)

## Written assessment items for Patterns

Question 5

Umbuzo 5

(2)

Draw two shapes that follow on this pattern.

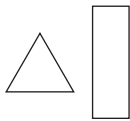
Zoba iimilo ezimbini ezilandelayo kule patheni.



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

5. (1 mark each for the next two shapes in the pattern in the right order)  
(Inqaku eli-1 ngeemilo ezimbini ezilandelayo ngokulandelelanayo kwipatheni)

(2)



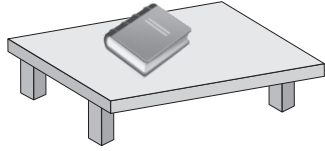
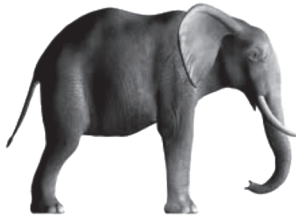
## Written assessment items for Space and shape

### Question 6 Umbuzo 6

(2)

Circle the correct answers.

Biyela iimpendulo ezichanekileyo ngesangqa.

<p>a) Where is the book? Iphi incwadi?</p> 	<p>on top of ngaphezulu kwe</p>	<p>b) What view is this? Ibonakala kweliphi icala?</p> 	<p>top view ngaphezulu</p>
	<p>next to ecaleni kwe</p>		<p>front view ngaphambili</p>
	<p>in front of ngaphambili kwe</p>		<p>side view ngecala</p>

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

<p>6. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) on top of / ngaphezulu kwe                      b) side view / ibonakala ngecala</p>	<p>(2)</p>
--	------------

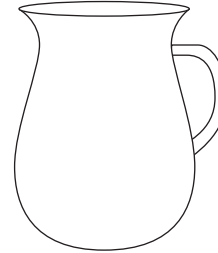
## Written assessment items for Measurement

### Question 7 Umbuzo 7

(1)

Is this glass jug empty or full? Circle the answer.  
Ingaba le jagi yegilasi ayinanto okanye igcwele? Biyela impendulo ngesangqa.

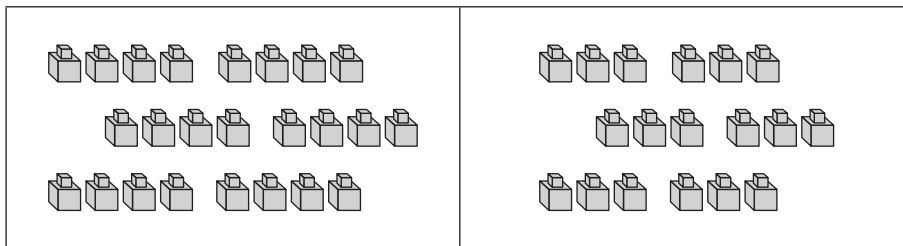
empty ayinanto	full igcwele
-------------------	-----------------



### Question 8 Umbuzo 8

(1)

Circle the group of blocks which is heavier.  
Biyela iqela leebhloko elinzima kunelinye.



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

<p>7. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>empty / ayinanto</p>	<p>(1)</p>	
<p>8. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p>		<p>(1)</p>









## Written assessment items for Data handling

### Question 9

#### Umbuzo 9

(3)

Shapes we see / limilo esizibonayo

5				↑
4				↑
3				↑
2				↑
1				↑
	Triangle / Unxantathu	Circle / Isangqa	Square / Isikwere	Arrow /Utolo

Answer the questions about the pictograph:

Phendula le mibuzo malunga negrafu yemifanekiso:

a) How many squares are there?

Zingaphi izikwere? \_\_\_\_\_

b) How many triangles are there?

Bangaphi oonxantathu? \_\_\_\_\_

c) Which group has the least objects?

Leliphi iqela elinezinto ezimbalwa kunawo onke?

\_\_\_\_\_

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

<p>9. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 2 b) 3 c) Circle / Isangqa</p>	(3)
--	-----

# Written Assessment: English / Sepedi

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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



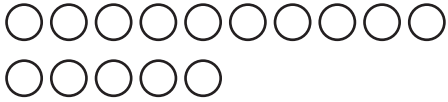
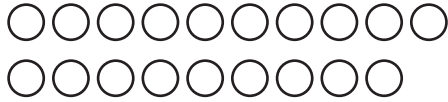
#### Question 1

#### Potšišo 1

(4)

Count and fill in the correct number of tens and ones.

Bala gomme o tlatše dinomoro tša maleba tša masome le botee.

<p>a) </p> <p><input type="text"/> ten and <input type="text"/> ones</p> <p>masome - <input type="text"/> metšo - <input type="text"/></p>	<p>b) </p> <p><input type="text"/> tens and <input type="text"/> ones</p> <p>masome - <input type="text"/> metšo - <input type="text"/></p>
<p>c) How many? / Ke tše kae?</p> <p></p> <p>_____</p>	<p>c) How many? / Ke tše kae?</p> <p></p> <p>_____</p>

#### Question 2

#### Potšišo 2

(1)

Colour in the seventh triangle.

Khalara khutlotharo ya bošupa.



**Question 3**  
**Potšišo 3**

(10)

Write in the answer. (Use any resource to help you.)

Ngwala karabo. (šomiša se sengwe le se sengwe seo se ka go thušago).

a)  $12 + 5 =$

b)  $15 - 3 =$

c)  $13 + 3 =$

d)  $16 - 6 =$

e)  $8 + 11 =$

f)  $18 - 14 =$

g)  $2 + 4 + 12 =$

h)  $20 - 1 - 4 =$

i)  $15 + 0 + 2 =$

j)  $17 - 6 - 4 =$

**Question 4**  
**Potšišo 4**

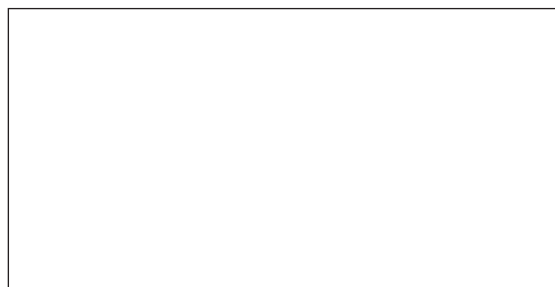
Solve the word problems. Draw a picture to help you.

Rarolla dipalofoko tše. šomiša diswantšho go go thuša.

- a) I see seven birds. Each bird has 2 wings.  
How many wings are there in total?

\_\_\_\_\_ wings

Ke bona dinonyana tše šupa. Nonyana e tee e nale maphego a mabedi. Na go nale maphego a makae ka moka?  
Maphego ke a \_\_\_\_\_



(2)

- b) Gogo sells bananas in bags of five bananas each.  
She has 16 bananas. How many bags of five bananas each can she make up?

\_\_\_\_\_ bags \_\_\_\_\_ left over

Koko o rekiša dipanana ka mekotlana. O lokela dipanana tše hlano ka mokotlaneng o tee. O nale dipanana tše 16. Na a ka dira mekotlana e mekae?  
Mekotlana e-\_\_\_\_\_ Go šala \_\_\_\_\_



(3)

c) I have R20. If I buy sweets for R6, how much change will I get?

R\_\_\_\_\_ change

Ke nale R20. Ge ke reka malekere ka R6, ke tla boelwa ke tšhentšhi ya bokae?  
Tšhentšhi ke R \_\_\_\_\_

(2)

d) Nokuthula has R13. Her Mom gives her R5. How much money does she have now?


R\_\_\_\_\_

Nokuthula o nale R13. Mmagwe a mo fa R5. Na bjale o nale bokae?

R\_\_\_\_\_

(2)

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

<p>1. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) 1 ten and 6 ones / Lesome le 1 le metšo e 6 b) 2 tens and 0 ones / Masome a 2 le motšo o - 0 c) 15 d) 19</p>	(4)
<p>2. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p style="text-align: center;">  </p>	(1)
<p>3. (1 mark for each correct answer) (Moputso o 1 go karbo ya maleba)</p> <p>a) 17                      b) 12                      c) 16                      d) 10 e) 19                      f) 4                        g) 18                      h) 15 i) 17                        j) 7</p>	(10)
<p>4. (1 mark for correct answers and 1 mark for working) (Moputso o 1 go karbo ya maleba)</p> <p>a) 14 wings / Maphego a 14 b) 3 bags (1 banana left over) / Mekotlana e 3 (Go šala panana e 1) c) R14 change / Tšhentšhi ke R14. d) R18</p>	(2) (3) (2) (2)

## Written assessment items for Patterns

Question 5

Potšišo 5

(2)

Draw two shapes that follow on this pattern.

Thala dibopego tše 2 tše di latelago paterone ye.

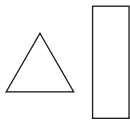


## Written assessment items for Patterns: solutions and mark allocations

5. (1 mark each for the next two shapes in the pattern in the right order)

Moputso o 1 wa dibopego tše 2 tše di latelago pateroneng ka tatelano ya maleba)

(2)



## Written assessment items for Space and shape

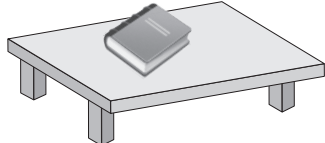
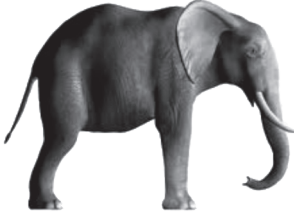
### Question 6

#### Potšišo 6

(2)

Circle the correct answers.

Dira sediko go karabo ya maleba.

<p>a) Where is the book? Puku e kae?</p> 	<p>on top of e godimo ga</p>	<p>b) What view is this? Na ke pono efe ye?</p> 	<p>top view pono ya ka godimo</p>
	<p>next to e kgauswi le</p>		<p>front view pono ya ka pele</p>
	<p>in front of e ka pele ga</p>		<p>side view pono ya ka thoko</p>

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

<p>6. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>a) on top of / godimo ga      b) side view / ka thoko ga</p>	<p>(2)</p>
--	------------

## Written assessment items for Measurement

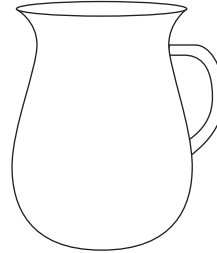
### Question 7

#### Potšišo 7

(1)

Is this glass jug empty or full? Circle the answer.  
Na jeke ye ga e na selo goba e tletše. Raretša karabo.

empty a ena selo	full e tletše
---------------------	------------------

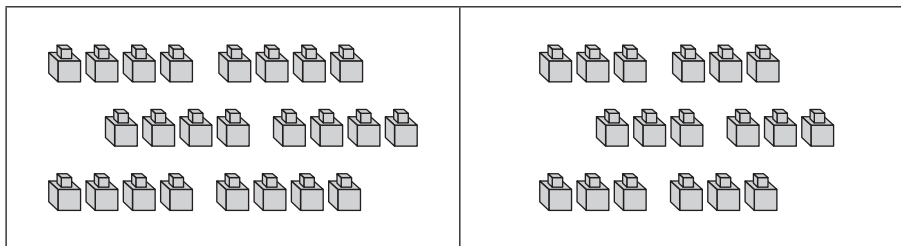


### Question 8

#### Potšišo 8

(1)

Circle the group of blocks which is heavier.  
Raretša sehlopha sa dipoloko tšeo di lego boima.



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

<p>7. (1 mark for each correct answer) (Aba moputso o 1 go karabo yeo e nepagetšego)</p> <p>empty / akunalutho</p>	<p>(1)</p>	
<p>8. (1 mark for each correct answer) (Aba moputso o 1 go karabo yeo e nepagetšego)</p>		<p>(1)</p>









## Written assessment items for Data handling

### Question 9

#### Potšišo 9

(3)

Shapes we see / Dibopego tšeo re di bonago

5				↑
4				↑
3				↑
2				↑
1				↑
	Triangle / Khutlotharo	Circle / Seediko	Square / Sekwere	Arrow / Lerungwana

Answer the questions about the pictograph:

Phendula le mibuzo mayelana negrafu yezithombe:

a) How many squares are there?

Na go nale dikwere tše kae? \_\_\_\_\_

b) How many triangles are there?

Na go nale dikhutlotharo tše kae? \_\_\_\_\_

c) Which group has the least objects?

Ke sehlopha sefe seo se nago le dilo tše nnyane go tše dingwe?

\_\_\_\_\_

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

9. (1 mark for each correct answer) (Moputso o 1 go karabo ya maleba)	(3)
a) 2	
b) 3	
c) Circle / Sediko	

# Written Assessment: English / Setswana

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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


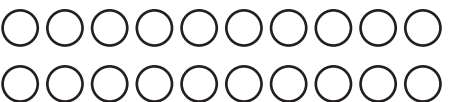
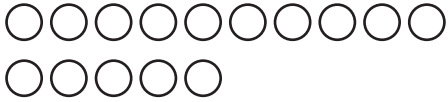
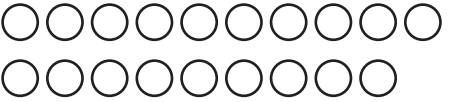
#### Question 1

#### Potso 1

(4)

Count and fill in the correct number of tens and ones.

Bala mme o tlitse ka palo e e nepagetseng ya masome le metso.

<p>a) </p> <p><input type="text"/> ten and <input type="text"/> ones</p> <p>masome le- <input type="text"/> metso- <input type="text"/></p>	<p>b) </p> <p><input type="text"/> tens and <input type="text"/> ones</p> <p>masome le- <input type="text"/> metso- <input type="text"/></p>
<p>c) How many? / Ke bokae?</p> <p></p> <p>_____</p>	<p>c) How many? / Ke bokae?</p> <p></p> <p>_____</p>

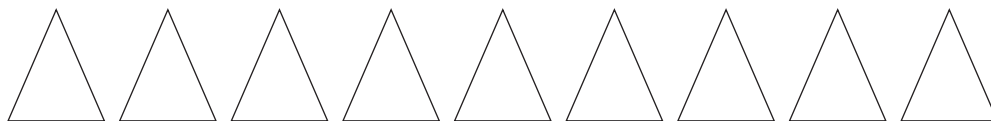
#### Question 2

#### Potso 2

(1)

Colour in the seventh triangle.

Tshasa khutlotharo ya bosupa ka mmala.



**Question 3**  
**Potso 3**

(10)

Write in the answer. (Use any resource to help you.)  
Kwala karabo. (Dirsa sediriswa sengwe le sengwe go go thusa).

a)  $12 + 5 =$

b)  $15 - 3 =$

c)  $13 + 3 =$

d)  $16 - 6 =$

e)  $8 + 11 =$

f)  $18 - 14 =$

g)  $2 + 4 + 12 =$

h)  $20 - 1 - 4 =$

i)  $15 + 0 + 2 =$

j)  $17 - 6 - 4 =$

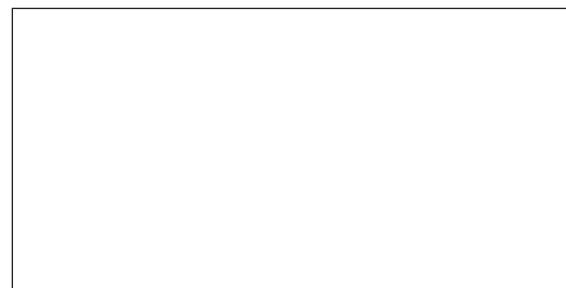
**Question 4**  
**Potso 4**

Solve the word problems. Draw a picture to help you.  
Rarabolola bothata. Thala setshwantsho go go thusa.

- a) I see seven birds. Each bird has 2 wings.  
How many wings are there in total?

\_\_\_\_\_ wings

Ke bona dinonyane tse supa. Nonyane nngwe le nngwe e na le diphuka tse 2. Ke diphuka tse kae gotlhe?  
Diphuka tse- \_\_\_\_\_



(2)

- b) Gogo sells bananas in bags of five bananas each.  
She has 16 bananas. How many bags of five bananas each can she make up?

\_\_\_\_\_ bags \_\_\_\_\_ left over

Nkoko o rekisa dipanana di le tlhano ka mo kgetsaneng nngwe le nngwe. O na le dipanana di le 16. A ka dira dikgetsana di le kae tsa dipanana tse tlhano ka mo gare?

Dikgetsana tse- \_\_\_\_\_ Gwa sala tse \_\_\_\_\_



(3)

c) I have R20. If I buy sweets for R6, how much change will I get?

R\_\_\_\_\_ change

Ke na le R20. Fa ke reka dimonamone tsa R6, ke tlile go boelwa ke bokae?

Ke boelwa ke-R\_\_\_\_\_

(2)

d) Nokuthula has R13. Her Mom gives her R5. How much money does she have now?


R\_\_\_\_\_

Nokuthula o na le R13. Mmaagwe o mo naya R5. O na le bokae gotlhe?

R\_\_\_\_\_

(2)

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

<p>1. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 1 ten and 6 ones / Lesome le le 1 le metso e 6 b) 2 tens and 0 ones / Masome a 2 le metso e 0 c) 15 d) 19</p>	<p>(4)</p>
<p>2. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p style="text-align: center;">  </p>	<p>(1)</p>
<p>3. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 17                      b) 12                      c) 16                      d) 10 e) 19                      f) 4                        g) 18                      h) 15 i) 17                      j) 7</p>	<p>(10)</p>
<p>4. (1 mark for correct answers and 1 mark for working) (Leduo le le 1 ka dikarabo tse di nepagetseng le le 1 la go dira tiro)</p> <p>a) 14 wings / Diphuka tse 14 b) 3 bags (1 banana left over) / Dikgetsana tse 3 (Go setse panana e le 1) c) R14 change / Ke boetswe ke R14 d) R18</p>	<p>(2) (3) (2) (2)</p>

## Written assessment items for Patterns

Question 5

Potso 5

(2)

Draw two shapes that follow on this pattern.

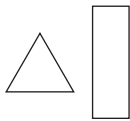
Thala dipopego di le pedi tse di tla latelang go ya ka paterone.



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

5. (1 mark each for the next two shapes in the pattern in the right order)  
(Leduo le le 1 la dipopego di le pedi tsa paterone ka tatelano e e nepagetseng)

(2)



## Written assessment items for Space and shape

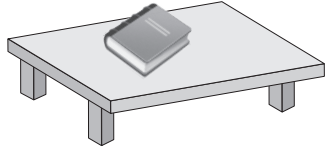
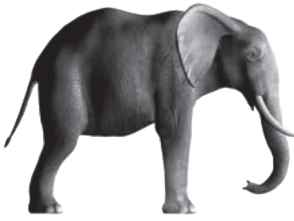
### Question 6

#### Potso 6

(2)

Circle the correct answers.

Sekeletsa karabo e e nepagetseng.

<p>a) Where is the book? Buka e fa kae?</p> 	<p>on top of fa godimo ga</p>	<p>b) What view is this? O bona pono e e ntseng jang?</p> 	<p>top view pono ya fa godimo</p>
	<p>next to fa thoko ga</p>		<p>front view pono ya fa pele</p>
	<p>in front of fa pele ga</p>		<p>side view pono ya letlhakore</p>

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

<p>6. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) on top of / pono ya fa godimo                      b) side view / pono ya letlhakore</p>	<p>(2)</p>
---	------------

## Written assessment items for Measurement

### Question 7

Potso 7

(1)

Is this glass jug empty or full? Circle the answer.  
A jeke ya galase e lolea kgotsa e tletse? Sekeletsa karabo.

empty lolea	full tletse
----------------	----------------

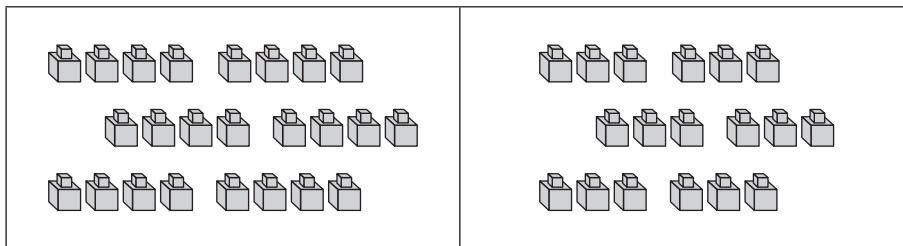


### Question 8

Potso 8

(1)

Circle the group of blocks which is heavier.  
Sekeletsa set;hopha sa diboloko se se bokete.



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

<p>7. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>empty / lolea</p>	<p>(1)</p>		
<p>8. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p>			<p>(1)</p>









## Written assessment items for Data handling

### Question 9

Potso 9

(3)

Shapes we see / Dipopego tse re di bonang

5				↑
4				↑
3				↑
2				↑
1				↑
	Triangle / Khutlotharo	Circle / Sediko	Square / Sekwere	Arrow /Motsu

Answer the questions about the pictograph:

Araba dipotso ka ga setshwantsho:

a) How many squares are there?

Go na le dikwere tse kae? \_\_\_\_\_

b) How many triangles are there?

Go na le dikhutlotharo tse kae? \_\_\_\_\_

c) Which group has the least objects?

Ke setlhophha sefe se se nang le didiriswa tse dinnye?

\_\_\_\_\_

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

9. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)	(3)
a) 2	
b) 3	
c) Circle / Sediko	

# Written Assessment: English / Xitsogna

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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



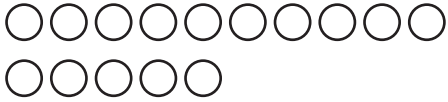
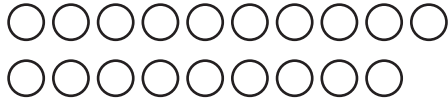
#### Question 1

#### Xivutiso 1

(4)

Count and fill in the correct number of tens and ones.

Hlayela u tatisa nomboro leyi faneleke hi vukhume na vun'we.

<p>a) </p> <p><input type="text"/> ten and <input type="text"/> ones</p> <p>vukhume na- <input type="text"/> vun'we- <input type="text"/></p>	<p>b) </p> <p><input type="text"/> tens and <input type="text"/> ones</p> <p>vukhume na- <input type="text"/> vun'we- <input type="text"/></p>
<p>c) How many? / Swingani?</p> <p></p> <p>_____</p>	<p>c) How many? / Swingani?</p> <p></p> <p>_____</p>

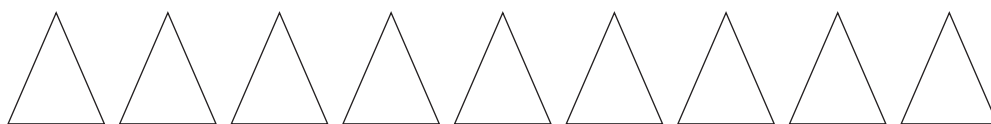
#### Question 2

#### Xivutiso 2

(1)

Colour in the seventh triangle.

Khalara yinhlanharhu ya vukombo.



**Question 3**  
**Xivutiso 3**

(10)

Write in the answer. (Use any resource to help you.)

Tsala tinhlamulo. (Tirhisa switirhisiwa swin'wana na swin'wana ku ku pfuna).

a)  $12 + 5 =$

b)  $15 - 3 =$

c)  $13 + 3 =$

d)  $16 - 6 =$

e)  $8 + 11 =$

f)  $18 - 14 =$

g)  $2 + 4 + 12 =$

h)  $20 - 1 - 4 =$

i)  $15 + 0 + 2 =$

j)  $17 - 6 - 4 =$

**Question 4**  
**Xivutiso 4**

Solve the word problems. Draw a picture to help you.

Lulamisa swiphiso swa marito. Dirowa xifaniso ku ku pfuna.

- a) I see seven birds. Each bird has 2 wings.  
How many wings are there in total?

\_\_\_\_\_ wings

Ndzi vona swinyenyana swa nkombo. Xinyenyana  
xin'wana na xin'wana xina 2 wa tipapa.  
Tipapa ta- \_\_\_\_\_



(2)

- b) Gogo sells bananas in bags of five bananas each.  
She has 16 bananas. How many bags of five bananas  
each can she make up?

\_\_\_\_\_ bags \_\_\_\_\_ left over

Kokwana u xavisa mabanana endzeni ka nkwama ku  
na ntlanu wa mabanana. U na mabanana ya 16.  
Xana u ta va na tlanu wa mabanana mangani?

minkwama ya - \_\_\_\_\_ ku sarile \_\_\_\_\_



(3)

c) I have R20. If I buy sweets for R6, how much change will I get?

R\_\_\_\_\_ change

Ndzi na R20. Loko ndzi xava malekere ya R6, ndzi ta kuma cinci ya mali muni?

Cinci ya mina i-R\_\_\_\_\_

(2)

d) Nokuthula has R13. Her Mom gives her R5. How much money does she have now?


R\_\_\_\_\_

Nokuthula u na R13. Manana wa yena u n'wi nyikile R5. Xana u na mali muni sweswi?

R\_\_\_\_\_

(2)

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

<p>1. (1 mark for each correct answer) (1 vukhume na 6 wa vun'we)</p> <p>a) 1 ten and 6 ones / 1 vukhume na 6 wa vun'we b) 2 tens and 0 ones / 2 wa vukhume na 0 wa vun'we c) 15 d) 19</p>	<p>(4)</p>
<p>2. (1 mark for each correct answer) (Maraka yi1 ya hlamulo leyi faneleke)</p> <p style="text-align: center;">  </p>	<p>(1)</p>
<p>3. (1 mark for each correct answer) (Maraka yi ya nhlamulo leyinene leyi faneleke)</p> <p>a) 17                      b) 12                      c) 16                      d) 10 e) 19                      f) 4                        g) 18                      h) 15 i) 17                      j) 7</p>	<p>(10)</p>
<p>4. (1 mark for correct answers and 1 mark for working) (Maraka yi1 ya nhlamulo leyi faneleke na maraka yi1 yo tirha)</p> <p>a) 14 wings / Tipapa ta 14 b) 3 bags (1 banana left over) / 3 wa mikhwama(ku sala banana ri 1) c) R14 change / Cinci ya R14 d) R18</p>	<p>(2) (3) (2) (2)</p>

## Written assessment items for Patterns

### Question 5

### Xivutiso 5

(2)

Draw two shapes that follow on this pattern.

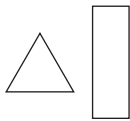
Dirowa swivumbeko swimbirhi leswi landzelaka tipatironi leti.



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

5. (1 mark each for the next two shapes in the pattern in the right order)  
(Maraka yi1 ya swivumbeko swimbirhi ka patironi hi ndlela leyi faneleke)

(2)



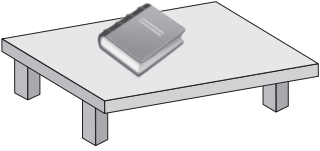
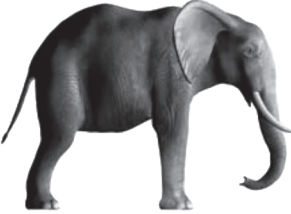
## Written assessment items for Space and shape

### Question 6 Xivutiso 6

(2)

Circle the correct answers.

Tsondzela tinhlamulo leti faneleke.

<p>a) Where is the book? Buku yi kwini?</p> 	<p>on top of ehenhla ka</p>	<p>b) What view is this? Xana xi langutile kwini?</p> 	<p>top view ehenhla</p>
	<p>next to kusuhi na</p>		<p>front view emahlweni</p>
	<p>in front of emahlweni ka</p>		<p>side view etlhelo</p>

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

<p>6. (1 mark for each correct answer) (Maraka yi 1 ya nhlamulo leyi faneleke)</p> <p>a) on top of / ehenhla ka                      b) side view / kusuhi na</p>	<p>(2)</p>
---	------------

## Written assessment items for Measurement

### Question 7 Xivutiso 7

(1)

Is this glass jug empty or full? Circle the answer.  
Xana gilazi yi tele kumbe a yi na nchumu? Tsondzela nhlamulo.

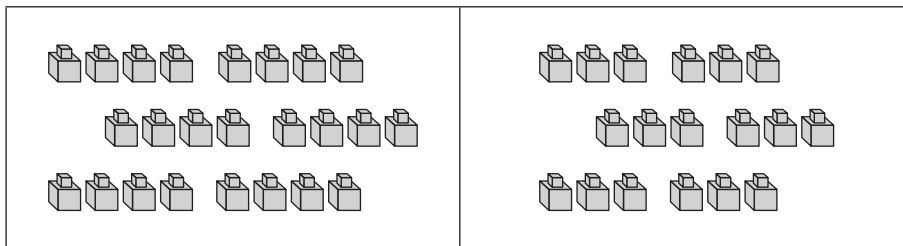
empty a ku na nchumu	full tele
-------------------------	--------------



### Question 8 Xivutiso 8

(1)

Circle the group of blocks which is heavier.  
Tsondzela ntlawa wa tibuloko leti tikaka swinene.



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

<p>7. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>empty / a ku na nchumu</p>	<p>(1)</p>		
<p>8. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p>			<p>(1)</p>









## Written assessment items for Data handling

### Question 9

#### Xivutiso 9

(3)

Shapes we see / Swivumbeko leswi hi swi vonaka

5				↑
4				↑
3				↑
2				↑
1				↑
	Triangle / Yinhlanharhu	Circle / Xirhendzevutana	Square / Swikwere	Arrow /Nseve

Answer the questions about the pictograph:

Hlamula swivutiso hi girafu ya swifaniso:

a) How many squares are there?

Ku na swikwere swingani? \_\_\_\_\_

b) How many triangles are there?

Ku na tiyinhlanharhu tingani? \_\_\_\_\_

c) Which group has the least objects?

Hi wihi ntlawa lowu nga na minchumu leyintsongo?

\_\_\_\_\_

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

<p>9. (1 mark for each correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo)</p> <p>a) 2 b) 3 c) Circle / Isiyingi</p>	(3)
---	-----

# Written Assessment: English / Tshivenda

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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

**Question 1**  
**Mbudziso 1**

(4)

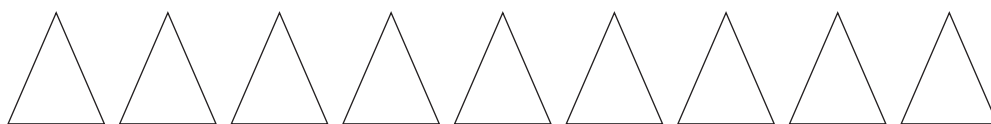
Count and fill in the correct number of tens and ones.  
Vhalelani ni n'wale nomboro ya mahumi na vhuthihi.

<p>a) ○○○○○○○○○○○○ ○○○○○○○○</p> <p>□ ten and □ ones</p> <p>mahumi na - □ vhuthihi- □</p>	<p>b) ○○○○○○○○○○○○ ○○○○○○○○○○○○</p> <p>□ tens and □ ones</p> <p>mahumi na- □ vhuthihi- □</p>
<p>c) How many? / Ndi zwingana?</p> <p>○○○○○○○○○○○○ ○○○○○○</p> <p>_____</p>	<p>c) How many? / Ndi zwingana?</p> <p>○○○○○○○○○○○○ ○○○○○○○○○○○○</p> <p>_____</p>

**Question 2**  
**Mbudziso 2**

(1)

Colour in the seventh triangle.  
Swifhadzani thirayiengele ya vhusumbe.



**Question 3**  
**Mbudziso 3**

(10)

Write in the answer. (Use any resource to help you.)

Nwalani phindulo. (Shumisani zwishumiswa zwine zwa nga ni thusa u wana phindulo).

a)  $12 + 5 =$

b)  $15 - 3 =$

c)  $13 + 3 =$

d)  $16 - 6 =$

e)  $8 + 11 =$

f)  $18 - 14 =$

g)  $2 + 4 + 12 =$

h)  $20 - 1 - 4 =$

i)  $15 + 0 + 2 =$

j)  $17 - 6 - 4 =$

**Question 4**  
**Mbudziso 4**

Solve the word problems. Draw a picture to help you.

Tandululani thaidzo dza maipfi. Olani tshifanyiso tsha u ni thusa.

- a) I see seven birds. Each bird has 2 wings.  
How many wings are there in total?

\_\_\_\_\_ wings

Ndi vhona zwiṅoni zwa sumbe. Tshiṅoni tshithihi tshi na phapha mmbili. Zwiṅoni zwa sumbe zwi na phapha nngana?

Phapha dza-\_\_\_\_\_



(2)

- b) Gogo sells bananas in bags of five bananas each.  
She has 16 bananas. How many bags of five bananas each can she make up?

\_\_\_\_\_ bags \_\_\_\_\_ left over

Makhulu vha rengisa miomva. Kha khedzi nthihi hu vha hu na miomva miṅanu. Makhulu u na miomva ya fumi – rathi. Makhulu u ḡo vha na khedzi nngana dza miomva miṅanu ṅanu?

Khedzi dza-\_\_\_\_\_ Ha sala moimva ya \_\_\_\_\_



(3)

c) I have R20. If I buy sweets for R6, how much change will I get?

R\_\_\_\_\_ change

Ndo fara R20. Arali nda renga maḽegere nga R6, ndi ḽo sala na tshentshi ya vhugai?

Tshentshi ya-R\_\_\_\_\_

(2)

d) Nokuthula has R13. Her Mom gives her R5. How much money does she have now?


R\_\_\_\_\_

Mulalo o fara R13. Mme awe u mu fha R5. O fara vhugai zwino?

R\_\_\_\_\_

(2)

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

<p>1. (1 mark for each correct answer) (Maraga 1 ya phindulo i re yone)</p> <p>a) 1 ten and 6 ones / Mahumi 1 na vhuthihi 6 b) 2 tens and 0 ones / Mahumi 2 na vhuthihi 0 c) 15 d) 19</p>	<p>(4)</p>
<p>2. (1 mark for each correct answer) (Maraga 1 ya phindulo i re yone)</p> <p></p>	<p>(1)</p>
<p>3. (1 mark for each correct answer) (Maraga 1 ya phindulo i re yone)</p> <p>a) 17                      b) 12                      c) 16                      d) 10 e) 19                      f) 4                        g) 18                      h) 15 i) 17                      j) 7</p>	<p>(10)</p>
<p>4. (1 mark for correct answers and 1 mark for working) (Maraga 1 ya phindulo l re yone na maraga 1 ya kushumele)</p> <p>a) 14 wings / Phapha dza 14 b) 3 bags (1 banana left over) / khedzi dza3 (ho sala muomve muthihi) c) R14 change / tshentshi ya R14 d) R18</p>	<p>(2) (3) (2) (2)</p>

## Written assessment items for Patterns

### Question 5 Mbudziso 5

(2)

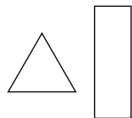
Draw two shapes that follow on this pattern.  
Olani zwivhumbeo zwivhili zwi tevhelaho kha phetheni.



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

5. (1 mark each for the next two shapes in the pattern in the right order)  
(Maraga 1 ya zwivhumbeo zwo oliwaho zwone)

(2)



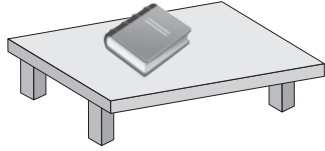
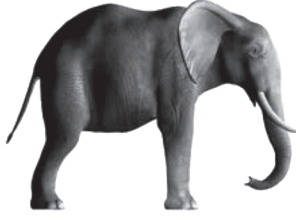
## Written assessment items for Space and shape

### Question 6 Mbudziro 6

(2)

Circle the correct answers.

Tingeledzani phindulo i re yone.

a) Where is the book? <b>Bugu i ngafhi?</b> 	on top of <b>n̄tha ha</b>	b) What view is this? <b>Ndi tshiimo ɔe?</b> 	top view <b>n̄tha ha</b>
	next to <b>tsini na</b>		front view <b>phan̄a ha</b>
	in front of <b>phan̄a ha</b>		side view <b>thungo ha</b>

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

6. (1 mark for each correct answer) (Maraga 1 ya phindulo i re yone) a) on top of / <b>n̄tha ha</b> b) side view / <b>thungo ha</b>	(2)
---	-----

## Written assessment items for Measurement

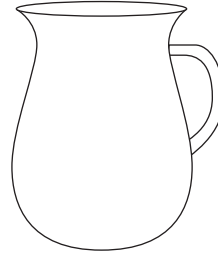
### Question 7 Mbudziso 7

(1)

Is this glass jug empty or full? Circle the answer.

Ngilasi iyi yo dala kana a i na tshithu? Tingeledzani phindulo i re yone.

empty a i na tshithu	full yo dala
-------------------------	-----------------

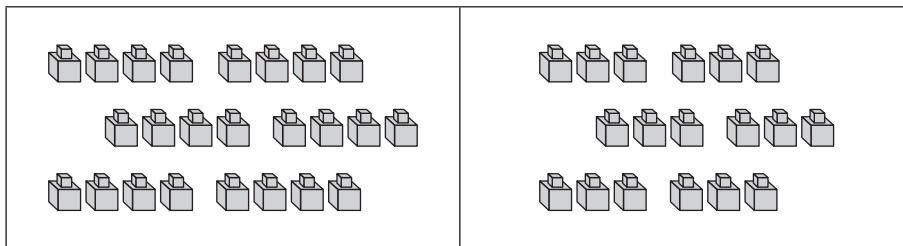


### Question 8 Mbudziso 8

(1)

Circle the group of blocks which is heavier.

Tingeledzani tshigwada tsha zwiḅuḷoko zwi no lemela.



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

<p>7. (1 mark for each correct answer) (Maraga 1 ya phindulo l re yone)</p> <p>empty / a i na tshithu</p>	<p>(1)</p>	
<p>8. (1 mark for each correct answer) (Maraga 1 ya phindulo l re yone)</p>		<p>(1)</p>



## Written assessment items for Data handling

### Question 9 Mbuziso 9

(3)

Shapes we see / Zwivhumbeo zwi ne ra zwi vhona

5				↑
4				↑
3				↑
2				↑
1				↑
	Triangle / Thirayiengele	Circle / Tshitingeledzi	Square / Tshikwea	Arrow /Musevhe

Answer the questions about the pictograph:  
Fhindulani mbuziso nga ha girafu ya zwifanyiso:

- a) How many squares are there?  
Hu na zwi~~k~~wea zwingana? \_\_\_\_\_
- b) How many triangles are there?  
Hu na thirayiengele nngana? \_\_\_\_\_
- c) Which group has the least objects?  
Ndi tshivhumbeo tshifhio tshi re na zwithu zwi~~t~~ukusa?  
\_\_\_\_\_

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

9. (1 mark for each correct answer) (Maraga 1 ya phindulo i re yone)	(3)
a) 2	
b) 3	
c) Circle / Tshitingeledzi	