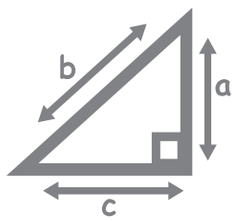
GRADE 3

Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and Assessment Resources

2019 TERM 4

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 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	Numbers up to 999 – place value	1	Worksheet 98 (pp. 70, 71)	701–800 number grid (see *Printable Resources* Term 3), counters, base ten blocks (*Printable Resources* Term 1), whiteboards/scrap paper	
2	Numbers up to 999 – place value	2	Worksheet 99 (pp. 72, 73)	Whiteboards/scrap paper, base ten blocks (see *Printable Resources* Term 1)	
3	Numbers up to 999 – decomposition	3	Worksheet 100 (pp. 74, 75) Worksheet 101 (pp. 76, 77)	Whiteboards/scrap paper, flard cards, base ten blocks (see *Printable Resources* Term 1)	
4	Numbers up to 999 – rounding off to tens	4	Worksheet 112 (pp. 100, 101)	Whiteboards/scrap paper Written assessment items 1, 2, 3, 4 and 5	
5	Addition and subtraction – building up and breaking down	5	Worksheet 103 (pp. 82, 83)	Base ten blocks (see *Printable Resources* Term 1) DBE worksheet revises place value	

Week 1 Assessment Activity 1: ORAL INFORMAL

CAPS: Numbers, operations and relationships: Place value

Activity: : Observe learners' ability to answer questions to demonstrate understanding of the value of digits in numbers up to 999

Mark: /7

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to identify the units in a 2-digit and 3-digit number, e.g. how many units in 82, in 104
1	Able to identify the tens in a 2-digit and 3-digit number, e.g. how many tens in 78, in 415
1	Able to identify the hundreds 3-digit number, e.g. how many hundreds in 675
1	Able to break down between tens and units – knows that 1 ten equals 10 units
1	Able to break down between hundreds and tens – knows that 1 hundred equals 10 tens
1	Able to tell why the value of the 4s in 44 are not the same
1	Able to tell why the value of the two 7s in 727 are not the same

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

Reflection

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

Week 2					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
6	Addition and subtraction – building up and breaking down	6	Worksheet 104 (pp. 84, 85)	Base ten blocks (see *Printable Resources* Term 1) Written assessment item 6 and 7	
7	Addition using doubles	7	Worksheet 105 (p. 86)	Base ten blocks (see *Printable Resources* Term 1)	
8	Addition using near doubles	8	Worksheet 105 (p. 87)	Base ten blocks (see *Printable Resources* Term 1)	
9	Addition and subtraction – money	9	Worksheet 106b (p. 89)	Cut-out coins and notes (see *Printable Resources* Term 2) DBE worksheet provides additional problem solving	
10	Addition and subtraction – money	10	Worksheet 107a (p. 90)	Cut-out coins and notes (see *Printable Resources* Term 2), whiteboards Written assessment item 8	

Week 2 Assessment Activity 2: ORAL FORMAL

CAPS: Numbers, operations and relationships – addition strategies

Activity: Observe learners' ability to answer questions and follow instructions to show understanding of addition using near doubles

Mark: /7

Mark (percentage)	Criteria – Rubric	
1 (0%–29%)	Able to identify near doubles in some cases. E.g. Identify which of the following are not near doubles: 12 + 13 = , 25 + 13 =, 8 + 9 =, 125 + 26 =	
2 (30%–39%)	Able to identify near doubles but cannot use the strategy of near double to add. E.g. Add 12 and 13; 24 and 25, etc.	
3 (40%–49%)	Able to recognise the use of near doubles in addition but cannot do it alone	
4 (50%–59%)	Able to add only 2-digit numbers using near double strategy but makes mistakes with regrouping. E.g. 35 + 36 =	
5 (60%–69%)	Able to add only 2-digit numbers with regrouping. E.g. 47 + 47 = 80 + 14 = 94	
6 (70%–79%)	Able to add 2-digit and 3-digit numbers using near double strategy with regrouping	
7 (80%–100%)	Able to make up and solve own sums for addition using near doubles	

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 3					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
11	Problem solving – using number lines	11	Worksheet 108 (pp. 92, 93)	Whiteboards/scrap paper, blank number lines (see *Printable Resources*), base ten blocks (see *Printable Resources* Term 1) Written assessment item 9	
12	Problem solving – double operations	12	Worksheet 109 (pp. 94–95)	Whiteboards/scrap paper, blank number lines (see *Printable Resources*), base ten blocks (see *Printable Resources* Term 1)	
13	Problem solving – double operations	13	Worksheet 113 (pp. 102, 103)	Whiteboards/scrap paper, blank number lines (see *Printable Resources*), base ten blocks (see *Printable Resources* Term 1) Written assessment item 10 and 11	
14	Symmetry	14	Worksheet 115 (pp. 106, 107)	Scrap paper cut into squares and rectangles, shape cut-outs (see *Printable Resources*)	
15	Symmetry	15	–	One large cut-out paper circle, square, rectangle and triangle (for demonstration) Written assessment item 18	

Week 3 Assessment Activity 3: PRACTICAL FORMAL

CAPS: Space and shape

Activity: Observe learners' ability to ability to recognise lines of symmetry in geometric and non-geometric shapes

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 the difference between symmetrical shapes and non-symmetrical shapes
1	Able to show different lines of symmetry by folding paper cut-outs of symmetrical non-geometric shapes
1	Able to show different lines of symmetry by folding paper cut-outs of symmetrical geometric shapes
1	Able to cut out symmetrical shapes using paper
1	Able to identify the number of symmetrical lines found in different symmetrical shapes

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 4					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
16	3-D objects	16	Worksheet 124 (pp. 124, 125)	3-D geometric solids (collect old containers), pictures of the 3-D objects and 2-D shapes (see *Printable Resources*), sticky tape Written assessment item 19	
17	Area	17	Worksheet 110 (pp. 96, 97)	Squares template (see *Printable Resources*; keep cut-outs to use again in Lesson 18), grid paper for homework	
18	Area and perimeter	18	–	Square and rectangular shaped objects from the classroom preferably with exact dimensions in cm, whiteboards/ scrap paper, square cut-outs, rectangular shapes (see *Printable Resources*) Written assessment items 20 and 21	
19	Time	19	–	Draw the analogue clocks on the board before the lesson starts	
20	Time	20	–	Whiteboards/scrap paper, analogue and digital clocks for demonstration Written assessment items 22 and 23	

Week 4 Assessment Activity 4: PRACTICAL FORMAL
CAPS: Measurement: Area
Activity: Observe learners' ability to measure area by tiling and perimeter by measuring length(s)

Mark: /7

Mark	**Criteria – Checklist (1 mark for each criterion achieved)**
1	Able to tile a surface using full tiles and half tiles
1	Able to tile a surface leaving no gaps and making no overlaps
1	Able to find the area of a surface by counting tiles laid to cover the surface of the shape
1	Able to find the area of a shape by blocks in a grid marked on the shape
1	Able to measure the perimeter of a triangle
1	Able to measure the length of a side of a shape
1	Able to find the perimeter of a shape by adding the lengths of all of the sides of the shape

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 5					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
21	Number patterns	21	Worksheet 114 (pp. 104, 105)	901–1 000 number grid (see *Printable Resources*) counters Written assessment item 16	
22	Number and shape patterns	22	Worksheet 116 (pp. 108, 109) Worksheet 119 (pp. 114, 115)	Counters (for remediation)	
23	Geometric patterns	23	–	Empty boxes, old books, newspapers, magazines (for remediation) Written assessment item 17	
24	Mass	24	Worksheet 102a (pp. 78, 79) Worksheet 102b (pp. 80, 81)	Bathroom scale, a range of products with a mass of 1 kg, 2 kg, 3 kg, and products with masses in grams (you will need to source your own products)	
25	Capacity	25	Worksheet 128a (pp. 132, 133) Worksheet 128b (pp. 134, 135)	Pictures of products on which you can see the capacity (collect these from shop adverts beforehand), 250 ml cup, teaspoon, an empty 1 litre bottle	

Week 5 Assessment Activity 5: ORAL FORMAL

CAPS: Patterns: number patterns

Activity: Observe learners' ability to identify, describe and extend number patterns in the number range 0 to 1 000

Mark: /7

Mark	**Criteria – Checklist (1 mark for each criterion achieved)**
1	Able to identify a rule for a given number pattern
1	Able to identify if a number pattern is increasing
1	Able to identify if a number pattern is decreasing
1	Able to use a rule to find missing terms in an increasing number pattern
1	Able to use a rule to find missing terms in a decreasing number pattern
1	Able to identify a rule for an increasing pattern and extend it in the number range 0–1 000
1	Able to identify a rule for a decreasing pattern and extend it in the number range 0–1 000

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	26	–	Whiteboards/scrap paper	
27	Data	27	–	Whiteboards/scrap paper Written assessment item 24	
28	Division – grouping and sharing	28	Worksheet 117 (pp. 110, 111)	Base ten blocks (see *Printable Resources* Term 1)	
29	Division – revise sharing	29	Worksheet 79 (pp. 30, 31)	Whiteboards/scrap paper, base ten blocks (see *Printable Resources* Term 1) DBE worksheet provides revision of counting in groups (5s)	
30	Division – word problems	30	Worksheet 118 (pp. 112, 113)	Whiteboards/scrap paper, Unifix blocks DBE worksheet provides revision of counting in groups (3s)	

Week 6 Assessment Activity 6: PRACTICAL FORMAL
CAPS: Data handling: the data handling cycle
Activity: Observe learners' ability to collect, sort, represent and interpret data

Mark: /7

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to collect data
1	Able to sort the data (e.g. using tallies)
1	Able to describe the sorted data
1	Able to organise data in a table
1	Able to answer questions posed by the teacher about the collected data (e.g. tallies and frequencies)
1	Able to represent data in a pictograph
1	Able to answer questions about the data in the pictograph (graph interpretation)

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

Reflection

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

Week 7					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
31	Multiplication and division – consolidation	31	Worksheet 83 (pp. 38, 39)	Whiteboards/scrap paper	
32	Multiplication and division – inverse operations	32	Worksheet 120 (pp. 116, 117)	Whiteboards/scrap paper	
33	Division strategies	33	Worksheet 89 (pp. 50, 51)	Whiteboards/scrap paper	
34	Division – consolidation	34	Worksheet 121 (pp. 118, 119)	Whiteboards/scrap paper, counters Written assessment item 12, 13 and 14	
35	Complete and consolidate the week's assessment and work	n/a	–		

Week 7 Assessment Activity 7: ORAL INFORMAL CAPS: Numbers, operations and relationships: multiplication and division strategies **Activity: Observe learners' ability to solve word problems that involve multiplication and division**		**Mark: /7**
Mark (percentage)	**Criteria – Rubric**	
1 (0%–29%)	Able to read but unable to identify what to do to solve a word problem	
2 (30%–39%)	Able to read the problems and identify what operation is needed to solve the problem	
3 (40%–49%)	Able to read the problems and identify what operation is needed to solve the problem and can identify the numbers to work with to find the solution	
4 (50%–59%)	Able to interpret the word problems and tell you some correct number sentences to find the solutions	
5 (60%–69%)	Able to interpret the word problems and tell you all correct number sentences to find the solutions	
6 (70%–79%)	Able to interpret the word problems and tell you all correct number sentences to find the solutions but only finds some final correct solutions	
7 (80%–100%)	Able to interpret the word problems and tell you all correct number sentences to find the solutions and find all the correct solutions to the given problems	

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 8					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
36	Sharing leading to fractions	35	Worksheet 126 (pp. 129, 128) Worksheet 122 (pp. 120, 121)	Fraction squares, fraction circles (see *Printable Resources*)	
37	Sharing leading to fractions	36	Worksheet 123 (pp. 122, 123) Worksheet 127 (pp. 130, 131)	Counters Written assessment item 15	
38	Fraction problems with unitary and non-unitary solutions	37	Worksheet 125 (pp. 126, 127)	Counters	
39	Putting fractions together	38		Whiteboards/scrap paper	
40	Complete and consolidate the week's work	n/a	–		

Week 8 Assessment Activity

No planned oral or practical assessment activity this week

Reflect on the year

Think about and make a note of:

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?
2. Did the tracker and lesson plans help with curriculum planning and coverage? How could you use them even more effectively next year?
3. What concepts and skills did learners grasp well this year? What good practice could you use again 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?
5. What needs to be communicated to the teacher who will teach this group of learners 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?

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.

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	**Oral: Activity 1** Numbers, operations and relationships: Place value	**Written: Item bank questions 1, 2, 3, 4 and 5** Numbers, operations and relationships
2		**Oral: Activity 2** Numbers, operations and relationships: Addition strategies **Written: Item bank questions 6, 7 and 8** Numbers, operations and relationships
3		**Practical: Activity 3** Space and shape: Symmetry **Written: Item bank questions 9, 10, 11 and 18** Numbers, operations and relationships; Space and shape
4		**Practical: Activity 4** Measurement: Area **Written: Item bank questions 19, 20, 21, 22 and 23** Space and shape; Measurement
5		**Oral: Activity 5** Patterns: Number patterns **Written: Item bank questions 16 and 17** Patterns
6		**Practical: Activity 6** Data handling: the data handling cycle **Written: Item bank question 24** Data handling
7	**Oral: Activity 7** Numbers, operations and relationships: Multiplication and division strategies	**Written: Item bank questions 12, 13 and 14** Numbers, operations and relationships
8	No planned oral or practical assessment this week **Written: Item bank question 15** Numbers, operations and relationships	

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET GRADE 3 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	2: Oral	Written		5: Oral	Written		3: Practical	Written		4: Practical	Written		6: Practical	Written	
(Out of) marks	7	37	44	7	5	12	7	4	11	7	7	14	7	3	10
LEARNER NAME AND SURNAME															

3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

Resources that can be used for written assessment of each curriculum content strand and their memos are given in the following section. They are given in bilingual format.

Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.

You need to plan when you will do written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the *Resources* column of the tracker). The questions provided here are taken from past written assessment papers that were previously in the lesson plans but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.

You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.

There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

Written assessment item mark breakdown (according to exemplar items)

1. **Written assessment items for Numbers, operations and relationships**

   There are several assessment items for Numbers, operations and relationships. These are linked in the *Resources* column of the tracker. You could use the sheet on the next page to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 37 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.

   There is also a column in the overall exemplar mark sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. **Written assessment items for Pattern**
   Questions 15 and 16 – Marks 4 + 1 = 5

3. **Written assessment items for Space and shape**
   Questions 17, 18, 19 and 20 – Marks 1 + 3 = 4

4. **Written assessment items for Measurement**
   Questions 21, 22, 23 and 24 – Marks 1 + 2 + 2 + 2 = 7

5. **Written assessment items for Data handling**
   Question 25 – Marks 3

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	Q.12	Q.13	Q.14	Q.15	Total
Mark	1	2	2	1	2	3	4	4	3	3	2	2	2	2	4	37
Learner name and surname																

Written Assessment:
English / isiXhosa

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Umbuzo 1 (1)

Write the following number in hundred, tens and units.
Bhala eli nani lilandelayo ngamakhulu, amashumi nemivo.

a) 907 _____

Question 2
Umbuzo 2 (2)

Write down the value of the following numbers.
Bhala ixabiso lalamanani alandelayo.

a) The 9 in 697 _____
Isi-9 kuma- 697 _____

b) The 9 in 967 _____
Isi-9 kuma-967 _____

Question 3
Umbuzo 3 (2)

Which two numbers are bigger than 826?
Ngawaphi amanani amabini amakhulu kunama- 826?

776	884	777	475	867	825	747	826

a) _____

b) _____

Question 4
Umbuzo 4 (1)

Put these numbers in order from the biggest to the smallest.
Landelelanisa la manani ukusuka kwelona likhulu ukuya kwelona lincinane.

799	977	797	979

Question 5
Umbuzo 5

(2)

Round these numbers off to the nearest ten.
Sondeza la manani kwelona shumi likufutshane.

a) 57 _____

b) 63 _____

Question 6
Umbuzo 6

(3)

Calculate the following by breaking down both numbers:
Bala okulandelayo ngokucazulula omabini amanani:

613 + 254 = _____

Question 7
Umbuzo 7

(4)

Calculate using any strategy. Show your working.
Bala usebenzise nasiphi na isicwangciso. Bonisa indlela osebenze ngayo.

a) 356 + 402 = _____

b) 715 – 212 = _____

Question 8
Umbuzo 8

(4)

a) Circle the coins that you will use to make up 780c:
Biyela iingqekembe ozakuzisebenzisa ukwenza ama-780c:

How much is it in rands and cents? _____

Yimalini kwiirandi neesenti? _____

b) Travis has a 50c piece, four 20c pieces and six 10c pieces. Toffees cost R1,70.
How much change will he get? _____

UTravis unee-50c, nee-20c ezine kwakunye nee-10c ezintandathu. Iithofi zibiza R1, 70C. yimalin.
Yimalini itshintshi azakuyifumana? _____

Question 9
Umbuzo 9 (3)

Calculate the following using a number line:
There are 776 learners at the school. On the day of the sports there are 126 learners absent.
How many learners attended the sports day?

Bala okulandelayo kumgca manani: Kukho abafundi abangama-776 esikolweni. Ngomhla wezemidlalo bekukho abafundi aba-126 abangayanga. Bangaphi abafundi abaye kwezemidlalo?

Question 10
Umbuzo 10 (3)

Dan has 100 sweets. He has five times as many sweets as Sam.

How many sweets does Sam have? _____

UDan uneelekese ezili-100. Iilekese zakhe ziphindwa kahlanu kunezakaSam.

Uneelekese ezingaphi uSam? ____

Question 11
Umbuzo 11 (2)

Phetogo has 65 marbles. He wants to put them into bags of 5 each to give to his friends.

How many bags of 5 marbles each can he make up? _____

UPhetogo unamabhastile angama-65. Ufuna ukufaka amabhastile ama -5 kwibhegi nganye azokunika abahlobo bakhe.

Zingaphi iibhegi ezinamabhastile ama-5 inye anokuzenza? _____

Question 12
Umbuzo 12 (2)

Calculate the answer:
Bala impendulo:

36 ÷ 3 = _____

Question 13
Umbuzo 13 (2)

Calculate the following divison:
Bala esi sibalo sokwahlula:

72 ÷ 3 = _____

Question 14
Umbuzo 14 (2)

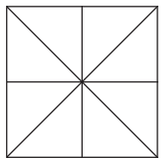
Share 20 counters among 4 children.
Yahlulela abantwana aba-4 izibalisi ezingama- 20.

a) How many counters will each child get?
Zingaphi izibalisi ezizakufunyanwa ngumntwana ngamnye? _____

b) What fraction of counters will each child get?
Umntwana ngamnye uzakufumana eliphi iqhezu lezibalisi? _____

Question 15
Umbuzo 15 (4)

Fill in the missing fraction words. Use the diagram to help you.
Fakela amagama amaqhezu ashiyiweyo. Sebenzisa umfanekiso wesazobe ufumane uncedo.



a) One whole has _____ halves.

Into enye epheleleyo ineehafu ezi _____.

b) One half is bigger than three _____.

Ihafu inkulu kunee _____ ezintathu.

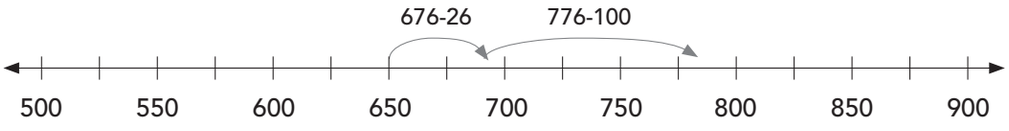
c) _____ quarters is the same as one whole.

Iikota ezi-_____ zilingana nento enye epheleleyo.

d) Four eighths are the same as _____.

Ezine kwezisibhozo zilingana ne-_____.

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

1. (1 mark per correct answer) / (Inqaku eli- 1 ngempendulo nganye echanekileyo) 907 = 900 + 0 + 7	(1)
2. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 90 b) 900	(2)
3. (1 mark for each correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 884 b) 867	(2)
4. (1 mark for correct answer) / (Inqaku eli-1 ngempendulo echanekileyo) 979, 977, 799, 797	(1)
5. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 60 b) 60	(2)
6. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) 613 + 254 = ___ = (600 + 10 + 3) + (200 + 50 + 4) = (600 + 200) + (10 + 50) + (3 + 4) = 800 + 60 + 7 = 867	(3)
7. (1 mark for the working and 1 mark for the answer – accept all correct working) (Inqaku eli-1 ngokubonakalisa ukusebenza nenqaku eli-1 ngempendulo _ yamkela yonke indlela echanekileyo ekusetyenzwe ngayo) a) 356 + 402 = 758 b) 715 – 212 = 503	(4)
8. (1 mark per correct answer – circling correct coins and total) / (Inqaku eli-1 ngempendulo echanekileyo - ukubiyela iingqekembe ezichanekileyo netotali) a)  R7,80 b) 50c + 20c + 20c + 20c + 20c + 10c + 10c + 10c + 10c + 10c + 10c = R1,90 He will get 20c change. Uzakufumana itshintshi engama-20c.	(2) (2)
9. (1 mark for the working and 1 mark for the answer) (Inqaku eli-1 lokusebenza neli-1 lempendulo)  776 – 126 = 650 (Iindidi ezahlukeneyo zemigca manani zingabonakaliswa)	(3)

10. (2 marks for the working and 1 mark for the answer) (Amanqaku ama-2 okubonakalisa isibalo neli-1 lempendulo echanekileyo) Dan – 100 sweets. 5 x Sam's amount 5 x ? = 100 OR 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam has 20 sweets. UDan- iilekese ezili-100. 5x inani lika Sam 5x? = 100 OKANYE 100 ÷ 5 = ? 100 ÷ 5 =20. USam uneelekese ezingama-20.	(3)
11. (2 marks for the correct answer to each part) (Amanqaku ama-2 ngempendulo echanekileyo kwindawo nganye) 65 ÷ 5 = 13	(2)
12. (1 mark for correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) = (30 + 6) ÷ 3 = (30 ÷ 3) + (6 ÷ 3) = 10 + 2 = 12	(2)
13. (1 mark for correct answer and 1 mark for working – any correct working accepted) (Inqaku eli-1 ngempendulo echanekileyo nenqaku eli-1 ngokusebenza - nayiphi na indlela ekusetyenzwe ngayo yamkelekile.) 72 ÷ 3 = 60 ÷ 3 + 12 ÷ 3 = 20 + 4 = 24	(2)
14. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 5 b) One quarter Ikota enye	(2)
15. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) Two Ezimbini b) Eighths Kwezisibhozo c) Four Ezine d) One half Ihafu enye	(4)

Written assessment items for Patterns

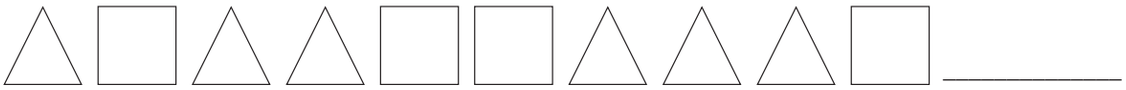
Question 16
Umbuzo 16 (4)

Extend the patterns:
Yandisa/ yongeza iipatheni:

a) 25, 50, 75, _____.
b) 342, 346, _____, 354.
c) 450, 400, 350, _____ .
d) 524, 527, _____, 533.

Question 17
Umbuzo 17 (1)

Draw the next shape in this pattern:
Zoba imilo elandelayo kwipatheni:



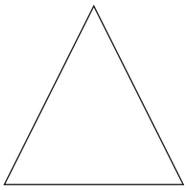
Written assessment items for Patterns: solutions and mark allocations

16. (1 mark for the fully correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 100 b) 350 c) 300 d) 530	(4)
17. (1 mark for drawing the last shape correctly) (Inqaku eli-1 ngokuzoba imilo yokugqibela ngokuchanekileyo) 	(1)

Written assessment items for Space and shape

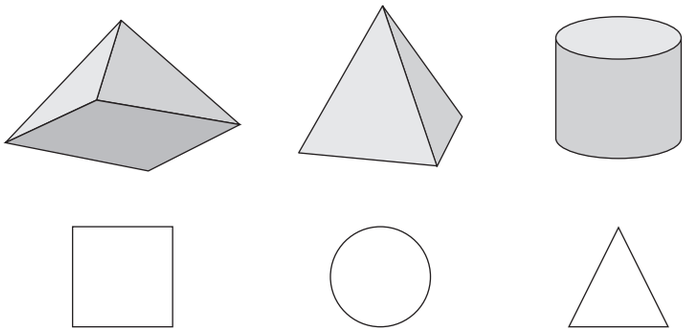
Question 18
Umbuzo 18 (1)

Draw one line of symmetry in the triangle:
Zoba umgca wolingano macala kanxantathu:

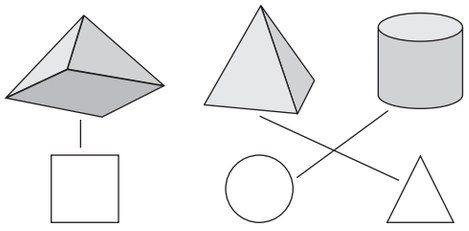


Question 19
Umbuzo 19 (3)

Draw lines to match the base of the 3-D objects with the 2-D shapes.
Zoba imigca ukutshatisa iziseko zezinto ezizi 3-D neemilo ezizi 2-D.



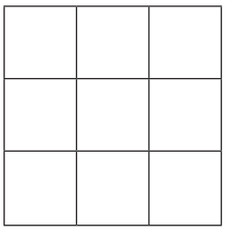
Written assessment items for Space and shape: solutions and mark allocations

18. (1 mark for the correct line of symmetry) (Inqaku eli-1 ngomgca wolingano macala ochanekileyo) 	(1)
19. (1 mark for correct answer) / (Inqaku eli-1 ngempendulo echanekileyo) 	(3)

Written assessment items for Measurement

Question 20
Umbuzo 20 (1)

What is the area of this square?
Ingakanani i-eriya yesi sikwere?

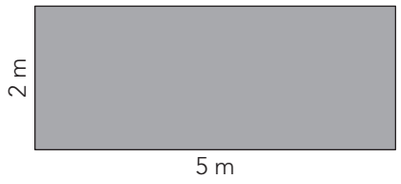


_____ tiles

Iithayile ezi-_____

Question 21
Umbuzo 21 (2)

What is the perimeter of this rectangle? Show your number sentence and answer:
Ingakanani ipherimita yolu xande? Bonisa umgca manani wakho nempendulo:



_____

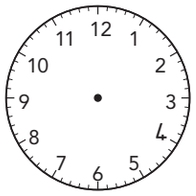
Question 22
Umbuzo 22 (2)

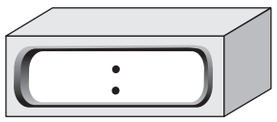
How much time passed between 2 o'clock and half past four in the afternoon?
Lingakanani ixesha elidlulileyo phakathi kwentsimbi yesi-2 necala emva kwentsimbi yesi-4 emva kwemini?

_____

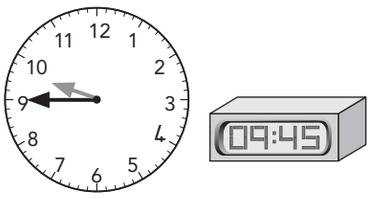
Question 23
Umbuzo 23 (2)

Our maths class finished at quarter to ten. Show the time on an analogue and a digital clock.
Iklasi yethu yezibalo iphume kwimizuzu elishumi nantlanu phambi kwentsimbi yeshumi. Bonisa ixesha kwiwotshi yamasiba nakwiwotshi yamanani.





Written assessment items for Measurement: solutions and mark allocations

20. (1 mark for correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) 9 tiles Iithayile ezili-9	(1)
21. (1 mark for the correct answer and 1 mark for the working) (Inqaku elinye ngempendulo echanekileyo nenqaku eli-1 ngokusebenza) 2 m + 2 m + 5 m + 5 m = 14 m	(2)
22. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) Two and a half hours. Iiyure ezimbini necala leyure.	(2)
23. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) 	(2)

Written assessment items for Data handling

Question 24
Umbuzo 24 (3)

Shapes we see / Iimilo esizibonayo

10				
9				
8				
7				
6				
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 circles are there?
Zingaphi izangqa? _____

b) How many squares are there?
Zingaphi izikwere? _____

c) Which group has the most objects?
Leliphi elona qela linezinto ezininzi kunawo onke?

_____

Written assessment items for Data handling: solutions and mark allocations

24. (1 mark per correct answer and 1 mark for working – any correct working accepted) (Inqaku eli-1 ngempendulo nganye echanekileyo nelinye lokubonakalisa ukusebenza - nayiphi na indlela ekusetyenzwe ngayo yamkelekile) a) 4 b) 5 c) Arrow / Utolo	(3)

Written Assessment:
English / Sepedi

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Potšišo 1 (1)

Write the following number in hundred, tens and units.
Ngwala nomoro ye e latelago ka makgolo,masome le metšo.

a) 907 _____

Question 2
Potšišo 2 (2)

Write down the value of the following numbers.
Ngwala boleng bja dinomoro tše di latelago.

a) The 9 in 697 _____

9 go 697 _____

b) The 9 in 967 _____

9 go 967_____

Question 3
Potšišo 3 (2)

Which two numbers are bigger than 826?
Ke dinomoro dife tše pedi tšeo di lego ka godimo ga 826?

776	884	777	475	867	825	747	826

a) _____

b) _____

Question 4
Potšišo 4 (1)

Put these numbers in order from the biggest to the smallest.
Beakanya dinomoro tšeo di latelago go tloga go ye kgolokgolo go ya go ye nnyane.

799	977	797	979

Question 5
Potšišo 5 (2)

Round these numbers off to the nearest ten.
Batametša dinomoro tše go lesome la kgauswi.

a) 57 _____

b) 63 _____

Question 6
Potšišo 6 (3)

Calculate the following by breaking down both numbers:
Hlakantša o šomiša mokgwa wa hlahlamolla dinomoro ka bobedi:

613 + 254 = _____

Question 7
Potšišo 7 (4)

Calculate using any strategy. Show your working.
Šoma dipalo tše. Šomiša mokgwa wo mongwe le wo mongwe gomme o lawtše gore o di šomile bjang.

a) 356 + 402 = _____

b) 715 – 212 = _____

Question 8
Potšišo 8 (4)

a) Circle the coins that you will use to make up 780c:
Raretša dikhoine tšeo o tla di šomišago go dira 780c:

How much is it in rands and cents? _____

Na ke bokae ka diranta le disente? _____

b) Travis has a 50c piece, four 20c pieces and six 10c pieces. Toffees cost R1,70.
How much change will he get? _____

Travis o nale 50c e tee , di 20c tše 4 le di 10c tše 6. Thofi ke R1,70c.
Na o tla hwetša tšhentšhi ya bokae ge a reka thofi?_____

Question 9
Potšišo 9 (3)

Calculate the following using a number line:
There are 776 learners at the school. On the day of the sports there are 126 learners absent.
How many learners attended the sports day?

Šomiša mothalopalo go balela tše di latelago:
Go nale bana ba 776 sekolong.Bana ba 126 ga se ba tle sekolong ka letšatši la dipapadi.
Na ke bana ba bakae bao ba tlilego letšatšing la
dipapadi?

Question 10
Potšišo 10 (3)

Dan has 100 sweets. He has five times as many sweets as Sam.

How many sweets does Sam have? _____

Dan o nale malekere a 100. O nale malekere a go feta a Sam gahlano.

Na Sam o nale malekere a makae? _____

Question 11
Potšišo 11 (2)

Phetogo has 65 marbles. He wants to put them into bags of 5 each to give to his friends.

How many bags of 5 marbles each can he make up? _____

Phetogo o nale dimabole tše 65.O nyaka go di lokela ka gare ga mekotlana gomme o tsenya tše 5 ka gare ga mokotlana wo mongwe le wo mongwe gore a fe bagwera ba gagwe.

Na a dira mekotlana e mekae ya memabole e 5? _____

Question 12
Potšišo 12 (2)

Calculate the answer:
Hwetša karabo:

36 ÷ 3 = _____

Question 13
Potšišo 13 (2)

Calculate the following divison:
Arola palo ye e latelago:

72 ÷ 3 = _____

Question 14
Potšišo 14 (2)

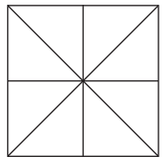
Share 20 counters among 4 children.
Abela bana ba 4 dibaledi tše 20.

a) How many counters will each child get?
Na ngwana o tee o tla hwetša dibaledi tše kae? _____

b) What fraction of counters will each child get?
Na ngwana o tee o tla hwetša palophatlo efe ya dibaledi? _____

Question 15
Potšišo 15 (4)

Fill in the missing fraction words. Use the diagram to help you.
Tlatša mantšu ao a tlogetšwego a dipalophatlo.



a) One whole has _____ halves.

Palophatlo e tee e nale diripagare tše _____.

b) One half is bigger than three _____.

Seripagare se se tee se feta tharo _____.

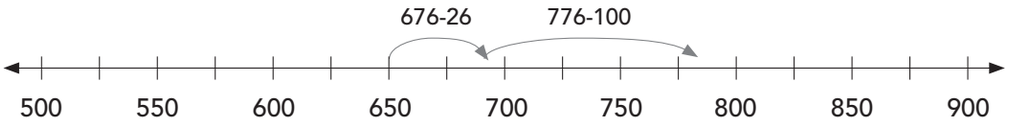
c) _____ quarters is the same as one whole.

Dikotara tše _____ di lekana le palotlalo.

d) Four eighths are the same as _____.

Nne seswaing e lekana le _____.

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

1. (1 mark per correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) 907 = 900 + 0 + 7	(1)
2. (1 mark per correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) a) 90 b) 900	(2)
3. (1 mark for each correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) a) 884 b) 867	(2)
4. (1 mark for correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) 979, 977, 799, 797	(1)
5. (1 mark per correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) a) 60 b) 60	(2)
6. (1 mark per correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) 613 + 254 = ___ = (600 + 10 + 3) + (200 + 50 + 4) = (600 + 200) + (10 + 50) + (3 + 4) = 800 + 60 + 7 = 867	(3)
7. (1 mark for the working and 1 mark for the answer – accept all correct working) (Moputso o 1 wa go šoma palo le moputso o 1 wa karabo ye e nepagetšego. Amogela mekgwa ka moka ya go šoma yeo e nepagetšego) a) 356 + 402 = 758 b) 715 – 212 = 503	(4)
8. (1 mark per correct answer – circling correct coins and total) / (Moputso o 1 wa karabo yeo e nepagetšego - Go raretša dikhoine le palomoka) a)  R7,80 b) 50c + 20c + 20c + 20c + 20c + 10c + 10c + 10c + 10c + 10c + 10c = R1,90 He will get 20c change. O tla hwetša tšhentšhi ya 20c.	(2) (2)
9. (1 mark for the working and 1 mark for the answer) (Moputso o 1 wa go šoma palo le moputso o tee wa karabo)  776 – 126 = 650 (many different number line drawings could be shown.)	(3)

10. (2 marks for the working and 1 mark for the answer) (Meputso ye 2 ya go šoma palo le moputso o tee wa karabo) Dan – 100 sweets. 5 x Sam's amount 5 x ? = 100 OR 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam has 20 sweets. Dan - Malekere a 100. 5x go feta a Sam 5x? = or 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam o nale malekere a 20	(3)
11. (2 marks for the correct answer to each part) (Meputso e 2 ya karolo yenngwe le yenngwe yeo e nepagetšego) 65 ÷ 5 = 13	(2)
12. (1 mark for correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) = (30 + 6) ÷ 3 = (30 ÷ 3) + (6 ÷ 3) = 10 + 2 = 12	(2)
13. (1 mark for correct answer and 1 mark for working – any correct working accepted) (Moputso o 1 wa karabo ye e nepagetšego,moputso o 1 wa go šoma palo. Amogela tšhomo yenngwe le yenngwe yeo e nepagetšego) 72 ÷ 3 = 60 ÷ 3 + 12 ÷ 3 = 20 + 4 = 24	(2)
14. (1 mark per correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) a) 5 b) One quarter Ikota elilodwa	(2)
15. (1 mark per correct answer) / (Moputso o 1 go karabo yeo e nepagetšego) a) Two Pedi b) Eighths Boseswai c) Four Nne d) One half Seripa se tee	(4)

Written assessment items for Patterns

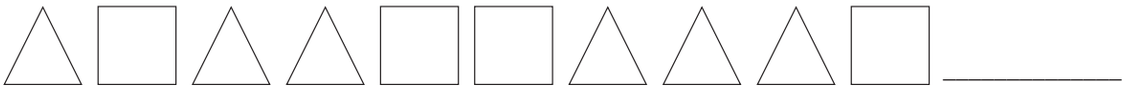
Question 16
Potšišo 16 (4)

Extend the patterns:
Katološa paterone:

a) 25, 50, 75, _____.
b) 342, 346, _____, 354.
c) 450, 400, 350, _____ .
d) 524, 527, _____, 533.

Question 17
Potšišo 17 (1)

Draw the next shape in this pattern:
Thala sebopego seo se latelago pateroneng:



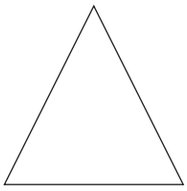
Written assessment items for Patterns: solutions and mark allocations

16. (1 mark for the fully correct answer) / (Aba moputso o tee go karabo ya maleba) a) 100 b) 350 c) 300 d) 530	(4)
17. (1 mark for drawing the last shape correctly) (Aba moputso o 1 ge a thadile sebopego sa mafelelo gabotse) 	(1)

Written assessment items for Space and shape

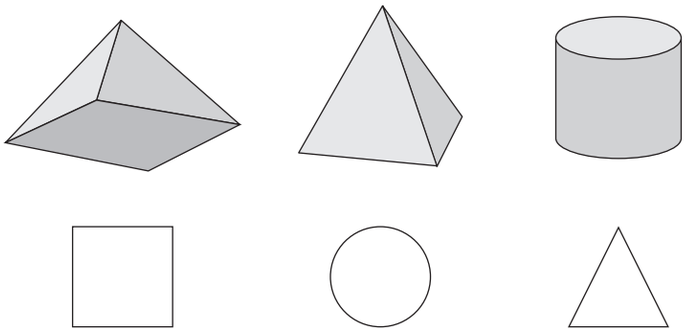
Question 18
Potšišo 18 (1)

Draw one line of symmetry in the triangle:
Thala mothalo o tee wa tekanelo mo khutlotharong:

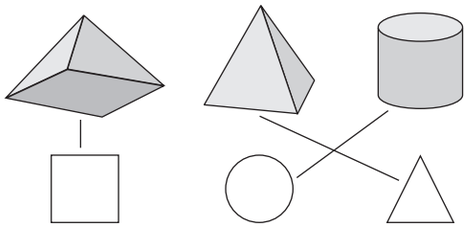


Question 19
Potšišo 19 (3)

Draw lines to match the base of the 3-D objects with the 2-D shapes.
Thala methalo go nyalantšha bokafase bja dilo tša mahlakoretharo(3 -D) le dibopego tša mahlakorepedi (2 -D).



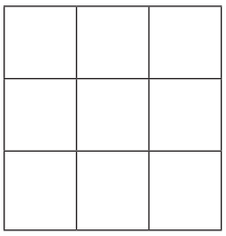
Written assessment items for Space and shape: solutions and mark allocations

18. (1 mark for the correct line of symmetry) (Moputso o 1 wa go dira mothalo wa tekanelo) 	(1)
19. (1 mark for correct answer) / (Moputso o 1 go karabo yeo e nepagetšego 	(3)

Written assessment items for Measurement

Question 20
Potšišo 20 (1)

What is the area of this square?
Na lefelo la sekwere se ke le le kaakang?

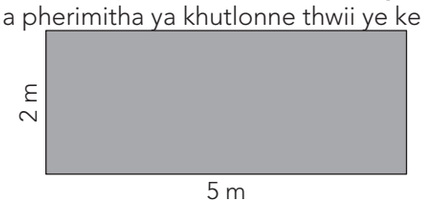


_____ tiles

Dithaele tše _____

Question 21
Potšišo 21 (2)

What is the perimeter of this rectangle? Show your number sentence and answer:
Na pherimitha ya khutlonne thwii ye ke eng? Laetša lefokopalo le karabo.



_____

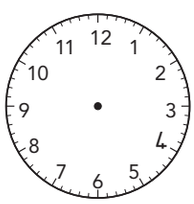
Question 22
Potšišo 22 (2)

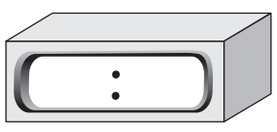
How much time passed between 2 o'clock and half past four in the afternoon?
Na go fetile nako ye kaakang magareng ga iri ya bobedi le seripagare go tšwa go iri ya bone?

_____

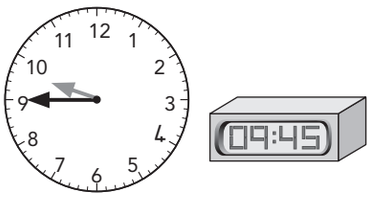
Question 23
Potšišo 23 (2)

Our maths class finished at quarter to ten. Show the time on an analogue and a digital clock.
Re feditše dipalo ka kotara go ya go iri ya lesome.
Laetša nako yeo mo sešupanakong sa manakana le sa ditšithale/panyapanya.





Written assessment items for Measurement: solutions and mark allocations

20. (1 mark for correct answer) / (Moputso o 1 go karabo ya maleba) 9 tiles Dithaele tše 9	(1)
21. (1 mark for the correct answer and 1 mark for the working) (Aba moputso o 1 go karabo ya maleba le moputso o 1 wa go šoma palo) 2 m + 2 m + 5 m + 5 m = 14 m	(2)
22. (1 mark per correct answer) / (Aba moputso o 1 go karaba ya maleba) Two and a half hours. Di iri tše pedi le seripagare sa iri.	(2)
23. (1 mark per correct answer) / (Aba moputso o 1 go karabo e tee yeo e nepagetšego) 	(2)

Written assessment items for Data handling

Question 24
Potšišo 24 (3)

Shapes we see / Dibopego tšeo re di bonago

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Triangle / Khutlotharo	Circle / Sediko	Square / Sekwere	Arrow / Lerungwana

Answer the questions about the pictograph:
Araba dipotšišo ka kerafo ya diswantšho:

a) How many circles are there?
Na go nale didiko tše kae? _____

b) How many squares are there?
Na go nale dikwere tše kae? _____

c) Which group has the most objects?
Ke sehlopha sefe seo se nago le dilo tše dintši?

_____

Written assessment items for Data handling: solutions and mark allocations

24. (1 mark per correct answer and 1 mark for working – any correct working accepted) (Moputso o 1 go karabo yeo e nepagetšego le moputso o 1 wa go šoma palo - Tšhomo yenngwe le yenngwe yeo e nepagetšego e a amogelega) a) 4 b) 5 c) Arrow / Lerungwana	(3)

Written Assessment:
English / Setswana

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Potso 1 (1)

Write the following number in hundred, tens and units.
Kwala palo e e latelang ka makgolo, masome le metso.

a) 907 _____

Question 2
Potso 2 (2)

Write down the value of the following numbers.
Kwala boleng ba dipalo tse di latelang.

a) The 9 in 697 _____ b) The 9 in 967 _____

Bo 9 mo go 697 _____ Bo 9 mo go 967 _____

Question 3
Potso 3 (2)

Which two numbers are bigger than 826?
Ke dipalo dife tse pedi tse dikgolo mo go 826?

776	884	777	475	867	825	747	826

a) _____ b) _____

Question 4
Potso 4 (1)

Put these numbers in order from the biggest to the smallest.
Baya dipalo tse di latelang go simolola ka e kgolo go tsotlhe go fitlha ka e nnye go tsotlhe.

799	977	797	979

Question 5
Potso 5 (2)

Round these numbers off to the nearest ten.
Isa dipalo tse di latelang gaufi le masome.

a) 57 _____

b) 63 _____

Question 6
Potso 6 (3)

Calculate the following by breaking down both numbers:
Bala ka go thuba dipalo tse di latelang:

613 + 254 = _____

Question 7
Potso 7 (4)

Calculate using any strategy. Show your working.
Bala ka go dirisa mokgwa mongwe le mongwe. Bontsha gore o dirile jang.

a) 356 + 402 = _____

b) 715 – 212 = _____

Question 8
Potso 8 (4)

a) Circle the coins that you will use to make up 780c:
Sekeletsa dipapetlana tse o yang go di dirisa go dira 780c:

How much is it in rands and cents? _____

Ke bokae mo diranteng le mo disenteng?_____

b) Travis has a 50c piece, four 20c pieces and six 10c pieces. Toffees cost R1,70.
How much change will he get? _____

Travis o na le papetlana ya 50c, dipapetlana tse nne tsa 20c le di le thataro tsa 10c. Dithofi di ja R1,70.
O tlile go boelwa ke bokae?_____

Question 9
Potso 9 (3)

Calculate the following using a number line:
There are 776 learners at the school. On the day of the sports there are 126 learners absent.
How many learners attended the sports day?

Bala tse di latelang ka go dirisa molapalo:

Go na le barutwana ba le 776 kwa sekolong. Ka letsatsi la metshameko go na le barutwana ba le 126 ba ba lofileng.

Ke barutwana ba le bakae ba ba neng ba le kwa metshamekong?

Question 10
Potso 10 (3)

Dan has 100 sweets. He has five times as many sweets as Sam.

How many sweets does Sam have? _____

Dan o na le diminamone di le 100. Dimonamone tsa gagwe di feta tsa Sam gatlhano.

Sam o na le dimonamone tse kae? _____

Question 11
Potso 11 (2)

Phetogo has 65 marbles. He wants to put them into bags of 5 each to give to his friends.

How many bags of 5 marbles each can he make up? _____

Phetogo o na le dimabole di le 65. O batla go di tsenya ka botlhano mo dikgetsaneng go naya ditsala tsa gagwe.

A ka dira dikgetsana tse kae? _____

Question 12
Potso 12 (2)

Calculate the answer:
Bala go bona karabo:

36 ÷ 3 = _____

Question 13
Potso 13 (2)

Calculate the following divison:
Bala tse di latelang ka go arola:

72 ÷ 3 = _____

Question 14
Potso 14 (2)

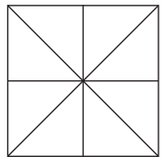
Share 20 counters among 4 children.
Aroganya dibadisi tse 20 magareng ga bana ba le 4.

a) How many counters will each child get?
Ngwana mongwe le mongwe o tlile go bona dibadisi tse kae? _____

b) What fraction of counters will each child get?
Ngwana mongwe le mongwe o tlile go bona dibadisi tsa palophatlo efe?_____

Question 15
Potso 15 (4)

Fill in the missing fraction words. Use the diagram to help you.
Tlatsa mafoko a palophatlo. Dirisa setshwantsho go go thusa.



a) One whole has _____ halves.

Botlalo bo le bongwe bo na le dihalofo tse _____.

b) One half is bigger than three _____.

Halofo e le nngwe e kgolo mo _____ tse tharo.

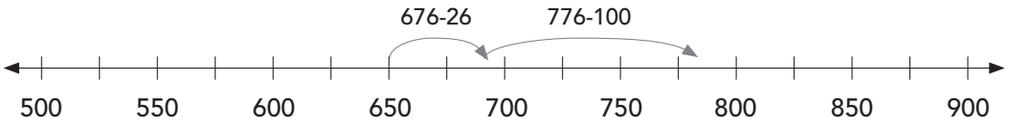
c) _____ quarters is the same as one whole.

Dikotara tse _____ di lekana le botlalo bo le bongwe.

d) Four eighths are the same as _____.

Borobedi ba le bane ba lekana le _____.

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

1. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) 907 = 900 + 0 + 7	(1)
2. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) a) 90 b) 900	(2)
3. (1 mark for each correct answer) / (Leduo le le 1 la karabo e e nepagetseng) a) 884 b) 867	(2)
4. (1 mark for correct answer) / (Leduo le le 1 la karabo e e nepagetseng) 979, 977, 799, 797	(1)
5. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) a) 60 b) 60	(2)
6. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) 613 + 254 = ___ = (600 + 10 + 3) + (200 + 50 + 4) = (600 + 200) + (10 + 50) + (3 + 4) = 800 + 60 + 7 = 867	(3)
7. (1 mark for the working and 1 mark for the answer – accept all correct working) (Leduo le le 1 la go dira tiro le le 1 la karabo - amogela tiro nngwe le nngwe e e nepagetseng) a) 356 + 402 = 758 b) 715 – 212 = 503	(4)
8. (1 mark per correct answer – circling correct coins and total) / (Leduo le le 1 la karabo e e nepagetseng - sekeletsa dipapetlana tse di nepagetseng le palogotlhe) a)  R7,80 b) 50c + 20c + 20c + 20c + 20c + 10c + 10c + 10c + 10c + 10c + 10c = R1,90 He will get 20c change. O tlile go boelwa ke 20c.	(2) (2)
9. (1 mark for the working and 1 mark for the answer) (Leduo le le 1 la go dira tiro le le 1 la karabo)  776 – 126 = 650 (Ditshwantsho tse dintsi tsa melapalo e e farologaneng di ka bontshiwa)	(3)

10. (2 marks for the working and 1 mark for the answer) (Maduo a 2 a go dira tiro le le 1 la karabo) Dan – 100 sweets. 5 x Sam's amount 5 x ? = 100 OR 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam has 20 sweets. Dan - dimonamone tse 100. 5x?=100 KGOTSA 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam o na le dimonamone tse 20.	(3)
11. (2 marks for the correct answer to each part) (Maduo a 2 a karabo e e nepagetseng ya karolo nngwe le nngwe) 65 ÷ 5 = 13	(2)
12. (1 mark for correct answer) / (Leduo le le 1 la karabo e e nepagetseng) = (30 + 6) ÷ 3 = (30 ÷ 3) + (6 ÷ 3) = 10 + 2 = 12	(2)
13. (1 mark for correct answer and 1 mark for working – any correct working accepted) (Leduo le le 1 la karabo e e nepagetseng le le 1 la go dira tiro - amogela tiro nngwe le nngwe e e nepagetseng) 72 ÷ 3 = 60 ÷ 3 + 12 ÷ 3 = 20 + 4 = 24	(2)
14. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) a) 5 b) One quarter Kotara e le nngwe	(2)
15. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) a) Two Pedi b) Eighths Borobedi c) Four Nne d) One half Halofo e le nngwe	(4)

Written assessment items for Patterns

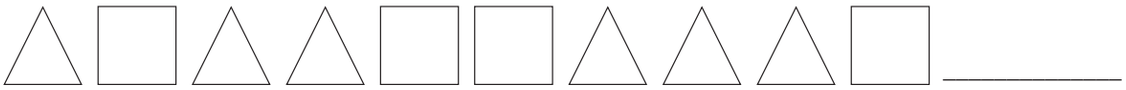
Question 16
Potso 16 (4)

Extend the patterns:
Tsweletsa dipaterone:

a) 25, 50, 75, _____.
b) 342, 346, _____, 354.
c) 450, 400, 350, _____ .
d) 524, 527, _____, 533.

Question 17
Potso 17 (1)

Draw the next shape in this pattern:
Thala popego e e latelang mo pateroneng:



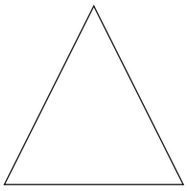
Written assessment items for Patterns: solutions and mark allocations

16. (1 mark for the fully correct answer) / (Leduo le le 1 la karabo e e nepagetseng ka botlalo) a) 100 b) 350 c) 300 d) 530	(4)
17. (1 mark for drawing the last shape correctly) (Leduo le le 1 la go thala popego ya bofelo ka nepagalo) 	(1)

Written assessment items for Space and shape

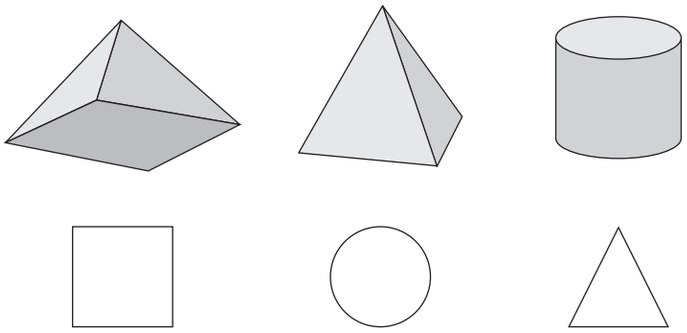
Question 18
Potso 18 (1)

Draw one line of symmetry in the triangle:
Thala mothalo wa bogare mo khutlotharong:

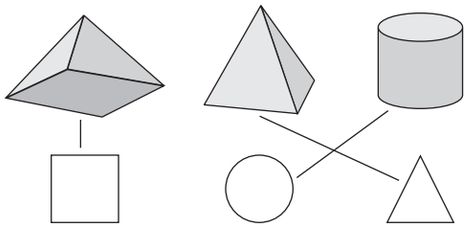


Question 19
Potso 19 (3)

Draw lines to match the base of the 3-D objects with the 2-D shapes.
Thala methalo e e tshwanang le botlase ba didiriswa tsa 3-D mme o dirisa dipopego tsa 2-D.



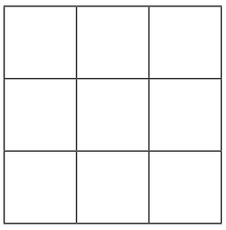
Written assessment items for Space and shape: solutions and mark allocations

18. (1 mark for the correct line of symmetry) (Leduo le le 1 la mothalo wa bogare o o nepagetseng) 	(1)
19. (1 mark for correct answer) / (Leduo le le 1 la karabo e e nepagetseng) 	(3)

Written assessment items for Measurement

Question 20
Potso 20 (1)

What is the area of this square?
Boalo ba sekwere se ke bokae?



_____ tiles

Amathayili a-_____

Question 21
Potso 21 (2)

What is the perimeter of this rectangle? Show your number sentence and answer:
Pherimitha ya khutlonnetsepa e ke bokae? Bontsha polelopalo ya gago le karabo:

_____

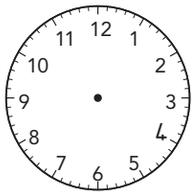
Question 22
Potso 22 (2)

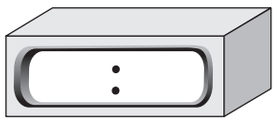
How much time passed between 2 o'clock and half past four in the afternoon?
Go fetile nako e kana kang magareng ga ura ya 2 le halofo morago ga ura ya 4 motshegare?

_____

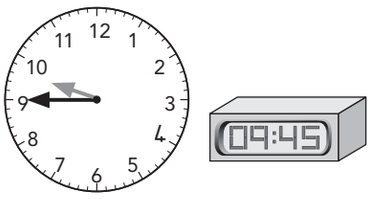
Question 23
Potso 23 (2)

Our maths class finished at quarter to ten. Show the time on an analogue and a digital clock.
Dithuto tsa rona tsa dipalo di fedile ka kotara pele ga ura ya lesome.
Bontsha nako mo tshupanakong ya manaka le ya panyapanya.





Written assessment items for Measurement: solutions and mark allocations

20. (1 mark for correct answer) / (Leduo le le 1 la karabo e e nepagetseng) 9 tiles Dithaele tse 9	(1)
21. (1 mark for the correct answer and 1 mark for the working) (Leduo le le 1 la karabo e e nepagetseng le le 1 la go dira tiro) 2 m + 2 m + 5 m + 5 m = 14 m	(2)
22. (1 mark per correct answer) / Leduo le le 1 la karabo e e nepagetseng) Two and a half hours. Diura tse pedi le halofo.	(2)
23. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) 	(2)

Written assessment items for Data handling

Question 24
Potso 24 (3)

Shapes we see / Dipopego tse re di bonang

10				
9				⇧
8				⇧
7	△			⇧
6	△			⇧
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 circles are there?
Go na le didiko tse kae? _____

b) How many squares are there?
Go na le dikwere tse kae? _____

c) Which group has the most objects?
Ke setlhopha sefe se se nang le didiriswa tse dintsi?

_____

Written assessment items for Data handling: solutions and mark allocations

24. (1 mark per correct answer and 1 mark for working – any correct working accepted) (Leduo le le 1 la karabo e e nepagetseng le le le 1 la go dira tiro - amogela tiro nngwe le nngwe e e nepagetseng) a) 4 b) 5 c) Arrow / Motsu	(3)

Written Assessment:
English / Xitsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Xivutiso 1 (1)

Write the following number in hundred, tens and units.
Tsala nomboro leyi landzelaka hi madzana, vukhume na vun'we.

a) 907 _____

Question 2
Xivutiso 2 (2)

Write down the value of the following numbers.
Tsala nkoka wa tinomboro leti landzelaka.

a) The 9 in 697 _____

9 ka 697 _____

b) The 9 in 967 _____

9 ka _____

Question 3
Xivutiso 3 (2)

Which two numbers are bigger than 826?
Hi tihi tinomboro timbirhi leti nga tikulu ka 826?

776	884	777	475	867	825	747	826

a) _____

b) _____

Question 4
Xivutiso 4 (1)

Put these numbers in order from the biggest to the smallest.
Landzelerisa tinomboro hi ndlela leyinene kusuka ka leyikulu swinene ku fika eka leyitsongo swinene.

799	977	797	979

Question 5
Xivutiso 5 (2)

Round these numbers off to the nearest ten.
Yisa tinomboro leti landzelaka eka khume ra le kusuhi.

a) 57 _____

b) 63 _____

Question 6
Xivutiso 6 (3)

Calculate the following by breaking down both numbers:
Khakhuleta leswi landzelaka u tlhantlha tinomboro ti timbirhi.

613 + 254 = _____

Question 7
Xivutiso 7 (4)

Calculate using any strategy. Show your working.
Khakhuleta u tirhisa ti ndlela tin'wana na tin'wana. Kombisa matirhelo ya wena.

a) 356 + 402 = _____

b) 715 – 212 = _____

Question 8
Xivutiso 8 (4)

a) Circle the coins that you will use to make up 780c:
Tsondzela swingwece leswi nga endlaka 780c:

How much is it in rands and cents? _____

Xana i mali muni hi marandi na swingwece? _____

b) Travis has a 50c piece, four 20c pieces and six 10c pieces. Toffees cost R1,70.
How much change will he get? _____

Travis u na 50c, 20c ta mune na 10c ta tsevu. Thofu yi vitana R1,70.
Xana u ta kuma cinci ya mali muni? _____

Question 9
Xivutiso 9 (3)

Calculate the following using a number line:
There are 776 learners at the school. On the day of the sports there are 126 learners absent.
How many learners attended the sports day?

Khakhuleta leswi landzelaka u tirhisa ndzhati ya mintsengo:
Kuna vadyondzi va 776 exikolweni. Hi siku ra mintlangu vadyondzi va 126 a va nga ri kona.
Xana i vadyondzi vangani lava nga ya eka siku ra mintlangu?

Question 10
Xivutiso 10 (3)

Dan has 100 sweets. He has five times as many sweets as Sam.

How many sweets does Sam have? _____

Dan u na malekere ya 100. Malekere ya yena ma tlula ya Sam hi ka ntlhanu.

Xana Sam u na malekere mangani? _____

Question 11
Xivutiso 11 (2)

Phetogo has 65 marbles. He wants to put them into bags of 5 each to give to his friends.

How many bags of 5 marbles each can he make up? _____

Phetogo u na 65 wa timabulu. U lava ku hoxa timabulu ka minkhwama hi ntlhanu ntlhanu ku nyika vanghana va yena.

Xana u ta va na minkwama yingani leyi nga na ntlhanu wa timabulu? _____

Question 12
Xivutiso 12 (2)

Calculate the answer:
Khakhuleta nhlamulo:

36 ÷ 3 = _____

Question 13
Xivutiso 13 (2)

Calculate the following divison:
Khakhuleta leswi landzelaka hi ku avanyisa:

72 ÷ 3 = _____

Question 14
Xivutiso 14 (2)

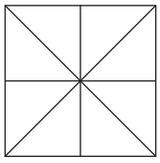
Share 20 counters among 4 children.
Ava swihlayelo swa 20 exikarhi ka vana va 4.

a) How many counters will each child get?
Xana n'wana hi un'we un'we u ta kuma swihlayelo swingani? _____

b) What fraction of counters will each child get?
Xana n'wana hi un'we un'we u ta kuma xiphemu xini xa swihlayelo? _____

Question 15
Xivutiso 15 (4)

Fill in the missing fraction words. Use the diagram to help you.
Tatisa marito ya swiphemu leswi kayivelaka. Tirhisa xidirowiwa ku ku pfuna.



a) One whole has _____ halves.

Xin'we xo helela xina _____ wa tihafu.

b) One half is bigger than three _____.

Hafu yin'we yikulu ka nharhu- _____.

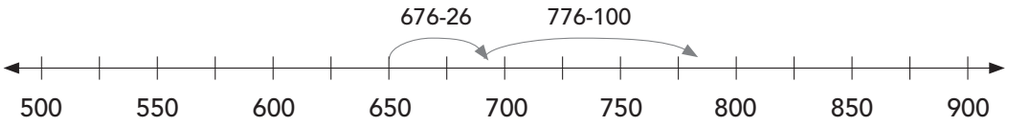
c) _____ quarters is the same as one whole.

_____ya tikotara ti ringana na xin'we lexi nga helela.

d) Four eighths are the same as _____.

Mune xa-nhungu xi fana na _____.

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

1. (1 mark per correct answer) / (Maraka y1 ya nhlamulo leyi faneleke) 907 = 900 + 0 + 7	(1)
2. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) 90 b) 900	(2)
3. (1 mark for each correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) 884 b) 867	(2)
4. (1 mark for correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 979, 977, 799, 797	(1)
5. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) 60 b) 60	(2)
6. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 613 + 254 = ___ = (600 + 10 + 3) + (200 + 50 + 4) = (600 + 200) + (10 + 50) + (3 + 4) = 800 + 60 + 7 = 867	(3)
7. (1 mark for the working and 1 mark for the answer – accept all correct working) (Maraka yi1 ya matirhelo na maraka yi1 ya nhlamulo- pfumelela matirhele hinkwawo lama faneleke) a) 356 + 402 = 758 b) 715 – 212 = 503	(4)
8. (1 mark per correct answer – circling correct coins and total) / Maraka yi1 ya nhlamulo leyi faneleke - tsondzerile swingwece na ntsengo) a)  R7,80 b) 50c + 20c + 20c + 20c + 20c + 10c + 10c + 10c + 10c + 10c + 10c = R1,90 He will get 20c change. U ta kuma cinci ya 20c.	(2) (2)
9. (1 mark for the working and 1 mark for the answer) (Maraka yi1 ya matirhele na maraka yi1 ya nhlamulo)  776 – 126 = 650 (many different number line drawings could be shown.)	(3)

10. (2 marks for the working and 1 mark for the answer) (Timaraka ti2 ta matirhelo na maraka yi1 ya nhlamulo) Dan – 100 sweets. 5 x Sam's amount 5 x ? = 100 OR 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam has 20 sweets. UDan – malekere ya -100. 5 x Sam u na 5 x ? = 100 OR 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam u na malekere ya 20	(3)
11. (2 marks for the correct answer to each part) (Timaraka ti2 ta xiphemu xin'wana ma xin'wana xa nhlamulo) 65 ÷ 5 = 13	(2)
12. (1 mark for correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) = (30 + 6) ÷ 3 = (30 ÷ 3) + (6 ÷ 3) = 10 + 2 = 12	(2)
13. (1 mark for correct answer and 1 mark for working – any correct working accepted) (Maraka yi1 ya nhlamulo na maraka yi1 ya matirhelo - matirhele man'wana na man'wana ma amukelekile) 72 ÷ 3 = 60 ÷ 3 + 12 ÷ 3 = 20 + 4 = 24	(2)
14. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) 5 b) One quarter Ikota elilodwa	(2)
15. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) Two Mbirhi b) Eighths Nhungu c) Four Mune d) One half N'we xa hafu	(4)

Written assessment items for Patterns

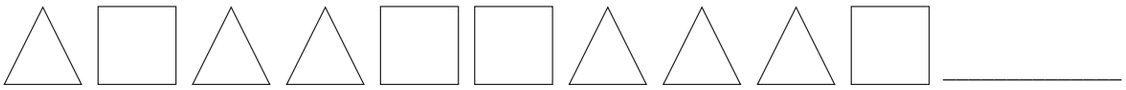
Question 16
Xivutiso 16 (4)

Extend the patterns:
Engetela patironi:

a) 25, 50, 75, _____.
b) 342, 346, _____, 354.
c) 450, 400, 350, _____ .
d) 524, 527, _____, 533.

Question 17
Xivutiso 17 (1)

Draw the next shape in this pattern:
Dirowa xivumbeko lexi landzelaka ka patironi:



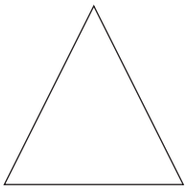
Written assessment items for Patterns: solutions and mark allocations

16. (1 mark for the fully correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) 100 b) 350 c) 300 d) 530	(4)
17. (1 mark for drawing the last shape correctly) (Maraka yi1 yo dirowa xivumbeko xo hetelela kahle) 	(1)

Written assessment items for Space and shape

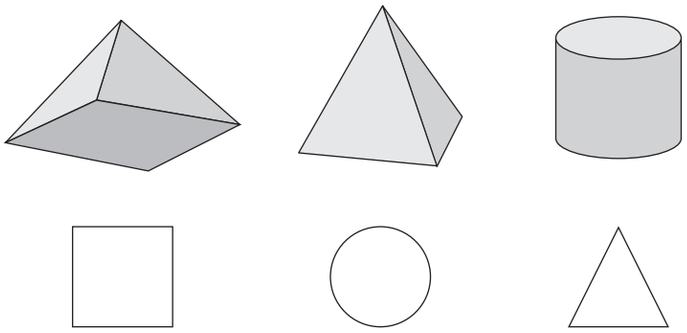
Question 18
Xivutiso 18 (1)

Draw one line of symmetry in the triangle:
Dirowa tila wun'we wa ntilandzhungano ka yinhlanharhu:

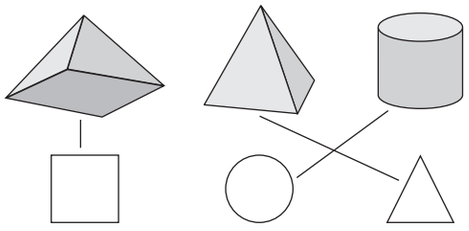


Question 19
Xivutiso 19 (3)

Draw lines to match the base of the 3-D objects with the 2-D shapes.
Dirowa ntila ku yelanisa tshaku ra minchumu ya 3-D na swivumbeko wa 2-D.



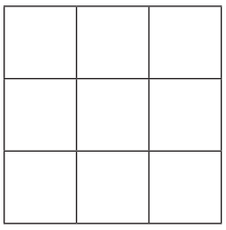
Written assessment items for Space and shape: solutions and mark allocations

18. (1 mark for the correct line of symmetry) (Maraka yi1 ya nhlamulo leyi faneleke ya ntilandzhungano) 	(1)
19. (1 mark for correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 	(3)

Written assessment items for Measurement

Question 20
Xivutiso 20 (1)

What is the area of this square?
Hi byihi vuandlalo bya xikwere?



_____ tiles

Mathayilisi-_____

Question 21
Xivutiso 21 (2)

What is the perimeter of this rectangle? Show your number sentence and answer:
Xana i yini pherimita ya rhektengele? Kombisa xivulwa xa nomboro na nhlamulo:

_____

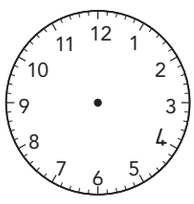
Question 22
Xivutiso 22 (2)

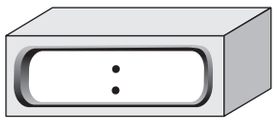
How much time passed between 2 o'clock and half past four in the afternoon?
Xana ku hundzile nkarhi wo tanihi kwihi exikarhi ka awara ya 2 ehenhla ka nhloko na hafu ku bile awara ya mune nindzhenga?

_____

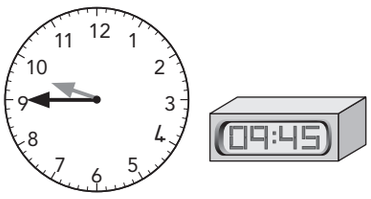
Question 23
Xivutiso 23 (2)

Our maths class finished at quarter to ten. Show the time on an analogue and a digital clock.
Tlilasi ya hina ya matematiki yi hetile hi kotara ku nga si ba awara ya khume. Kombisa nkarhi eka wachi ya analogi na xidijitali.





Written assessment items for Measurement: solutions and mark allocations

20. (1 mark for correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 9 tiles Mathayili ya 9	(1)
21. (1 mark for the correct answer and 1 mark for the working) (Maraka yi1 ya nhlamulo na maraka yi 1 ya matirhele) 2 m + 2 m + 5 m + 5 m = 14 m	(2)
22. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) Two and a half hours. Tiawara timbirhi na hafu.	(2)
23. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 	(2)

Written assessment items for Data handling

Question 24
Xivutiso 24 (3)

Shapes we see / Izimo esizibonayo

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Triangle / Unxande	Circle / Isiyingi	Square / Isikwele	Arrow / Umcibisholo

Answer the questions about the pictograph:
Hlamula swvutiso swa girafu ya swifaniso:

a) How many circles are there?
Ku na swirhendzevutana swingani? _____

b) How many squares are there?
Ku na swikwere swingani? _____

c) Which group has the most objects?
Hi wihi ntlawa lowu nga na minchumu yo tala?

_____

Written assessment items for Data handling: solutions and mark allocations

24. (1 mark per correct answer and 1 mark for working – any correct working accepted) (Maraka yi1 ya nhlamulo leyi fanelek na maraka ya matirhele - nhlamulo yin'wana na yin'wana leyi amukelekaka) a) 4 b) 5 c) Arrow / Nseve	(3)

Written Assessment:
English / Tshivenda

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Mbudziso 1 (1)

Write the following number in hundred, tens and units.
Ṅwalani nomboro I tevhelaho ni sumbedze maḓana, mahumi na vhuthihi.

a) 907 _____

Question 2
Mbudziso 2 (2)

Write down the value of the following numbers.
Ṅwalani vhuimo ha nomboro dzi tevhelaho.

a) The 9 in 697 _____ b) The 9 in 967 _____

9 kha 697 _____ 9 kha 967 _____

Question 3
Mbudziso 3 (2)

Which two numbers are bigger than 826?
Ndi nomboro dzifhio mmbili dzi re khulwane kha 826?

776	884	777	475	867	825	747	826

a) _____ b) _____

Question 4
Mbudziso 4 (1)

Put these numbers in order from the biggest to the smallest.
Ṅwalani nomboro u bva kha khulwanesa u ya kha ṱhukhusa.

799	977	797	979

Question 5
Mbudziso 5 (2)

Round these numbers off to the nearest ten.
Sendedzani nomboro idzi tsini na 10.

a) 57 _____

b) 63 _____

Question 6
Mbudziso 6 (3)

Calculate the following by breaking down both numbers:
Vhalelani nomboro mmbili nga u dzi kwashekanya vhuvhili hadzo.

613 + 254 = _____

Question 7
Mbudziso 7 (4)

Calculate using any strategy. Show your working.
Vhalelani nga u shumisa kuitele kuńwe na kuńwe kwo teaho. Sumbedzani kushumele kwanu.

a) 356 + 402 = _____

b) 715 – 212 = _____

Question 8
Mbudziso 8 (4)

a) Circle the coins that you will use to make up 780c:
Tingeledzani khoini dzine dza ita 780c

How much is it in rands and cents? _____

Ndi vhugai nga dzirannda na dzisennte? _____

b) Travis has a 50c piece, four 20c pieces and six 10c pieces. Toffees cost R1,70.
How much change will he get? _____

Travis u na 50c, 20c nn̰a(4) na 10c dza rathi(6). Maḽegere a thofi a ita R1,70C.
U ḓo wana tshentshi ya vhugai?

Question 9
Mbudziso 9 (3)

Calculate the following using a number line:
There are 776 learners at the school. On the day of the sports there are 126 learners absent.
How many learners attended the sports day?

Vhalelani zwi tevhelaho ni shumise mutalo mbalo:
Hu na vhagudi vha 776 tshikoloni. Nga ḓuvha ḽa zwipotso ho lova vhagudi vha 126.
Ndi vhagudi vhangana vho yahoo zwipotsoni?

Question 10
Mbudziso 10 (3)

Dan has 100 sweets. He has five times as many sweets as Sam.

How many sweets does Sam have? _____

Deni u na maḽegere a 100. U na maḽegere a kaṱanu kha a Samu.

Samu u na maḽegere mangana? _____

Question 11
Mbudziso 11 (2)

Phetogo has 65 marbles. He wants to put them into bags of 5 each to give to his friends.

How many bags of 5 marbles each can he make up? _____

Phumudzo u na mavhuli ya 65. U khou ṱoḓa u a vhea mikhwamani nga miṱanu miṱanu uri a fhe khonani dzawe.
U ḓo vha na mikhwama mingana ya mimavhuli? _____

Question 12
Mbudziso 12 (2)

Calculate the answer:
Vhalelani phindulo:

36 ÷ 3 = _____

Question 13
Mbudziso 13 (2)

Calculate the following divison:
Vhalelani mbalo ya u kovhekanya:

72 ÷ 3 = _____

Question 14
Mbudziso 14 (2)

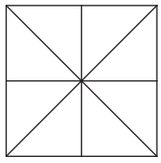
Share 20 counters among 4 children.
Kovhekanyani zwa u vhalela zwa 20 vhukati ha vhana vhaṋa.

a) How many counters will each child get?
Ṅwana muthihi u ḓo wana zwa u vhalela zwingana? _____

b) What fraction of counters will each child get?
Ṅwana muthihi u ḓo wana furakisheni ifhio ya zwa u vhalela? _____

Question 15
Mbudziso 15 (4)

Fill in the missing fraction words. Use the diagram to help you.
Ṅwalani furakisheni I khou ṱahelaho. Shumisani tshifanyiso u wana phindulo.



a) One whole has _____ halves.

Nthihi yo fhelelaho ndi hafu dza- _____.

b) One half is bigger than three _____.

Hafu ndi khulwane kha- _____ tharu.

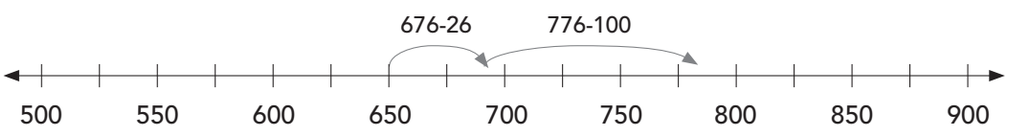
c) _____ quarters is the same as one whole.

Kotara dza_____dzi lingana na nthihi.

d) Four eighths are the same as _____.

Nṋa kha tshamalo i lingana na_____.

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

1. (1 mark per correct answer) / (maraga1 ya phindulo I re yon) 907 = 900 + 0 + 7	(1)
2. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone) a) 90 b) 900	(2)
3. (1 mark for each correct answer) / (maraga 1 ya phindulo i re yone) a) 884 b) 867	(2)
4. (1 mark for correct answer) / (maraga 1 ya phindulo i re yone) 979, 977, 799, 797	(1)
5. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone) a) 60 b) 60	(2)
6. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone) 613 + 254 = ___ = (600 + 10 + 3) + (200 + 50 + 4) = (600 + 200) + (10 + 50) + (3 + 4) = 800 + 60 + 7 = 867	(3)
7. (1 mark for the working and 1 mark for the answer – accept all correct working) (maraga 1 ya phindulo i re yone maraga 1 ya kuitele(kushumele)- kha vha tendele kushumele kuń we na kuńwe ku re kwone) a) 356 + 402 = 758 b) 715 – 212 = 503	(4)
8. (1 mark per correct answer – circling correct coins and total) / (Maraga 1 ya phindulo i re yone) a)  R7,80 b) 50c + 20c + 20c + 20c + 20c + 10c + 10c + 10c + 10c + 10c + 10c = R1,90 He will get 20c change. U ḍo wana tshentshi ya 20c.	(2) (2)
9. (1 mark for the working and 1 mark for the answer) (maraga 1 ya phindulo ire yone, maraga 1 ya kushumele(kuitele)  776 – 126 = 650 (hu nga sumbedzwa mitalo mbalo yo fhambanaho)	(3)

10. (2 marks for the working and 1 mark for the answer) (maraga 1 ya phindulo i re yone na maraga 2 ya kushumele (kuitele) Dan – 100 sweets. 5 x Sam's amount 5 x ? = 100 OR 100 ÷ 5 = ? 100 ÷ 5 = 20. Sam has 20 sweets. Deni u na maḽegere a 100. 5 xandisa nga maḽegere a 100 kana kovhekanya nga 5 = 100? OR 100 ÷ 5 = ? 100 ÷ 5 = 20. Samu u na maḽegere a-20	(3)
11. (2 marks for the correct answer to each part) (maraga 2 ya phindulo i re yone) 65 ÷ 5 = 13	(2)
12. (1 mark for correct answer) / (maraga 1 ya phindulo ire yone) = (30 + 6) ÷ 3 = (30 ÷ 3) + (6 ÷ 3) = 10 + 2 = 12	(2)
13. (1 mark for correct answer and 1 mark for working – any correct working accepted) (maraga 1 ya phindulo i re yone na maraga 1 ya kushumele kuńwe na kuńwe ku re kwone) 72 ÷ 3 = 60 ÷ 3 + 12 ÷ 3 = 20 + 4 = 24	(2)
14. (1 mark per correct answer) / (14. (maraga 1 ya phindulo i re yone) a) 5 b) One quarter kotara nthihi	(2)
15. (1 mark per correct answer) / (maraga 1 ya phindulo ire yone) a) Two Mbili b) Eighths Tshamalo c) Four Ina d) One half Hafu nthihi	(4)

Written assessment items for Patterns

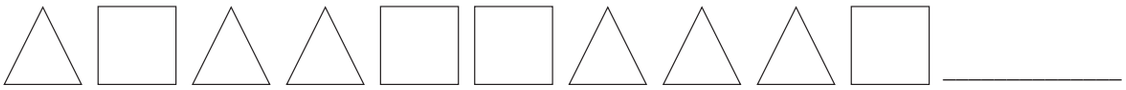
Question 16
Mbudziso 16 (4)

Extend the patterns:
Engedzani phetheni:

a) 25, 50, 75, _____.
b) 342, 346, _____, 354.
c) 450, 400, 350, _____ .
d) 524, 527, _____, 533.

Question 17
Mbudziso 17 (1)

Draw the next shape in this pattern:
Olani tshivhumbeo tshi tevhelaho kha phetheni iyi:



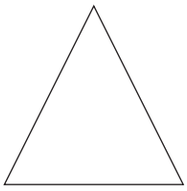
Written assessment items for Patterns: solutions and mark allocations

16. (1 mark for the fully correct answer) / (maraga 1 ya phindulo i re yone) a) 100 b) 350 c) 300 d) 530	(4)
17. (1 mark for drawing the last shape correctly) (maraga 1 ya muolo wa tshivhumbeo tshi re tshone) 	(1)

Written assessment items for Space and shape

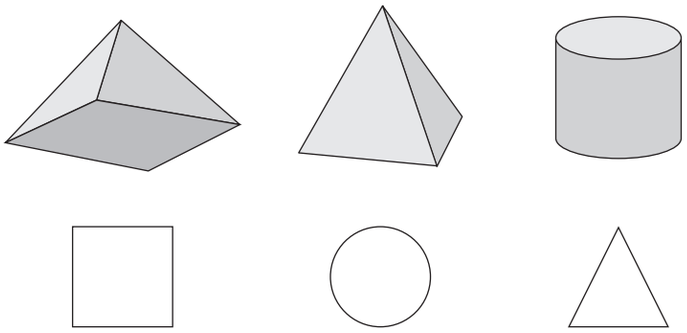
Question 18
Mbudziso 18 (1)

Draw one line of symmetry in the triangle:
Olani mutalo wa ndingano kavhili vhukati kha thirayiengele:

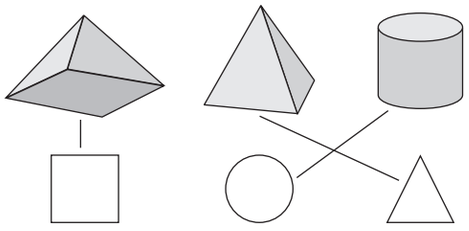


Question 19
Mbudziso 19 (3)

Draw lines to match the base of the 3-D objects with the 2-D shapes.
Olani mitalo u vhambedza fhasi ha tshivhumbeo tsha 3-D na fhasi ha tshivhumbeo tsha 2-D.



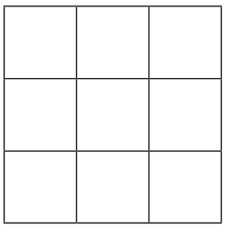
Written assessment items for Space and shape: solutions and mark allocations

18. (1 mark for the correct line of symmetry) (maraga 1 ya phindulo i re yone ya mutalo wa ndingano kavhili) 	(1)
19. (1 mark for correct answer) / (maraga 1 ya phindulo i re yone) 	(3)

Written assessment items for Measurement

Question 20
Mbudziso 20 (1)

What is the area of this square?
Vhuphara ha tshikwea itshi ndi vhufhio?

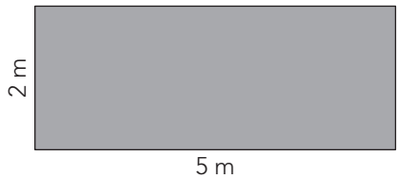


_____ tiles

Thailese dza-_____

Question 21
Mbudziso 21 (2)

What is the perimeter of this rectangle? Show your number sentence and answer:
Pherimitha ya rekithengele iyi ndi ifhio? Sumbedzani fhungo nomboro na phindulo:



_____

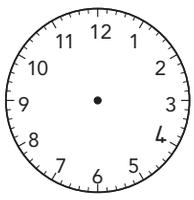
Question 22
Mbudziso 22 (2)

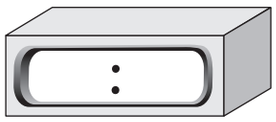
How much time passed between 2 o'clock and half past four in the afternoon?
Ndi tshifhinga ḓe tsho fhiraho vhukati ha awara ta 2 na hafu u bva kha awara ya vhuna?

_____

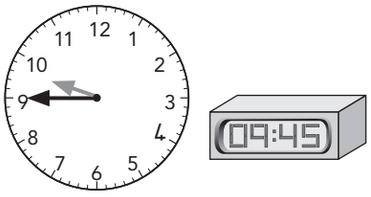
Question 23
Mbudziso 23 (2)

Our maths class finished at quarter to ten. Show the time on an analogue and a digital clock.
Kiḽasi yashu ya mbalo yo fhela nga kotara u ya kha awara ya fumi.
Sumbedzani tshifhinga itshi kha watshi ya analogo na ya digithala.





Written assessment items for Measurement: solutions and mark allocations

20. (1 mark for correct answer) / (maraga 1 ya phindulo i re yone) 9 tiles	(1)
21. (1 mark for the correct answer and 1 mark for the working) (maraga 1 ya phindulo i re yone na maraga 1 ya kushumele (kuitele) 2 m + 2 m + 5 m + 5 m = 14 m	(2)
22. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone) Two and a half hours. Awara mmbili na hafu.	(2)
23. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone) 	(2)

Written assessment items for Data handling

Question 24
Umbuzo 24 (3)

Shapes we see / Zwivhumbeo zwine ra zwi vhona

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Triangle / Thirayiengele	Circle / Tshitendeledzi	Square / Tshikwea	Arrow / Musevhe

Answer the questions about the pictograph:
Fhindulani mbudziso nga girafu:

a) How many circles are there?
Hu na zwitendeledzi zwingana? _____

b) How many squares are there?
Hu na zwikwea zwingana? _____

c) Which group has the most objects?
Ndi zwivhumbeo zwifhio zwi re zwinzhi?

_____

Written assessment items for Data handling: solutions and mark allocations

24. (maraga 1 ya phindulo i re yone, maraga 1 ya kushumele(kuitele)- kha vha tendele kushumele kuńwe na kuńwe ku re kwone) a) 4 b) 5 c) Arrow / Misevhe	(3)