

**PSRIP
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 3
TERM 1 2020**

Contents

Curriculum Coverage Form Term 1	3
Weekly Tracker.....	4
Week 3	4
Week 4	6
Theme Reflection: WHAT IS FRIENDSHIP?	8
Week 5	9
Week 6	11
Theme Reflection: DETERMINATION.....	13
Week 7	14
Week 8	16
Theme Reflection: ME AND MY SIBLINGS	18
Week 9	19
Week 10	21
Theme Reflection: IMAGINATION	23
Tracker for Group Guided Reading.....	24
Term 1 Reading Groups.....	26
Term 1 Group Guided Reading Tracker	28
PROGRAMME OF ASSESSMENT.....	30

Curriculum Coverage Form Term 1

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. Discuss your curriculum coverage with your HoD to see how you can improve in Term 2.

ACTIVITY	NUMBER OF LESSONS IN LESSON PLAN	NUMBER OF LESSONS TAUGHT
Daily Activities	24	
Phonemic Awareness and Phonics	24	
Group Guided Reading	40	
Shared Reading	16	
Writing	16	

Please remember to:

1. Make sure learners use their Reading Worksheets during Group Guided Reading.
2. Get learners who finish their work quickly to complete an Extension Activity.
3. Encourage learners to do as much independent reading as possible.

Weekly Tracker

Please follow the Orientation Programme in the Lesson Plans for Weeks 1 & 2.

Week 3		
Day	CAPS content, concepts, skills	Date completed
THEME: WHAT IS FRIENDSHIP?		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /bl/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue 	
Tuesday	Activity 2: Writing Being a good friend means... I am a good friend because... I am also a good friend because...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /bl/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue 	
Thursday	Activity 2: Writing I like when my friends... I also like when my friends... Being a good friend is important because...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /bl/ 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 5 	

Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: WHAT IS FRIENDSHIP?		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /y/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue 	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /y/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • Publishing & Presenting 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /tr/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 5 	

Theme Reflection: WHAT IS FRIENDSHIP?

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 5

Day	CAPS content, concepts, skills	Date completed
THEME: DETERMINATION		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /pr/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Zodwa's new shoes 	
Tuesday	Activity 2: Writing Things I am determined to do	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /pr/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Zodwa's new shoes 	
Thursday	Activity 2: Writing I am determined to... I will because... I will...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /-pr/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 5 	

Week 6

Day	CAPS content, concepts, skills	Date completed
THEME: DETERMINATION		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound and words /tch/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Zodwa's new shoes 	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /tch/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (written competition) <ul style="list-style-type: none"> • Big Book: Zodwa's new shoes 	
Thursday	Activity 2: Writing Publishing & Presenting	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word fine /tch/ • Word wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 5 	

Theme Reflection: DETERMINATION

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 7

Day	CAPS content, concepts, skills	Date completed
THEME: ME AND MY SIBLINGS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /er/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Ben gets a haircut 	
Tuesday	Activity 2: Writing Things I like about my siblings	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /er/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Ben gets a haircut 	
Thursday	Activity 2: Writing Things I dislike about my siblings	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /er/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 5 	

Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: ME AND MY SIBLINGS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ay/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Ben gets a haircut 	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ay/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Ben gets a haircut 	
Thursday	Activity 2: Writing Publishing & Presenting	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /ay/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 5 	

Theme Reflection: ME AND MY SIBLINGS

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 9

Day	CAPS content, concepts, skills	Date completed
THEME: IMAGINATION		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ar/ /en/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Tuesday	Activity 2: Writing Things I want to find at the top of a beanstalk <ol style="list-style-type: none"> 1. 2. 3. 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ar/ /en/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Thursday	Activity 2: Writing Things I don't want to find at the top of a beanstalk <ol style="list-style-type: none"> 1. 2. 3. 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /ar/ /en/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 5 	

Week 10

Day	CAPS content, concepts, skills	Date completed
THEME: IMAGINATION		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Written comprehension) <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Thursday	Activity 2: Writing Publishing & Presenting	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Revision 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 5 	

Theme Reflection: IMAGINATION

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Tracker for Group Guided Reading

Please ensure that you do the following:

TERM 1 READING GROUPS

1. In the first two weeks of school, listen to every learner read individually.
2. Use the rubric below to sort learners according to their abilities.
3. Assign learners to same-ability groups and fill their names in on the table that follows.
4. Space has been allocated for 8 groups for teachers who have very large classes.
5. Ideally, try to have 5 groups, with no more than 8 learners per group.
6. There are 2 copies of table called TERM 1 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 1 GROUP GUIDED READING TRACKER

1. Please write the group names in this table.
2. In the first column, list all the texts that you have access to. This includes sound and word cards, the DBE Workbook stories, and any readers that you may have.
3. As each group starts a new text, write the start date in this table.
4. Allow groups to progress at their own pace.

Rubric to help sort learners into same-ability reading groups.

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<ul style="list-style-type: none"> This learner knows no or very few words. This learner does not seem to recognise many letter-sound relationships. 	<ul style="list-style-type: none"> This learner knows just a few common words. This learner does not seem to recognise some letter-sound relationships, OR this learners needs a lot of help to read previously unseen words. 	<ul style="list-style-type: none"> This learner knows many common words. This learner needs help to decode previously unseen words. 	<ul style="list-style-type: none"> This learner knows many common words and can decode most previously unseen words. This learner occasionally needs help to decode more challenging words. This learner reads with some fluency. 	<ul style="list-style-type: none"> This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.

Please note:

- This rubric divides learners based on their technical reading skills.
- If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
- In a Grade 3 class of 40 learners, there may be:**
 - No full group at level 1, only a few individual learners
 - 1 group at level 2
 - 2 or 3 groups at level 3
 - 2 or 3 groups at level 4
 - 1 group at level 5

Term 1 Reading Groups

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

PROGRAMME OF ASSESSMENT

In accordance with Section 4 of CAPS, assessment of EFAL must be done **continuously** in an **integrated manner**, using **different tools**. Assessment must be done **for learning**, and **of learning**. This means that throughout the term, you should assess learners and keep records in different ways, for instance:

- Keeping notes in an **assessment note book**
- Using a **checklist**
- Giving **written feedback** in learners' books
- Use **rubrics** to assess specific skills, knowledge or competencies

You should **use these assessment records** to **inform the support or extension** that you give to different learners.

At the end of the term, you should **look at all the assessment records and notes** for each learner, as well as the learners' written work. Then, use your **professional judgement** to assign each learner a **rating from 1-7** for **each relevant component of EFAL**.

You may choose to use the following sample assessment plan, or to design your own assessment task, aligned to Section 4 of CAPS:

Tools required for the sample assessment plan:

1. Assessment Note Book

- Use an A4 book for this purpose. Cover and label the book, and include the words: Private and Confidential.
- Divide each page into two by ruling a line across the page.
- Label each half page with a learner's name and surname.
- Include the learner's date of birth.
- Use this book to keep a record of events in the learner's life that are relevant to their education. For example: *Repeated Gr 1 due to lack of phonic knowledge. Mother passed away in 2019, lives with aunt.*
- Remember to date each entry.
- Then, record any progress or issues that you notice during the course of the term. And remember, you can assess a learners' language skills in all subjects. Keep notes

in the Assessment Note Book, for example: *Still struggling to recognise the single phonemes taught: a, s, t, p. 21/03/2020.*

2. Assessment Checklist (sample included)

- This programme includes an assessment checklist for the term.
- This includes the main skills, knowledge and competencies that learners should acquire over the course of the term.
- Use this checklist to informally assess learners over the course of the term.
- You may not manage to assess every item on the checklist for every learner, but do as much as you can, by observing learners during different lessons.

3. Assessment Rubrics (samples included)

- Also included in this programme are rubrics designed to assess specific skills, knowledge and competencies.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book or on the Composite Recording Sheet.

4. Term 1 Composite Recording Sheet (sample included)

- Use this form to record a final rating from 1-7 for each learner, for each component of language.
- First, examine all learner records and results for each component, and then decide on a rating for each learner and fill it in on this sheet.
- Then, work out the overall rating for each learner, for the term.
- Do this by working out an average rating. If you feel this average rating needs to be adjusted up or down one level, use your professional judgement to do so.
- Remember that it is important to be able to justify the ratings you assign to each learner, based on the evidence that you accumulate throughout the term.

QUICK GUIDE TO SAMPLE ASSESSMENT (SUMMARY)

1. Get the required **Assessment Tools** ready for the term: **Assessment Note Book; Checklist; Rubrics; and Composite Recording Sheet.**
2. **Read** the integrated **Assessment Task** for the term.
3. **Implement continuous** assessment for learning and assessment of learning throughout the term, **using all tools.**
4. At the end of the term, **examine all learner records and results** for each component, as well as the learners' written work, and decide on **ratings of 1-7.** Fill these in on the **Composite Record Sheet.**

TERM 1 EFAL ASSESSMENT TASK

Language component	Grade 3
Listening and speaking	Oral and Written Reading and Writing focus time: <ul style="list-style-type: none">• Recognises and makes words with consonant digraphs• Uses a story frame to complete a paragraph of 4-6 sentences Group Guided Reading (GGR): <ul style="list-style-type: none">• Reads a text with teacher and engages in a discussion (title, setting, characters, problem)
Phonics, Reading and Comprehension	
Writing	

Grade 3 Term 1 Checklist

✓/x		Listening & Speaking		Phonics		Reading		Writing		Comment	
		Listens to a non-fiction text or factual recount and answers questions orally	Gives a simple oral summary	Identifies letter-sound relationships of all single letters and recognises differences	Recognises consonant diagraphs at the beginning and end of words	Demonstrates comprehension and fluency when reading with teacher	Answers literal questions about a story	Writes a paragraph of 4-6 sentences	Writes meaningful captions for pictures		
Date											
Names of learners											
1											
2											
3											
4											
5											
6											

TERM 1 RUBRICS

PHONICS RUBRIC				
OBJECTIVE	<ul style="list-style-type: none"> • Recognises and makes words with consonant digraphs 			
IMPLEMENTATION	<ul style="list-style-type: none"> • Complete this assessment task in Weeks 7 or 8 • Do this with the whole class during a Phonics lesson 			
ACTIVITY	<ul style="list-style-type: none"> • Settle the class with their exercise books • Tell them to number from 1-10 in their books • They must listen carefully and write each answer next to the correct number <ol style="list-style-type: none"> 1. Write the first sound in: ship 2. Write the first sound in: chip 3. Write the first sound in: when 4. Write the last sound in: with 5. Write the last sound in: rich 6. Put the sounds together and write the word: /sh/ - /o/ - /p/ 7. Put the sounds together and write the word: /th/ - /i/ - /n/ 8. Put the sounds together and write the word: /w/ - /a/ - /sh/ 9. Put the sounds together and write the word: /ch/ - /o/ - /p/ 10. Put the sounds together and write the word: /f/ - /i/ - /sh/ 			
RUBRIC	1	2	3	4
SEGMENTS WORDS THAT INCLUDE CONSONANT DIAPHRAS	The learner shows limited understanding of beginning and ending consonant diagraphs.	The learner shows an understanding of beginning consonant diagraphs, but struggles with the ending sounds.	The learner shows some understanding of beginning and ending consonant diagraphs.	The learner shows good understanding of beginning and ending consonant diagraphs.
BLENDS WORDS THAT INCLUDE CONSONANT DIAPHRAS	The learner shows limited understanding of blending consonant diagraphs.	The learner attempts to blend sounds to make words. Makes some guesses using one or two of the consonant diagraphs.	The learner shows some understanding of blending sounds including consonant diagraphs to make words.	The learner is able to blend sounds including consonant diagraphs together to make words.

READING RUBRIC					
OBJECTIVE	Reads a text with teacher and engages in a discussion (title, setting, characters, problem)				
IMPLEMENTATION	<ul style="list-style-type: none"> • This can be done any time from Week 5 onwards • Do this during Group Guided Reading 				
ACTIVITY	<ul style="list-style-type: none"> • During GGR, settle the rest of the class with the reading worksheet • Then, tell learners in the group that you are going to talk about the Big Book Story from the previous week • Remind the learners of the story, and show them the pictures once again • Hold a discussion using the following questions as a guide: <ol style="list-style-type: none"> 1. What is the title of this story? 2. Why do you think it has this title? What is it about? 3. Who are the characters in the story? 4. Which character do you like? Why? 5. Which character don't you like? Why? 6. What is the problem in the story? 7. What did you learn from this story? • Give different learners the chance to answer and listen carefully to their answers. 				
RUBRIC	1	2	3	4	5
	The learner doesn't show understanding of the story. The learner needs support from the teacher to say anything about the story.	The learner attempts to talk about the story. The learner struggles to use relevant vocabulary and sentence structures.	The learner can engage with some of the questions about the story. The learner uses some of the relevant vocabulary and sentence structures.	The learner can engage with most of the questions about the story. The learner uses relevant vocabulary and sentence structures.	The learner can engage with all of the questions about the story. The learner uses relevant vocabulary and sentence structures, fluently and confidently.

WRITING RUBRIC				
OBJECTIVE	The learner uses a story frame to complete a paragraph of 4-6 related sentences			
IMPLEMENTATION	This can be done at any time from Week 5 to Week 8, using the writing tasks in the lesson plans.			
ACTIVITY	1. Conduct the writing lessons as usual. 2. Collect learners' books at the end of the written lesson on Thursday.			
RUBRIC	4	3	2	1
CONTENT	The learner's response is interesting and exceeds expectations. The learner includes some details. The learner uses correct sentence structures.	The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structure.	The learner's response is not totally relevant to the topic. The learner repeats the same sentence structure over and over.
ORGANISATION	The paragraph is well organised, including a beginning, middle and end. The ideas are well connected. The paragraph flows well.	The paragraph is organised, including a beginning, middle and end. The ideas are connected.	The paragraph includes parts of a beginning, middle and end, but the ideas are not totally connected.	The paragraph includes some parts of a beginning, middle and end. But many ideas seem to be missing. The ideas are not connected.
EDITING & LANGUAGE	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has a basic and limited vocabulary. The learner does not use grammar taught. The learner attempts to edit their own work, but there are many errors remaining.

Tracking of learner performance at the end of the term

The evidence gathered from both **Assessment for Learning and Assessment of Learning practices and situations** will be used to track and report on each learner's performance and progress at the end of the Term and year. The 7 point rating scale will be utilised for this purpose. Below is the composite recording sheet for tracking learner performance and progress.

Composite Recording Sheet: EFAL Grade 2 Term 2				
Learner	Language Components			
	Listening & Speaking	Phonics, Reading & Comprehension	Writing	Overall Performance
1				
2				
3				
4				
5				

CODES AND PERCENTAGES FOR RECORDING AND REPORTING GRADES R TO 3		
RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29