



# Brackenhurst Primary School

## FORMAL ASSESSMENT PLAN – GRADE 3

### TERM 1 2019

#### Task 1:

MATHEMATICS	14-18 January: Baseline assessment
	<b><u>Numbers, Operations and Relationships</u></b> (Makes up 58% of final mark)
	<b>Can the learner:</b>
	<ul style="list-style-type: none"> <li>• Group and count up to 200 objects? (Week 2)</li> <li>• Compare and order whole numbers up to 99? (Week 2)</li> <li>• Read and write number symbols from 0 to 500? (Week 2)</li> <li>• Decompose two-digit numbers up to 99 into tens and ones? (Week 3)</li> <li>• Solve word problems involving addition up to 99 using doubling and number lines? (Week 4)</li> <li>• Add numbers up to 99? (Week 4)</li> <li>• Solve word problems involving subtraction up to 99 using halving and number lines? (Week 5)</li> <li>• Subtract numbers up to 99? (Week 5)</li> <li>• Solve money problems involving totals and change in rands or cents? (Week 6)</li> </ul>
	<b><u>Patterns, Functions and Algebra</u></b> (Makes up 10% of final mark)
	<b>Can the learner :</b>
	<ul style="list-style-type: none"> <li>• Complete number sequences of counting forwards and backwards between 0 and 200? (Week 6)</li> </ul>
	<b><u>Space and Shape</u></b> (Makes up 13% of final mark)
	<b>Can the learner :</b>
	<ul style="list-style-type: none"> <li>• Recognise and name circles, triangles, squares and rectangles? (Week 4)</li> <li>• Sort shapes into those with straight sides and those with round sides? (Week 4)</li> </ul>
	<b><u>Measurement</u></b> (Makes up 14% of final mark)
	<b>Can the learner:</b>
<ul style="list-style-type: none"> <li>• Read dates on a calendar? (Week 6)</li> <li>• Tell time on analogue clock in hours, half hours and quarter hours? (Week 6)</li> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures? (Week 3)</li> <li>• Order everyday products whose capacity is written on them in millilitres? (Week 3)</li> </ul>	
<b><u>Data Handling</u></b> (Makes up 5% of final mark)	
<b>Can the learner:</b>	
<ul style="list-style-type: none"> <li>• Represent data with tallies? (Week 5)</li> <li>• Draw a bar graph? (Week 5)</li> <li>• Answer questions about the tally table and the bar graph? (Week 5)</li> </ul>	
<b><u>Computers</u></b>	
<ul style="list-style-type: none"> <li>• Sketch – The learner uses sketch to draw their favourite memory of their holiday.</li> </ul>	

## Task 1:

<b>AFRIKAANS</b>	<b><u>Luister en Praat</u></b>
	<b><u>Can the learner:</u></b> <ul style="list-style-type: none"><li>• Listen to instructions and complete a graph to show an understanding of vocabulary? (Week 2)</li><li>• Deliver a speech about their family? (Week 5)</li><li>• Listen to a description of a profession and correctly identify the workplace? (Week 6)</li></ul>
	<b><u>Lees en Klanke</u></b>
	<b><u>Can the learner:</u></b> <ul style="list-style-type: none"><li>• Identify digraphs at the beginning and end of words? (Week 4)</li><li>• Participate in whole class reading? (Shared Reading)</li><li>• Participate in guided reading?</li><li>• Read the questions and select the correct answers ? (Comprehension: “Juffrou Nel se Selfoon.”) (Week 4)</li><li>• Weekly spelling tests</li></ul>
	<b><u>Geskrewe Werk</u></b>
	<b><u>Can the learner:</u></b> <ul style="list-style-type: none"><li>• Write a short paragraph about suitable clothing for boys or girls? (Week 6)</li></ul>
	<b><u>Taalstruktuur</u></b>
	<b><u>Can the learner:</u></b> <ul style="list-style-type: none"><li>• Change sentences to the present tense? (Week 5)</li></ul>

## Task 1:

<b>ENGLISH</b>	<b><u>Listening and Speaking</u></b> (Makes up 12,5% of final mark)
	<b><u>Can the learner:</u></b> <ul style="list-style-type: none"><li>• Deliver a speech about himself/herself? (Week 2)</li><li>• Listen to a complex sequence of instructions and respond appropriately? (Week 3)</li><li>• Answer higher order questions? (Comprehension “The Fall”) (Week 5)</li></ul>
	<b><u>Reading and Phonics</u></b> (Makes up 62,5% of final mark)
	<b><u>Can the learner:</u></b> <ul style="list-style-type: none"><li>• Identify letter-sound and letter-name relationships of single letters? (Week 1)</li><li>• Identify constant digraphs at the beginning and ending of words: “sh, th, ch and wh”? (Weeks 2 and 3)</li><li>• Identify and spell words with split digraphs: “a-e, o-e and i-e” (Week 5)</li><li>• Identify and spell vowel digraphs: “oo, ee, ea, ai and ay”? (Weeks 4 and 5)</li><li>• Participate in whole class reading? (Shared Reading - continuous)</li><li>• Participate in guided reading? (continuous)</li></ul>
	<b><u>Written Work and Cursive Handwriting</u></b> (Makes up 25% of final mark)
	<b><u>Can the learner:</u></b> <ul style="list-style-type: none"><li>• Can the learner write neatly and legibly in cursive handwriting? (Week 4)</li><li>• Can the learner apply phonic knowledge to correct spelling errors? (Week 4)</li><li>• Change sentences from the present tense into the past and future tense? (Week 6)</li><li>• Rewrite a paragraph using the correct punctuation marks? (Week 6)</li><li>• Write a paragraph of at least eight sentences describing an incident? (Week 5)</li></ul>

<b>LIFE SKILLS</b>	<b><u>Beginning Knowledge and Personal and Social Wellbeing</u></b>
	<p><b><u>Can the learner:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise feelings and identify feelings in different situations? (Week 4)</li> <li>• Show a basic understanding of first aid practice? (Week 5)</li> </ul>
	<b><u>Visual Arts</u></b>
	<p><b><u>Can the learner:</u></b></p> <ul style="list-style-type: none"> <li>• Use water paint effectively?</li> <li>• Use of line and shape?</li> <li>• Use the correct colours in a sunset?</li> </ul>
	<b><u>Performing Arts</u></b>
	<p><b><u>Can the learner:</u></b></p> <ul style="list-style-type: none"> <li>• Mime a scenario portraying cause and effect? (Week 4)</li> <li>• Role play correct behaviour in an unsafe situation? (Week 6)</li> </ul>
	<b><u>Physical Education</u></b>
	<p><b><u>Can the learner:</u></b></p> <ul style="list-style-type: none"> <li>• Hit a ball using forehand and backhand shots?</li> <li>• Bounce the ball while walking?</li> <li>• Throw and catch the ball without dropping it?</li> <li>• Follow instructions?</li> </ul>