GRADE 2

Mathematics

Teacher Toolkit: CAPS Planner,Tracker and Assessment Resources

2019 TERM 1

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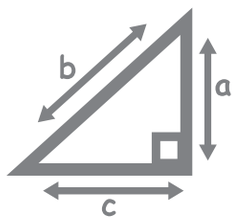


ABOUT THE PLANNER AND TRACKER

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 first 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 11 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: Revision and baseline assessment			
Topic	**CAPS topic**	**DBE workbook**	**Comment**
1	Number concept	Worksheet 3 (pp. 6, 7)	
2	Building up and breaking down numbers	Worksheet 1 (p. 2) Worksheet 4 (p. 9)	
3	Addition and subtraction	Worksheet 5 (p. 10) Worksheet 6 (p. 13)	
4	Repeated addition	Worksheet 2 (p. 4) Worksheet 4 (p. 8) Worksheet 5 (p. 10) Worksheet 7 (p. 14)	
5	Sharing and grouping	Worksheet 5 (p. 11) Worksheet 6 (p. 12)	
6	Balls and boxes	Worksheet 9 (pp. 18, 19)	
7	Measurement	Worksheet 10 (p. 20) Worksheet 11 (p. 22) Worksheet 12 (p. 24)	
8	Data handling	Worksheet 15 (p. 30) Worksheet 16 (p. 32)	

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**
1	Numbers up to 20: Recognise, identify, read and write number symbols and number names 0 to 20; Order and compare whole numbers up to 25, from greatest to smallest and smallest to greatest	1		Counters, 1–100 number board (see *Printable Resources*)	
2	Numbers 11 to 20: Recognise, identify, read and write number symbols 0 to 20 and number names 0 to 25; Order and compare whole numbers to 99, from greatest to smallest, smallest to greatest, smaller than, greater than, more than, less than, and is equal to	2	Worksheet 17 (pp. 34, 35)	Counters, 1–100 number board (see *Printable Resources*) Written assessment items 1, 2 and 3	
3	Numbers 1 to 20 (place value): Recognise place value of two-digit numbers to 20 and know what each digit represents; Decompose two-digit numbers into multiples of tens and ones/units and state the value of each digit	3	Worksheet 18 (p. 37)	Base 10 blocks, flard cards (see *Printable Resources*)	
4	Numbers 1 to 25 (place value): Recognise the place value of at least two-digit numbers to 25 and know what each digit represents; Decompose two-digit numbers into multiples of tens and ones/units and state the value of each digit	4	Worksheet 19 (pp. 38, 39)	Unifix cubes, flard cards (see *Printable Resources*) Written assessment items 4 and 5	
5	Complete and consolidate the week's assessment and work	n/a			

Week 2 Assessment Activity: ORAL and PRACTICAL – INFORMAL

CAPS: Numbers, operations and relationships: Counting

Activity: Observe learners' ability to count in the number range 0–100

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Cannot count verbally in the number range
2 (30%–39%)	Counts verbally in the number range but needs constant assistance
3 (40%–49%)	Counts verbally in the number range with some assistance
4 (50%–59%)	Counts verbally in the number range but has difficulty when bridging ten
5 (60%–69%)	Counts verbally in the number range but makes some careless errors (can bridge ten)
6 (70%–79%)	Counts verbally independently and confidently up to 100
7 (80%–100%)	Independently and consistently counts verbally up to 100 and beyond

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**
6	Numbers 20 to 25 (place value): Order and compare whole numbers using smaller than/ greater than, more than/less than, and is equal to; Decompose two-digit numbers into multiples of tens and ones/units and state the value of each digit	5	Worksheet 18 (p. 37)	Flard cards, number lines (see *Printable Resources*) Written assessment item 6	
7	Length: Estimate, measure, compare, order and record length using non-standardised measures as part of informal measuring; Introduce how to estimate, measure, compare, order and record length using metres as the standardised unit of length as a part of formal measuring	6	Worksheet 10 (p. 20)	Paper, scissors, pencils, sticks, counters, a metre stick	
8	Length: Describe the length of objects by counting and stating how many informal units long they are, using language to talk about the comparison, e.g. shorter, longer, taller and wider	7	Worksheet 10 (p. 21)	Empty match boxes, broom, a metre stick Written assessment items 18 and 19	
9	Counting on and back: Addition and subtraction 1 to 20; Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, −, =, ☐)	8	Worksheet 20 (pp. 40, 41) Worksheet 23b (pp. 48, 49)	Counters	
10	Complete and consolidate the week's assessment and work	n/a			

Week 3 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Measurement: Length

Activity: Observe learners' ability to work with length concepts, use length vocabulary and compare lengths

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Does not understand simple length concepts
2 (30%–39%)	Needs help to describe simple length concepts
3 (40%–49%)	Knows and can describe: length – shorter, longer, taller and wider but makes errors most times
4 (50%–59%)	Knows and can describe: length – shorter, longer, taller and wider but makes few errors sometimes
5 (60%–69%)	Knows and can describe: length – shorter, longer, taller and wider almost always correctly
6 (70%–79%)	Knows and can describe: length – shorter, longer, taller and wider always correctly
7 (80%–100%)	Knows and can describe: length – shorter, longer, taller and wider correctly, competently and confidently

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**
11	Number bonds and family facts: Addition and subtraction 1 to 20: Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, –, =, ☐)	9	Worksheet 23a (pp. 46, 47)	Counters Written assessment items 7 and 8	
12	Building up and breaking down numbers: Addition and subtraction 1 to 20: Solve word problems	10	Worksheet 24 (pp. 50, 51)	Base 10 blocks (see *Printable Resources*) Written assessment item 9	
13	Addition doubles: 1 to 20: Addition and subtraction 1 to 20: Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, –, =, ☐)	11		Counters Written assessment item 10	
14	Near doubles: Addition and subtraction 1 to 20: Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, –, =, ☐)	12		Counters	
15	Complete and consolidate the week's assessment and work	n/a			

Week 4 Assessment Activity: PRACTICAL – FORMAL

CAPS: Numbers, operations and relationships: Place value

Activity: Observe learners' ability to recognise and represent place value in numbers up to 25

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 25
2 (30%–39%)	Can bundle sticks into tens and ones but cannot say number name correctly using place value
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units
5 (60%–69%)	Able to recognise and represent place value in concrete displays using base ten blocks but not an abacus
6 (70%–79%)	Able to recognise and represent place value in concrete displays using base ten blocks and an abacus
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 25

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**
16	Mass: Starting to understand kilograms: Compare, order and record the mass of commercially packaged goods which have their mass stated in kilograms, e.g. 2 kilograms of rice and 1 kilogram of flour; Measure own mass in kilograms using a bathroom scale	13	Worksheet 11 (pp. 22, 23)	Bathroom scale, a balance scale, some 1 kg bags and smaller bags (500 g, 250 g)	
17	Bridging through 10 and working in tens: Addition and subtraction 1 to 20: Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 20 and using appropriate symbols (+, −, =, ☐)	14	Worksheet 21 (pp. 42, 43)	Unifix cubes, number lines	
18	Tens (equivalent groups) and counting in tens: Copy, extend and describe simple number sequences to at least 100; Drawings or concrete apparatus like counters should be used to solve problems	15	Worksheet 31 (p. 64)	Unifix cubes	
19	Tens arrays: Copy, extend and describe simple number sequences to at least 100; Drawings or concrete apparatus like Unifix cubes may be used to solve problems	16		Unifix cubes	
20	Complete and consolidate the week's assessment and work	n/a			
Week 5 Assessment Activity: ORAL – FORMAL CAPS: Numbers, operations and relationships: Counting **Activity: Observe learners' ability to count forward and backwards in tens in an interval up to 100**					**Mark: /7**

Mark (percentage)	**Criteria – rubric**
1 (0%–29%)	Cannot count in 10s
2 (30%–39%)	Counts verbally in 10s but needs constant assistance
3 (40%–49%)	Counts verbally in 10s when assisted but makes lots of mistakes
4 (50%–59%)	Counts verbally in 10s with some assistance
5 (60%–69%)	Counts verbally in 10s but makes a few careless errors
6 (70%–79%)	Counts verbally in 10s independently and confidently up to 100
7 (80%–100%)	Counts verbally in 10s independently and consistently up to 100 and beyond

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**
21	Tens sharing and groups: Solve and explain solutions to practical problems that involve equal sharing and grouping up to 20 with answers that may include remainders	17		Counters, Unifix cubes	
22	Number patterns – 10: Copy, extend and describe simple number sequences to at least 100 and they should show counting forwards and backwards in tens from any multiple of 10	18	Worksheet 31 (p. 65)	1–100 number board (see *Printable Resources*), counters	
23	Patterns of 10: Copy, extend and describe simple number sequences to at least 100; Learners are able to count forwards and backwards in tens from any multiple of 10	19		Number lines, 1–100 number board (see *Printable Resources*)	
24	Geometric patterns: Copy, extend and describe in words simple patterns made with drawings of lines, shapes or objects; Create own geometric patterns with physical objects or by drawing lines, shapes or objects	20	Worksheet 28 (pp. 58, 59)	Shapes to make patterns	
25	Complete and consolidate the week's assessment and work	n/a			

Week 6 Assessment Activity: PRACTICAL – FORMAL

CAPS: Patterns and algebra: Geometric patterns

Activity: Observe learners' ability to copy and extend geometric patterns

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Unable to copy, extend or describe geometric patterns
2 (30%–39%)	Able to copy geometric patterns
3 (40%–49%)	Able to extend geometric patterns when assisted but makes many mistakes
4 (50%–59%)	Able to extend geometric patterns when assisted but makes a few mistakes
5 (60%–69%)	Able to extend geometric patterns without assistance but makes a few mistakes
6 (70%–79%)	Able to extend geometric patterns without assistance correctly always
7 (80%–100%)	Able to extend geometric patterns confidently and correctly

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**
26	Geometric patterns: Copy, extend and describe in words simple patterns made with drawings of lines, shapes or objects; Create own geometric patterns with physical objects or by drawing lines, shapes or objects	21		Unifix cubes, counters Written assessment item 16	
27	Data: Collect and sort data; Present data in a pictograph, analyse it and interpret the data	22	Worksheet 15 (pp. 30, 31)	Coloured shapes	
28	Data: Collect data to answer questions posed by the teacher	23	Worksheet 16 (pp. 32, 33)	Old magazines/adverts, scissors, Unifix cubes (for remediation)	
29	Data: Present data and answer questions in a pictograph with one-to-one correspondence	24		Coloured counters for remediation Written assessment item 20	
30	Complete and consolidate the week's assessment and work	n/a			

Week 7 Assessment Activity: PRACTICAL – FORMAL

CAPS: Data handling: Collecting and representing data

Activity: Observe learners' ability to collect, present, analyse and interpret data in a pictograph

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Collects data
2 (30%–39%)	Collects and sorts the data
3 (40%–49%)	Collects, sorts and describes the sorted data
4 (50%–59%)	Collects, sorts, describes and organises data in a table
5 (60%–69%)	Organises data in a table and answers questions posed by the teacher
6 (70%–79%)	Tabulates and represents data in a pictograph
7 (80%–100%)	Tabulates and represents data and answer questions about data in a pictograph

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**
31	3-D objects: Recognise and name 3-D objects in the classroom and in pictures like ball shapes (spheres) and box shapes (cubes); Describe, sort and compare 3-D objects in terms of size, objects that roll and objects that slide	25	Worksheet 32 (p. 66)	Balls, boxes, marbles, old magazines/adverts, pictures of boxes, balls and bricks Written assessment item 17	
32	Building with 3-D objects: Observe and build 3-D objects from materials such as cut-out 2-D shapes, building blocks, recycled materials, construction kits and other 3-D geometric objects	26	Worksheet 32 (p. 67)	Balls, boxes, books, building blocks, empty match boxes	
33	Fives (equivalent groups) and counting in fives: Copy, extend and describe simple number sequences to at least 100 and they should show counting forwards and backwards in fives from any multiple of 5	27	Worksheet 30 (p. 62)	Unifix cubes, counters Written assessment item 11 and 14	
34	Fives arrays: Copy, extend and describe simple number sequences to at least 100 and count forwards and backwards in fives from any multiple of 5; Drawings or concrete apparatus like counters may be used to solve problems	28		Unifix cubes, counters	
35	Complete and consolidate the week's assessment and work	n/a			

Week 8 Assessment Activity: ORAL and PRACTICAL – INFORMAL

CAPS: Space and shape – 3-D objects

Activity: Observe learners' ability to recognise, sort and compare ball shapes and box shapes

Mark: /7

Mark	Criteria – Checklist: 1 mark for each criterion achieved
1	Able to recognise and name ball shapes
1	Able to recognise and name box shapes
1	Able to recognise and name ball shapes and box shapes
1	Able to recognise and compare ball shapes according to size and colour
1	Able to recognise and compare box shapes according to size and colour
1	Able to compare and sort 3-D objects according to shapes that roll and shapes that slide
1	Able to describe, sort and compare and 3-D objects according to size of shape, colour and shapes that roll or shapes that slide

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

Reflection

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

Week 9					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
36	Fives sharing and grouping: Solve and explain solutions to practical problems that involve equal sharing and grouping up to 20 with answers that may include remainders; Drawings or concrete apparatus like counters may be used to solve problems	29		Unifix cubes, counters	
37	Number patterns – 5: Copy, extend and describe simple number sequences to at least 100 and be able to count forwards and backwards in fives from any multiple of 5 between 1 and 100	30	Worksheet 28 (p. 60)	1–100 number board (see *Printable Resources*), counters	
38	Patterns of five: Copy, extend and describe simple number sequences to at least 100 and they should show counting forwards and backwards in fives from any multiple of 5 between 1 and 100	31	Worksheet 28 (p. 61)	1–100 number board, number lines (see *Printable Resources*)	
39	Money: Recognise and identify the South African coins (5c, 10c, 20c, 50c, R1, R2, R5), and bank notes (R10, R20, R50); Solve money problems involving totals and change in cents up to 50c, and rands to R20	32		Empty food boxes, cans and bags, money cut-outs (see *Printable Resources*)	
40	Complete and consolidate the week's assessment and work	n/a			
Week 9 Assessment Activity: ORAL – INFORMAL CAPS: Numbers, operations and relationships: Counting **Activity: Observe learners' ability to count forward and backwards in fives in an interval up to 100**					**Mark: /7**

Mark (percentage)	**Criteria – rubric**
1 (0%–29%)	Cannot count in 5s
2 (30%–39%)	Counts verbally in 5s but needs constant assistance
3 (40%–49%)	Counts verbally in 5s when assisted but makes lots of mistakes
4 (50%–59%)	Counts verbally in 5s with some assistance
5 (60%–69%)	Counts verbally in 5s but makes a few careless errors
6 (70%–79%)	Counts verbally in 5s independently and confidently up to 100
7 (80%–100%)	Counts verbally in 5s independently and consistently up to 100 and beyond

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 10					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
41	Money: Recognise and identify the South African coins (5c, 10c, 20c, 50c, R1, R2, R5), and bank notes (R10, R20, R50); Solve money problems involving totals and change in cents up to 50c, or rands to R50	33	Worksheet 26 (pp. 54, 55)	Money cut-outs (see *Printable Resources*) Written assessment item 12	
42	Twos (equivalent groups) and counting in twos: Solve problems and explain solutions in context, involving addition and subtraction up to 20, using appropriate symbols (+, –, =, ☐)	34	Worksheet 29 (p. 60)	Unifix cubes, counters Written assessment item 15	
43	Twos arrays: Copy, extend and describe simple number sequences to at least 100 and count forwards and backwards in twos from any multiple of 2; Drawings or concrete apparatus like counters may be used to solve problems	35	Worksheet 29 (p. 61)	Unifix cubes, counters	
44	Twos sharing and grouping: Solve and explain solutions to practical problems that involve equal sharing and grouping up to 20 with answers that may include remainders	36		Unifix cubes, counters Written assessment item 13	
45	Complete and consolidate the week's assessment and work	n/a			

Week 10 Assessment Activity: ORAL – INFORMAL

CAPS: Patterns and algebra: Number patterns

Activity: Observe learners' ability to copy, extend and describe simple number patterns in twos to at least 100

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Unable to complete number patterns
2 (30%–39%)	Able to complete number patterns when only one term is required
3 (40%–49%)	Able to complete number patterns in the range to 30 when a number of terms are required but with some mistakes
4 (50%–59%)	Able to complete number patterns in the range to 30 when a number of terms are required with no mistakes
5 (60%–69%)	Able to complete number patterns in the range to 100 when a number of terms are required but with some mistakes
6 (70%–79%)	Able to complete number patterns in the range to 100 when a number of terms are required with no mistakes
7 (80%–100%)	Able to complete number patterns beyond 100 when a number of terms are required with no mistakes

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 11					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
46	Number patterns – twos: Copy, extend and describe simple number sequences to at least 100 and count forwards and backwards in twos from any multiple of 2 between 1 and 100	37		Counters, 1–100 number board (see *Printable Resources*)	
47	Patterns of two: Copy, extend and describe simple number sequences to at least 100 and count forwards and backwards in twos from any multiple of 2 between 1 and 100	38		1–100 number board, number lines (see *Printable Resources*)	
48	Time: Telling the time: Knowing the days of the week and months of the year	39	Worksheet 13 (pp. 26, 27) Revision	Days and months name cards, a copy of the calendar month of March	
49	Time: Calendars: Place birthdays, religious festivals, public holidays, historical events and school events on a calendar	40	Worksheet 14a (p. 28) and Worksheet 14b (p. 29) Worksheet 22 (pp. 44, 45)	Different types of calendars, a copy of the calendar month of December, month name cards (make your own), analogue clock (see *Printable Resources*)	
50	Complete and consolidate the week's assessment and work	n/a			
Week 11 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Measurement: Time **Activity: Observe learners' ability to tell 12-hour time in hours on analogue clocks**					**Mark: /7**

Mark (percentage)	**Criteria – rubric**
1 (0%–29%)	Unable to tell the time using an analogue clock
2 (30%–39%)	Able to tell the time shown on an analogue clock with lots of assistance
3 (40%–49%)	Able to tell and show the time shown on an analogue clock with lots of assistance
4 (50%–59%)	Able to tell the time shown on an analogue clock with a little assistance
5 (60%–69%)	Able to tell and show the time shown on an analogue clock with a little assistance
6 (70%–79%)	Able to tell the time shown on an analogue clock with no assistance
7 (80%–100%)	Able to tell and show the time shown on an analogue clock with no assistance

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

ASSESSMENT RESOURCES

1. ASSESSMENT TERM PLAN

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

Note:

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

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

Week	Informal Assessment Activities	Formal Assessment Activities
1	**Revision activities**	**Baseline assessment notes**
2	**Oral and practical: Activity 1** Numbers, operations and relationships – Counting **Written: Item bank questions 1, 2, 3, 4 and 5** Numbers, operations and relationships	
3		**Oral and Practical: Activity 2** Measurement – Length **Written: Item bank questions 6, 18 and 19** Number and measurement
4		**Oral and Practical: Activity 3** Numbers, operations and relationships – Place value **Written: Item bank questions 7, 8, 9 and 10** Number
5		**Oral: Activity 4** Numbers, operations and relationships – Counting in tens
6		**Oral: Activity 5** Patterns and Algebra – Geometric patterns
7		**Practical: Activity 6** Data handling – Collecting and representing data **Written: Item bank questions 16 and 20** Patterns and Data handling
8		**Practical: Activity 7** Space and shape – 3-D shapes **Written: Item bank questions 11, 14 and 17** Number and Space and shape
9	**Oral: Activity 8** Numbers, operations and relationships – Counting	
10	**Oral: Activity 9** Patterns and Algebra – Number patterns	
11	**Oral and Practical: Activity 10** Measurement – Time **Written: Item bank questions 11, 14 and 17** Number and Patterns	

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

TASK/TOPIC/COMPONENT	Number	Number	Number	TOTAL FOR NUMBER	Patterns	Patterns	TOTAL FOR PATTERNS	Space and shape	Space and shape	TOTAL FOR SPACE AND SHAPE	Measurement	Measurement	TOTAL FOR MEASUREMENT	Data handling	Data handling	TOTAL FOR DATA HANDLING
Week and activity type	4: Oral and practical	5: Oral	Written		6: Oral	Written		8: Practical	Written		3: Oral and Practical	Written		6: Practical	Written	
(Out of) marks	7	7	31	45	7	10	17	7	4	11	7	2	9	7	8	15
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 Number and operations**

   There are several assessment items for Number and operations. These are linked in the *Resources* column of the tracker. You could use the following sheet to record the written assessment marks for Number and operations per learner as the term progresses. You can then add the marks to get a mark out of 31 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Number and operations in the suggested overall exemplar mark sheet.
   There is also a column in the overall formal assessment mark record sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. **Written assessment items for Pattern**

   Questions 14, 15 and 16 – Marks 1 + 5 + 4 = 10

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

   Questions 17 – Marks 4

4. **Written assessment items for Measurement**

   Questions 18 and 19 – Marks 1 + 1 = 2

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

   Questions 20 – Marks 8

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

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	Total
Mark	4	2	2	1	1	2	5	5	2	2	2	2	1	31
Learner name and surname														

Written Assessment:
English / isiXhosa

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1
Umbuzo 1 *(4)*

a) Draw objects for the number 15, showing tens and units.
Zoba izinto zenani 15, ubonise amashumi nemivo.

b) Draw objects for the number 23, showing tens and units.
Zoba izinto zenani 23, ubonise amashumi nemivo.

Question 2
Umbuzo 2 *(2)*

a) Write the number name for 12.
Bhala igama lenani 12.

_____

b) Write the number name for 21.
Bhala igama lenani 21.

_____

Question 3
Umbuzo 3 *(2)*

Circle the biggest number and make a cross over the smallest number.
Biyela ngesangqa elona nani likhulu, uze ubhale umnqamlezo phezu kwelona nani lincinane.

16	14	11	18	17	19	13

Question 4
Umbuzo 4 *(1)*

Arrange these numbers from biggest to smallest: 11, 19, 21, 10.
Hlela lezi zinombolo uqale ngenkulu kunazo zonke uye kwencane kunazo zonke: 11, 19, 21, 10.

_____

Question 5
Umbuzo 5 *(1)*

Arrange these numbers from smallest to biggest: 21, 16, 12, 20.
Hlela la manani uqale ngelona lincinane ugqibezele ngelona likhulu: 21, 16, 12, 20.

_____

Question 6
Umbuzo 6 *(2)*

Write down two numbers that are bigger than 21, but smaller than 25.
Bhala amanani amabini amakhulu kunama-21, kodwa abemancinane kunama-25.

_____

Question 7
Umbuzo 7 *(5)*

Add the following:
Dibanisa okulandelayo:

a) 3 + 7 = ☐ b) 9 + 4 = ☐ c) 16 + 3 = ☐

d) 5 + 4 = ☐ e) 8 + 9 = ☐

Question 8
Umbuzo 8 *(5)*

Subtract the following:
Thabatha okulandelayo:

a) 9 – 5 = ☐ b) 18 – 7 = ☐ c) 11 – 4 = ☐

d) 16 – 4 = ☐ e) 17 – 9 = ☐

Question 9
Umbuzo 9 *(2)*

Mbali has 6 sweets. Mpho gives her 9 more. How many sweets does Mbali have altogether?
UMbali uneelekese ezi-6. UMpho umphe ezinye ezi-9. Zingaphi iilekese anazo uMbali xa zizonke?

Question 10
Umbuzo 10 *(2)*

Calculate:
Bala:

a) Double 4 _____

Phinda kabili ezi-4 _____

b) Double 9 _____

Phinda kabili ezi-9 _____

Question 11
Umbuzo 11 *(2)*

Draw two rows with five circles in each row.

Zoba imigca emibini enezangqa ezintlanu kumgca ngamnye.

How many circles are there altogether? _____

Zingaki iziyingi sezizonke? _____

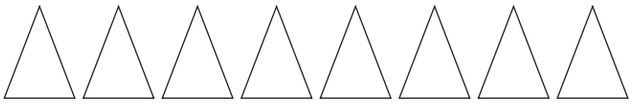
Question 12
Umbuzo 12 *(2)*

a) Circle four coins that will make up 50c.
Biyela iingqekembe ezine ezizakwenza ama-50c.

b) Write the values on the notes to make up R30.
Bhala amaxabiso kwimali engamaphepha wenze ama-R30.

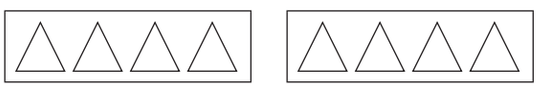
Question 13
Umbuzo 13 *(1)*

Share the following triangles into 2 equal groups.
Yahlula oonxantathu abalandelayo babengamaqela amabini alinganayo.



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

1. (1 mark for the tens and 1 for the units in each answer) (Inqaku eli-1 lamashumi neli-1 lemivo kwimpendulo nganye) a) 15 O O O O O O O O O O O O O O O b) 23 O O O O O O O O O O O O O O O O O O O O O O O	(4)
2. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) twelve ishumi elinambini b) twenty one amashumi amabini ananye	(2)
3. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) 16 | 14 | ~~11~~ | 18 | 17 | (19) | 13	(2)
4. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) 21, 19, 11, 10	(1)
5. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) 12, 16, 20, 21	(1)
6. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) Any two of these numbers: 22, 23, 24 Nasiphi na isibini sala manani: 22, 23, 24	(2)

7. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 3 + 7 = 10 b) 9 + 4 = 13 c) 16 + 3 = 19 d) 5 + 4 = 9 e) 8 + 9 = 17	(5)
8. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 9 – 5 = 4 b) 18 – 7 = 11 c) 11 – 4 = 7 d) 16 – 4 = 12 e) 17 – 9 = 8	(5)
9. (2 marks for the correct answer) (Amanqaku ama-2 ngempendulo echanekileyo) 6 + 9 = 15 Mbali has 15 sweets UMbali uneelekese ezi-15	(2)
10. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 8 b) 18	(2)
11. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) O O O O O O O O O O 5 + 5 = 10	(2)
12. (marks as below) (ngokwamanqaku angezantsi) a) Circle Biyela ngesangqa 20c, 10c, 10c, 10c (1 mark/iinqaku eli-1 mark) b) Write R10 on each note Bhala ii-R10 kwimali eliphepha ngalinye (1 mark/iinqaku eli-1 mark)	(2)
13. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)  (two groups of 4 in each must be drawn/circled) (makuzotywe/ kubiyelwe amaqela amabini esi-4 kwibhloko nganye)	(1)

Written assessment items for Patterns

Question 14
Umbuzo 14 *(1)*

Fill in the missing number:
Fakela inani elishiyiweyo:

10, 15, _____, 25, 30

Question 15
Umbuzo 15 *(5)*

Complete the following patterns:
Gqibezela ezi patheni zilandelayo:

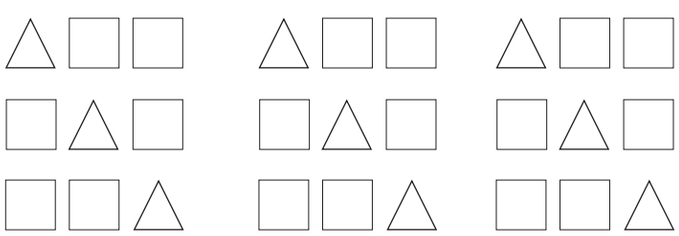
a) 10, _____, _____, 40, 50, 60, _____

b) 2, 4, _____, 8, 10, _____

Question 16
Umbuzo 16 *(4)*

Draw a pattern using one triangle and two squares. Copy and extend the pattern.
Zoba ipatheni usebenzise unxantathu omnye nezikwere ezimbini. Khuphela uze wandise ipatheni.

Written assessment items Patterns: solutions and mark allocations

14. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) 20	(1)
15. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 20, 30, …, 70 b) 6, …, 12	(5)
16. Answers will vary. Check that the pattern satisfies what the question asks. Draw the three shapes (2) and at least two repeats of the pattern (2). For example: Iimpendulo zizakwahluka. Qinisekisa ukuba ipatheni yanelisa okufunwa ngumbuzo. Zoba iimilo ezintathu (2) uze uphinde iipatheni kabini ubuncinane (2). Umzekelo: 	(4)

Written assessment items for Space and shape

Question 17
Umbuzo 17 *(4)*

Say if the following will roll or slide:
Yitsho ukuba okulandelayo kuyaqengqeleka okanye kuyatshebeleza na:

a) a ball
ibhola

b) a box
ibhokisi

c) a can of cool drink
Inkonkxa yesiselo

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

17. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) roll/eziqengqelekayo (1) b) slide/ezitshebelezayo (1) c) roll and slide/eziqengqelekayo nezitshebelezayo (2)	(4)

Written assessment items for Measurement

Question 18
Umbuzo 18 *(1)*

Circle the line that is shortest:
Biyela ngesangqa owona mgca mfutshane kakhulu:

Question 19
Umbuzo 19 *(1)*

The height of your classroom door is closest to: (Circle the correct answer)
Ubude becango lweklasi yakho busondele kwi: (Biyela ngesangqa impendulo echanekileyo)

a) 1 m

b) 2 m

c) 3 m

d) 4 m

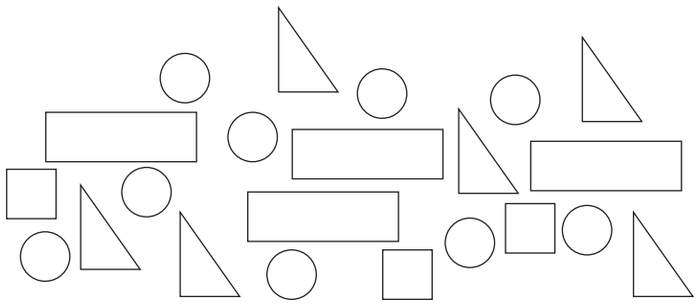
Written assessment items for Measurement: solutions and mark allocations

18. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) 	(1)
19. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) b) 2 m	(1)

Written assessment items for Data handling

Question 20
Umbuzo 20

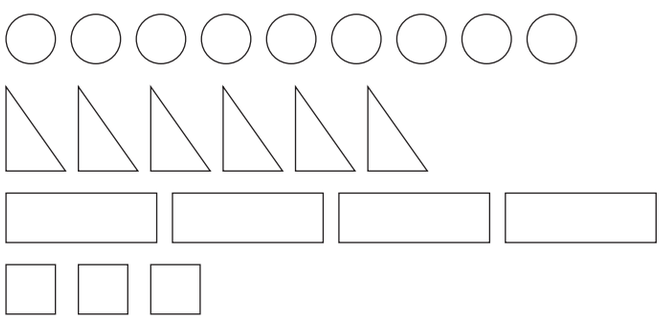
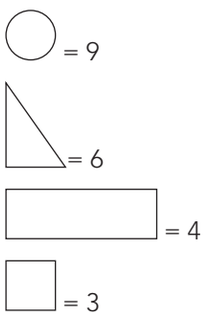
Sort the shapes.
Hlela iimilo.



a) Make a drawing of your sorted shapes. *(4)*
Yenza umzobo weemilo ozihlelileyo.

b) How many shapes of each type did you draw? *(4)*
Zingaphi iimilo zohlobo ngalunye ozizobileyo?

Written assessment items for Data handling: solutions and mark allocations

20. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a)  b) Circles/izikwere = 9; triangles/oonxantathu = 6; rectangles/iingxande = 4; squares/izikwere = 3 	(4) + (4)

Written Assessment:
English / Sepedi

Written assessment items for Number, operations and relationships

Question 1
Potšišo 1 *(4)*

a) Draw objects for the number 15, showing tens and units.
Thala dilo tšeo di laetšago nomoro ya 15, laetša masome le metšo.

b) Draw objects for the number 23, showing tens and units.
Thala dilo tšeo di laetšago nomoro ya 23, laetša masome le metšo.

Question 2
Potšišo 2 *(2)*

a) Write the number name for 12.
Ngwala leinapalo la 12.

_____

b) Write the number name for 21.
Ngwala leinapalo la 21.

_____

Question 3
Potšišo 3 *(2)*

Circle the biggest number and make a cross over the smallest number.
Raretša nomoro ye kgolo gomme o bee sefapano go nomoro yennyane.

16	14	11	18	17	19	13

Question 4
Potšišo 4 *(1)*

Arrange these numbers from biggest to smallest: 11, 19, 21, 10.
Beakanya dinomoro go tloga go ye kgolo kgolo go ya go yennyane go tšona ka moka: 11, 19, 21, 10.

_____

Question 5
Potšišo 5 *(1)*

Arrange these numbers from smallest to biggest: 21, 16, 12, 20.
Beakanya dinomoro go tloga go ye nnyane nyane go ya go ye kgolokgolo: 21, 16, 12, 20.

_____

Question 6
Potšišo 6 *(2)*

Write down two numbers that are bigger than 21, but smaller than 25.
Ngwala dinomoro tše pedi tšeo di lego tše di kgolo go 21 eupša e le tše nnyane go 25.

_____

Question 7
Potšišo 7 *(5)*

Add the following:
Hlakantšha tšeo di latelago:

a) 3 + 7 = ☐ b) 9 + 4 = ☐ c) 16 + 3 = ☐
d) 5 + 4 = ☐ e) 8 + 9 = ☐

Question 8
Potšišo 8 *(5)*

Subtract the following:
Tloša tšeo di latelago:

a) 9 – 5 = ☐ b) 18 – 7 = ☐ c) 11 – 4 = ☐
d) 16 – 4 = ☐ e) 17 – 9 = ☐

Question 9
Potšišo 9 *(2)*

Mbali has 6 sweets. Mpho gives her 9 more. How many sweets does Mbali have altogether?
Mbali o nale malekere a 6. Mpho o mo fa mangwe 9. Na Mbali o nale malekere a makae ka moka?

Question 10
Potšišo 10 *(2)*

Calculate:
Balela:

a) Double 4 _____
Pedifatša 4 _____

b) Double 9 _____
Pedifatša 9 _____

Question 11
Potšišo 11 *(2)*

Draw two rows with five circles in each row.

Thala methaladi ye mebedi gomme o thale didiko tše hlano go mothalado wo mongwe le wo mongwe.

How many circles are there altogether? _____

Na go nale didiko tše kae ka moka? _____

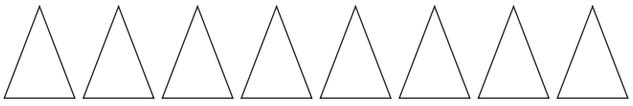
Question 12
Potšišo 12 *(2)*

a) Circle four coins that will make up 50c.
Raretša dikhoine tše 4 tšeo di dirago 50c.

b) Write the values on the notes to make up R30.
Ngwala boleng go dipampiri tšhelete gore di dire R30.

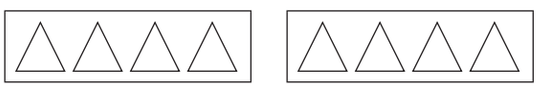
Question 13
Potšišo 13 *(1)*

Share the following triangles into 2 equal groups.
Arola dikhutlotharo ka dihlopha tše 2 tša go lekana.



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

1. (1 mark for the tens and 1 for the units in each answer) (Moputso o 1 go masome le moputso o 1 go metšo) a) 15 O O O O O O O O O O O O O O O b) 23 O O O O O O O O O O O O O O O O O O O O O O O	(4)
2. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) a) twelve lesome pedi b) twenty one masomepedi tee	(2)
3. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) 16 | 14 | ~~11~~ | 18 | 17 | (19) | 13	(2)
4. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) 21, 19, 11, 10	(1)
5. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) 12, 16, 20, 21	(1)
6. (1 mark for the correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) Any two of these numbers: 22, 23, 24 E tee ya dinomoro tše: 22, 23, 24	(2)

7. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 3 + 7 = 10 b) 9 + 4 = 13 c) 16 + 3 = 19 d) 5 + 4 = 9 e) 8 + 9 = 17	(5)
8. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 9 – 5 = 4 b) 18 – 7 = 11 c) 11 – 4 = 7 d) 16 – 4 = 12 e) 17 – 9 = 8	(5)
9. (2 marks for the correct answer) (Meputso ye 2 go karabo yeo e nepagetšego) 6 + 9 = 15 Mbali has 15 sweets Mbali o nale malekere a 15	(2)
10. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 8 b) 18	(2)
11. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) O O O O O O O O O O 5 + 5 = 10	(2)
12. (marks as below) (meputso e ka tlase) a) Circle Raretša 20c, 10c, 10c, 10c (1 mark/ moputso o eli-1 mark) b) Write R10 on each note Ngwala R10 pampiring yenngwe le yenngwe (1 mark/ moputso o eli-1 mark)	(2)
13. (1 mark for the correct answer) (moputso o 1 go karabo yeo e nepagetšego)  (two groups of 4 in each must be drawn/circled) (dihlopha tše 2 tša bo 4 di swanetše go raretšwa,thalwa)	(1)

Written assessment items for Patterns

Question 14
Potšišo 14 *(1)*

Fill in the missing number:
Tlatša nomoro yeo e tlogetšwego:

10, 15, _____, 25, 30

Question 15
Potšišo 15 *(5)*

Complete the following patterns:
Feleletša dipaterone tšeo di latelago:

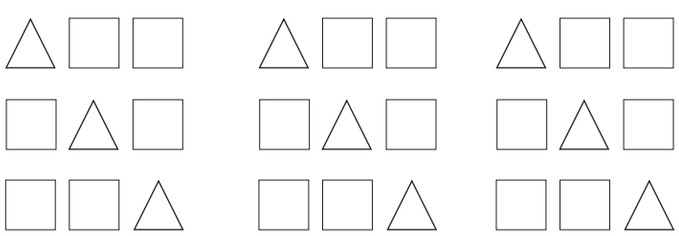
a) 10, _____, _____, 40, 50, 60, _____

b) 2, 4, _____, 8, 10, _____

Question 16
Potšišo 16 *(4)*

Draw a pattern using one triangle and two squares. Copy and extend the pattern.
Thala paterone gomme o šomiše khutlotharo e tee le dikwere tše 2. Kopolla o be a katološe paterone.

Written assessment items Patterns: solutions and mark allocations

14. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagatšego) 20	(1)
15. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagatšego) a) 20, 30, …, 70 b) 6, …, 12	(5)
16. Answers will vary. Check that the pattern satisfies what the question asks. Draw the three shapes (2) and at least two repeats of the pattern (2). For example: Dikarabo di tla fapana. Lekola gore paterone e laetša gabotse seo potšišo e se botšišago: 	(4)

Written assessment items for Space and shape

Question 17
Potšišo 17 *(4)*

Say if the following will roll or slide:
Bolela gore tše di latelago di a kgokologa goba di a thwetha:

a) a ball
kgwele

b) a box
lepokisi

c) a can of cool drink
Kotikoti ya senwamaphodi

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

17. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) roll/kgokologa (1) b) slide/thwetha (1) c) roll and slide/ E a kgokologa goba e a thwetha (2)	(4)

Written assessment items for Measurement

Question 18
Potšišo 18 *(1)*

Circle the line that is shortest:
Raretša mothalo wo mo kopana:

Question 19
Potšišo 19 *(1)*

The height of your classroom door is closest to: (Circle the correct answer)
Botelele bja lebati la phapoši ya gago bo kgauswi le:(Raretša karabo ya maleba)

a) 1 m

b) 2 m

c) 3 m

d) 4 m

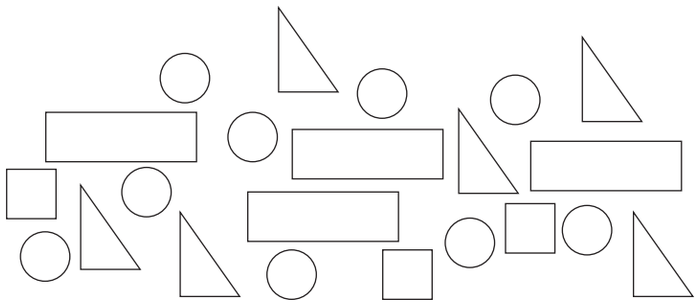
Written assessment items for Measurement: solutions and mark allocations

18. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego) 	(1)
19. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego) b) 2 m	(1)

Written assessment items for Data handling

Question 20
Potšišo 20

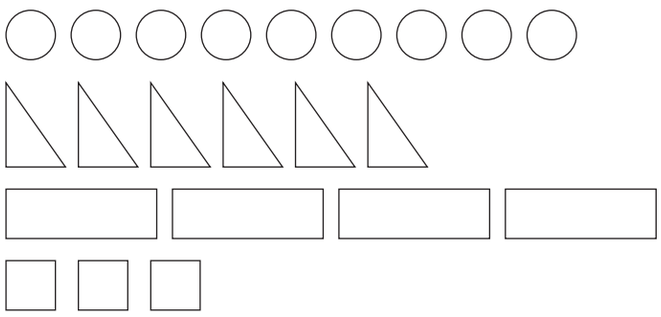
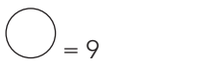
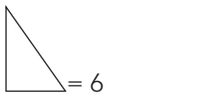
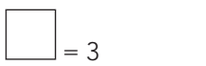
Sort the shapes.
Kgethologanya dibopego.



a) Make a drawing of your sorted shapes. *(4)*
Dira sethalwa sa dibopego tšeo o di kgethologantšego.

b) How many shapes of each type did you draw? *(4)*
Na o thadile dibopego tše kae tša mohuta o tee?

Written assessment items for Data handling: solutions and mark allocations

20. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) a)  b) Circles/Didiko = 9; triangles/dikhutlotharo = 6; rectangles/gikhutlonne = 4; squares/izikwere = 3  = 9  = 6  = 4  = 3	(4) + (4)

Written Assessment:
English / Setswana

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1
Potso 1 *(4)*

a) Draw objects for the number 15, showing tens and units.
Thala didiriswa tsa palo 15, mme o bontshe masome le metso.

b) Draw objects for the number 23, showing tens and units.
Thala didiriswa tsa palo 23, mme o bontshe masome le metso.

Question 2
Potso 2 *(2)*

a) Write the number name for 12.
Kwala leinapalo la 12.

_____

b) Write the number name for 21.
Kwala leinapalo la 21.

_____

Question 3
Potso 3 *(2)*

Circle the biggest number and make a cross over the smallest number.
Sekeletsa palo e tona go tsotlhe, mme o dire sefapano go palo e nnye go tsotlhe.

16	14	11	18	17	19	13

Question 4
Potso 4 *(1)*

Arrange these numbers from biggest to smallest: 11, 19, 21, 10.
Rulaganya dipalo tse di latelang go simolola ka e tona go tsotlhe, go ya go e nnye go tsotlhe: 11, 19, 21, 10.

_____

Question 5
Potso 5 *(1)*

Arrange these numbers from smallest to biggest: 21, 16, 12, 20.
Rulaganya dipalo tse di latelang go simolola ka e nnye go tsotlhe, go ya go e tona go tsotlhe: 21, 16, 12, 20.

_____

Question 6
Potso 6 *(2)*

Write down two numbers that are bigger than 21, but smaller than 25.
Kwala dipalo di le pedi tse di tona go 21, mme di le dinnye go 25.

_____

Question 7
Potso 7 *(5)*

Add the following:
Tlhakanya tse di latelang:

a) 3 + 7 = ☐ b) 9 + 4 = ☐ c) 16 + 3 = ☐

d) 5 + 4 = ☐ e) 8 + 9 = ☐

Question 8
Potso 8 *(5)*

Subtract the following:
Ntsha tse di latelang:

a) 9 – 5 = ☐ b) 18 – 7 = ☐ c) 11 – 4 = ☐

d) 16 – 4 = ☐ e) 17 – 9 = ☐

Question 9
Potso 9 *(2)*

Mbali has 6 sweets. Mpho gives her 9 more. How many sweets does Mbali have altogether?
Mbali o na le dimonamone di le 6, Mpho o mo naya tse dingwe di le 9. Mbali o na le dimonamone di le kae gotlhe?

Question 10
Potso 10 *(2)*

Calculate:
Bala:

a) Double 4 _____

Oketsa 4 gabedi _____

b) Double 9 _____

Oketsa 9 gabedi _____

Question 11
Potso 11 *(2)*

Draw two rows with five circles in each row.

Thala mela e le mebedi, o be o thale ditshekeletsa di le tlhano mo moleng mongwe le mongwe.

How many circles are there altogether? _____

Go na le ditshekeletsa di le kae gotlhe? _____

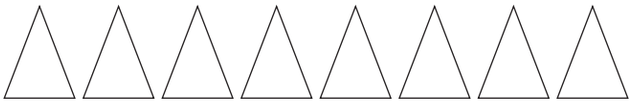
Question 12
Potso 12 *(2)*

a) Circle four coins that will make up 50c.
Sekeletsa dipapetlana tsa madi tse di tla dirang 50c.

b) Write the values on the notes to make up R30.
Kwala boleng ba matlhare a madi go dira R30.

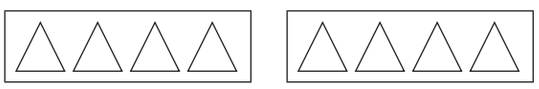
Question 13
Potso 13 *(1)*

Share the following triangles into 2 equal groups.
Aroganya dikhutlotharo tse di latelang mo ditlhopheng di le pedi tse di maleka.



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

1. (1 mark for the tens and 1 for the units in each answer) (1 Leduo le le lengwe la masome, le le lengwe la metso mo karabong nngwe le nngwe) a) 15 O O O O O O O O O O O O O O O b) 23 O O O O O O O O O O O O O O O O O O O O O O O	(4)
2. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a) twelve lesomepedi b) twenty one masome a mabedi le bongwe	(2)
3. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) 16 | 14 | ~~11~~ | 18 | 17 | (19) | 13	(2)
4. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) 21, 19, 11, 10	(1)
5. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) 12, 16, 20, 21	(1)
6. (1 mark for the correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) Any two of these numbers: 22, 23, 24 E tee ya dinomoro tše: 22, 23, 24	(2)

7. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a) 3 + 7 = 10 b) 9 + 4 = 13 c) 16 + 3 = 19 d) 5 + 4 = 9 e) 8 + 9 = 17	(5)
8. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a) 9 – 5 = 4 b) 18 – 7 = 11 c) 11 – 4 = 7 d) 16 – 4 = 12 e) 17 – 9 = 8	(5)
9. (2 marks for the correct answer) (Maduo a le mabedi a karabo e e nepagetseng) 6 + 9 = 15 Mbali has 15 sweets Mbali o na le dimonamone di le 15	(2)
10. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a) 8 b) 18	(2)
11. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a) O O O O O O O O O O 5 + 5 = 10	(2)
12. (marks as below) (maduo jaaka a latela) a) Circle a) Sekeletsa 20c, 10c, 10c, 10c (1 mark/ leduo le le 1 mark) b) Write R10 on each note b) Kwala R10 mo letlhareng lengwe le lengwe la madi. (1 mark/ leduo le le 1 mark)	(2)
13. (1 mark for the correct answer) (leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng)  (two groups of 4 in each must be drawn/circled) (o tshwanetse go thala/sekeletsa ditlhopha di le pedi tsa 4)	(1)

Written assessment items for Patterns

Question 14
Potso 14 *(1)*

Fill in the missing number:
Tlatsa palo e e seng teng:

10, 15, _____, 25, 30

Question 15
Potso 15 *(5)*

Complete the following patterns:
Feleletsa dipaterone tse di latelang:

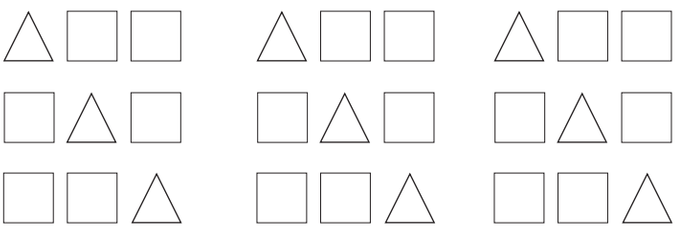
a) 10, _____, _____, 40, 50, 60, _____

b) 2, 4, _____, 8, 10, _____

Question 16
Potšišo 16 *(4)*

Draw a pattern using one triangle and two squares. Copy and extend the pattern.
Thala paterone o dirisa khutlotharo e le nngwe le dikhutlonne di le pedi. Tsweletsa paterone ka go e kopisa.

Written assessment items Patterns: solutions and mark allocations

14. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) 20	(1)
15. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a) 20, 30, …, 70 b) 6, …, 12	(5)
16. Answers will vary. Check that the pattern satisfies what the question asks. Draw the three shapes (2) and at least two repeats of the pattern (2). For example: Dikarabo di ya go farologana. Netefatsa gore paterone e bontsha se potso e se kopang. Thala dipopego di le tharo (2) le bonnye dipaterone di le pedi tse di ipoelletsang (2). Sekao: 	(4)

Written assessment items for Space and shape

Question 17
Potso 17 *(4)*

Say if the following will roll or slide:
Bua gore, a tse di latelang di ka kgokologa kgotsa go relela:

a) a ball
bolo

b) a box
lebokoso

c) a can of cool drink
bolekane ba senotsididi

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

17. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a) roll/ kgokologa (1) b) slide/ relela (1) c) roll and slide/ kgokologa le go relela (2)	(4)

Written assessment items for Measurement

Question 18
Potso 18 *(1)*

Circle the line that is shortest:
Sekeletsa mothalo o mokhutshwane go yotlhe:

Question 19
Potso 19 *(1)*

The height of your classroom door is closest to: (Circle the correct answer)
Bogodimo ba lebati la phaposiborutelo ya gago bo gaufi le: (Sekeletsa karabo e e nepagetseng)

a) 1 m

b) 2 m

c) 3 m

d) 4 m

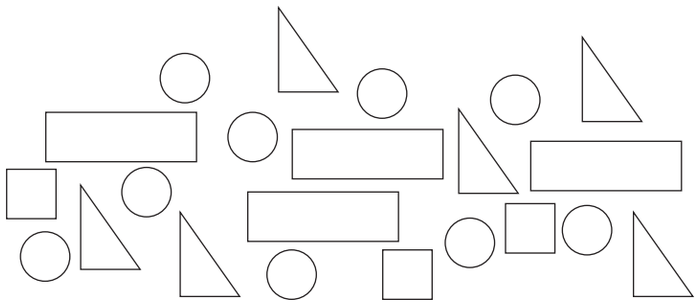
Written assessment items for Measurement: solutions and mark allocations

18. (1 mark for the correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) 	(1)
19. (1 mark for the correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) b) 2 m	(1)

Written assessment items for Data handling

Question 20
Potso 20

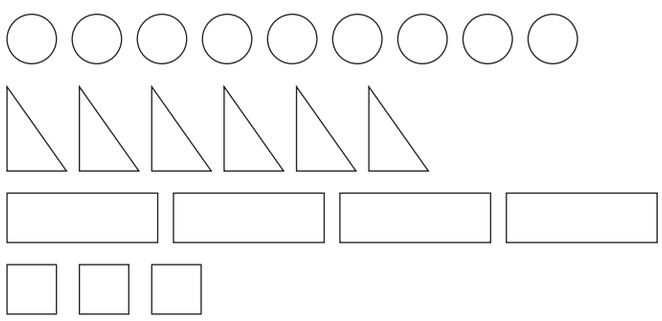
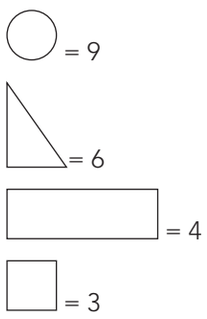
Sort the shapes.
Tlhaola dipopego.



a) Make a drawing of your sorted shapes. *(4)*
Thala setshwantsho sa dipopego tse o di tlhaotseng.

b) How many shapes of each type did you draw? *(4)*
O thadile dipopego di lekae tse di tshwanang?

Written assessment items for Data handling: solutions and mark allocations

20. (1 mark for each correct answer) (Leduo le le lengwe la karabo nngwe le nngwe e e nepagetseng) a)  b) Circles/ Didiko = 9; triangles/ dikhutlotharo = 6; rectangles/ dikhutlonnetsepa = 4; squares/ dikhutlonne = 3 	(4) + (4)

Written Assessment:
English / Xitsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1
Xivutiso 1 *(4)*

a) Draw objects for the number 15, showing tens and units.
Dirowa minchumu ya nomboro 15, u kombisa vukhume na vun'we.

b) Draw objects for the number 23, showing tens and units.
Dirowa minchumu ya nomboro 23, u kombisa vukhume na vun'we.

Question 2
Xivutiso 2 *(2)*

a) Write the number name for 12.
Tsala vito ra nomboro 12.

_____

b) Write the number name for 21.
Tsala vito ra nomboro 21.

_____

Question 3
Xivutiso 3 *(2)*

Circle the biggest number and make a cross over the smallest number.
Tsondzela nomboro leyikulu swinene u vekela xihambano ka nomboro leyitsongo swinene.

16	14	11	18	17	19	13

Question 4
Xivutiso 4 *(1)*

Arrange these numbers from biggest to smallest: 11, 19, 21, 10.
Xaxameta tinomboro ku suka eka leyikulu swinene ku fika eka leyitsongo swinene: 11, 19, 21, 10.

_____

Question 5
Xivutiso 5 *(1)*

Arrange these numbers from smallest to biggest: 21, 16, 12, 20.
Xaxameta tinomboro ku suka eka leyikulu swinene ku fika eka leyitsongo swinene: 21, 16, 12, 20.

_____

Question 6
Xivutiso 6 *(2)*

Write down two numbers that are bigger than 21, but smaller than 25.
Tsala tinomboro timbirhi letikulu ka 21, kambe titsongo ka 25.

_____

Question 7
Xivutiso 7 *(5)*

Add the following:
Hlanganisa leswi landzelaka:

a) 3 + 7 = ☐ b) 9 + 4 = ☐ c) 16 + 3 = ☐

d) 5 + 4 = ☐ e) 8 + 9 = ☐

Question 8
Xivutiso 8 *(5)*

Subtract the following:
Susa leswi landzelaka:

a) 9 – 5 = ☐ b) 18 – 7 = ☐ c) 11 – 4 = ☐

d) 16 – 4 = ☐ e) 17 – 9 = ☐

Question 9
Xivutiso 9 *(2)*

Mbali has 6 sweets. Mpho gives her 9 more. How many sweets does Mbali have altogether?
Mbali u na malekere ya 6. Mpho u n'wi nyika 9. Xana Mbali u na malekere mangani loko mahlanganile hinkwawo?

Question 10
Xivutiso 10 *(2)*

Calculate:
Khakhuleta:

a) Double 4 _____

Mbirhihata 4 _____

b) Double 9 _____

Mbirihata 9 _____

Question 11
Xivutiso 11 *(2)*

Draw two rows with five circles in each row.

Dirowa tinxaxa timbirhi ti va na ntlhanu wa swirhendzevutana ka nxaxa wun'wana na wun'wana.

How many circles are there altogether? _____

Xana i swirhendzevutana swingani loko swi hlanganile hinkwaswo? _____

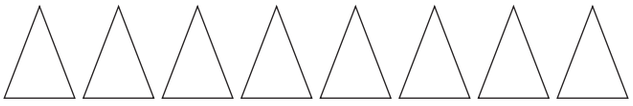
Question 12
Xivutiso 12 *(2)*

a) Circle four coins that will make up 50c.
Tsondzela mune wa swingwece leswi endlaka 50c.

b) Write the values on the notes to make up R30.
Tsala ntsengo wa tinotsi leti nga endlaka R30.

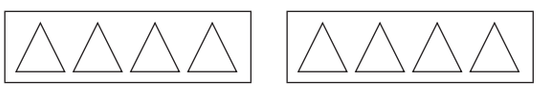
Question 13
Potso 13 *(1)*

Share the following triangles into 2 equal groups.
Ava tiyinhlanharhu ti va mintlawa yi2 yo ringana.



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

1. (1 mark for the tens and 1 for the units in each answer) (Maraka yi1 ya vukhume na yi1 ya vun'we ka nhlamulo yin'wana na yin'wana) a) 15 O O O O O O O O O O O O O O O b) 23 O O O O O O O O O O O O O O O O O O O O O O O	(4)
2. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) twelve khumembirhi b) twenty one makume mbirhi n'we	(2)
3. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) 16 | 14 | ~~11~~ | 18 | 17 | (19) | 13	(2)
4. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) 21, 19, 11, 10	(1)
5. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) 12, 16, 20, 21	(1)
6. (1 mark for the correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) Any two of these numbers: 22, 23, 24 Timbirhi ta tinomboro leti: 22, 23, 24	(2)

7. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) 3 + 7 = 10 b) 9 + 4 = 13 c) 16 + 3 = 19 d) 5 + 4 = 9 e) 8 + 9 = 17	(5)
8. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) 9 – 5 = 4 b) 18 – 7 = 11 c) 11 – 4 = 7 d) 16 – 4 = 12 e) 17 – 9 = 8	(5)
9. (2 marks for the correct answer) (Timaraka ti2 ta nhlamulo yin'wana na yin'wana leyi faneleke) 6 + 9 = 15 Mbali has 15 sweets Mbali u na malekere ya 15	(2)
10. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) 8 b) 18	(2)
11. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) O O O O O O O O O O 5 + 5 = 10	(2)
12. (marks as below) (timaraka leti nga laha hansi) a) Circle a) Tsondzela 20c, 10c, 10c, 10c (maraka yi1) b) Write R10 on each note b) Tsala R10 wa tinotsi (maraka yi1)	(2)
13. (1 mark for the correct answer) (maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)  (two groups of 4 in each must be drawn/circled) (mitlawa ya 4 ku dirowiwile /swirhendzevutana)	(1)

Written assessment items for Patterns

Question 14
Xivutiso 14 *(1)*

Fill in the missing number:
Tatisa tinomboro leti siyiweke:

10, 15, _____, 25, 30

Question 15
Xivutiso 15 *(5)*

Complete the following patterns:
Hetisa tipatironi leti landzelaka:

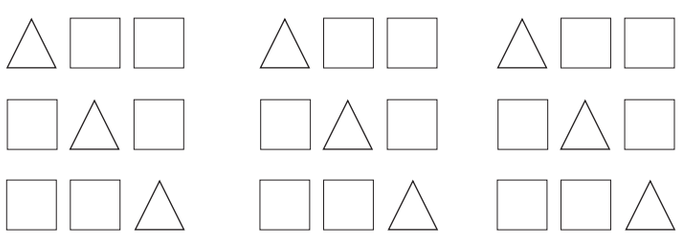
a) 10, _____, _____, 40, 50, 60, _____

b) 2, 4, _____, 8, 10, _____

Question 16
Potšišo 16 *(4)*

Draw a pattern using one triangle and two squares. Copy and extend the pattern.
Dirowa patironi u tirhisa yinhlanharhu yin'we na swikwere swimbirhi. Kopa u ndlandlamuxa patironi.

Written assessment items Patterns: solutions and mark allocations

14. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) 20	(1)
15. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) 20, 30, …, 70 b) 6, …, 12	(5)
16. Answers will vary. Check that the pattern satisfies what the question asks. Draw the three shapes (2) and at least two repeats of the pattern (2). For example: Tinhlamulo to hambanahambana. Languta loko patironi yi hlamula xivutiso. Dirowa swivumbeko swinharhu (2) patironi yi vuyelela (2). Xikombiso: 	(4)

Written assessment items for Space and shape

Question 17
Xivutiso 17 *(4)*

Say if the following will roll or slide:
Vula loko leswi landzelaka swi khunguluka kumbe ku rheta:

a) a ball
bolo

b) a box
bokisi

c) a can of cool drink
xikotela xa swinwiwa

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

17. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) roll/ khunguluka (1) b) slide/ rhetaka (1) c) roll and slide/ hunguluka kumbe rhetaka (2)	(4)

Written assessment items for Measurement

Question 18
Xivutiso 18 *(1)*

Circle the line that is shortest:
Tsondzela ntila lowutsongo swinene:

Question 19
Xivutiso 19 *(1)*

The height of your classroom door is closest to: (Circle the correct answer)
Vulehi bya rivanti ra tlilasi ri kusuhi swinene na: (Tsondzela nhlamulo leyi faneleke)

a) 1 m

b) 2 m

c) 3 m

d) 4 m

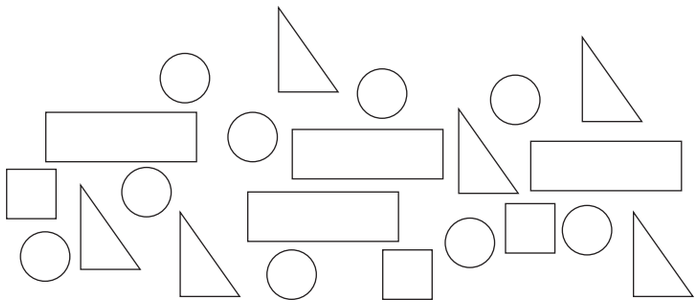
Written assessment items for Measurement: solutions and mark allocations

18. (1 mark for the correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) 	(1)
19. (1 mark for the correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) b) 2 m	(1)

Written assessment items for Data handling

Question 20
Xivutiso 20

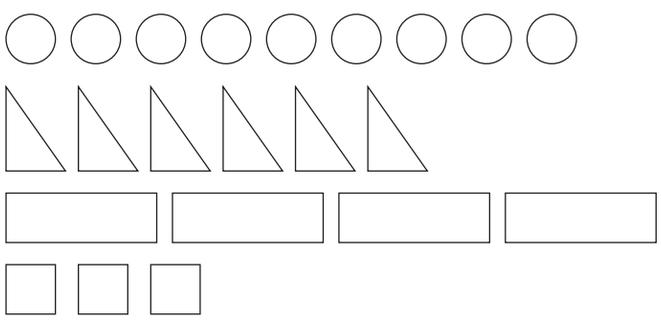
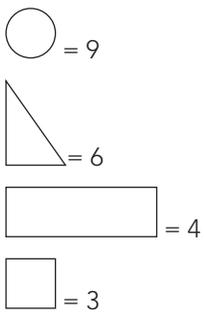
Sort the shapes.
Lunghisa swivumbeko.



a) Make a drawing of your sorted shapes. *(4)*
Endla swidirowiwa swa swivumbeko.

b) How many shapes of each type did you draw? *(4)*
Xana ku na tinxaka tingani ta swivumbeko leswi u nga dirowa?

Written assessment items for Data handling: solutions and mark allocations

20. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a)  b) Circles/ Swikwere = 9; triangles/ yinhlanharhu = 6; rectangles/ tirhekthengula = 4; squares/ swikwere = 3 	(4) + (4)

Written Assessment:
English / Tshivenda

Written assessment items for Number, operations and relationships

Question 1
Mbudziso 1 *(4)*

a) Draw objects for the number 15, showing tens and units.
Olani zwithu zwa nomboro 15 ni sumbedze mahumi na vhuthihi.

b) Draw objects for the number 23, showing tens and units.
Olani zwithu zwa nomboro 23 ni sumbedze mahumi na vhuthihi.

Question 2
Mbudziso 2 *(2)*

a) Write the number name for 12.
Ṅwalani dzinambalo ḽa nomboro 12

_____

b) Write the number name for 21.
Ṅwalani dzinanomboro ḽa nomboro 21

_____

Question 3
Mbudziso 3 *(2)*

Circle the biggest number and make a cross over the smallest number.
Tingeledzani nomboro khulwanesa ni ite tshifhambano kha nomboro ṱhukhusa.

16	14	11	18	17	19	13

Question 4
Mbudziso 4 *(1)*

Arrange these numbers from biggest to smallest: 11, 19, 21, 10.
Ṅwalani nomboro idzi u bva kha khulwanesa u swika kha ṱhukhusa: 11, 19, 21, 10.

_____

Question 5
Mbudziso 5 *(1)*

Arrange these numbers from smallest to biggest: 21, 16, 12, 20.
Ṅwalani nomboro ubva kha ṱhukhusa u swika kha khulwanesa: 21, 16, 12, 20.

_____

Question 6
Mbudziso 6 *(2)*

Write down two numbers that are bigger than 21, but smaller than 25.
Ṅwalani nomboro mmbiri dzi re vhukati ha 21 na 25.

_____

Question 7
Mbudziso 7 *(5)*

Add the following:
Ṱanganyisani zwi tevheleho:

a) 3 + 7 = ☐ b) 9 + 4 = ☐ c) 16 + 3 = ☐

d) 5 + 4 = ☐ e) 8 + 9 = ☐

Question 8
Mbudziso 8 *(5)*

Subtract the following:
Ṱusani zwi tevhelaho:

a) 9 – 5 = ☐ b) 18 – 7 = ☐ c) 11 – 4 = ☐

d) 16 – 4 = ☐ e) 17 – 9 = ☐

Question 9
Mbudziso 9 *(2)*

Mbali has 6 sweets. Mpho gives her 9 more. How many sweets does Mbali have altogether?
Mbali u na maḽegere a 6.Mpho u mu fha mańwe hafhu a 9.Mbali u na maḽegere mangana oṱhe o ṱangana?

Question 10
Mbudziso 10 *(2)*

Calculate:
Vhalelani:

a) Double 4 _____

4 mmbili _____

b) Double 9 _____

9 mmbili _____

Question 11
Mbudziso 11 *(2)*

Draw two rows with five circles in each row.

Dirowa tinxaxa timbirhi ti va na ntlhanu wa swirhendzevutana ka nxaxa wun'wana na wun'wana.

How many circles are there altogether? _____

Olani bada mmbili dza zwitingeledzi zwiṱanu. Hu na zwitingeledzi zwingana zwoṱhe zwo fhelela?

_____

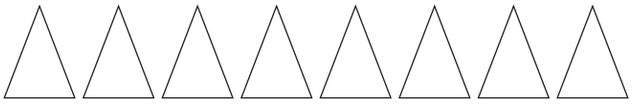
Question 12
Mbudziso 12 *(2)*

a) Circle four coins that will make up 50c.
Tingeledzani khoini nṋa dzi no ita 50c.

b) Write the values on the notes to make up R30.
Ṅwalani tshelede dza bammbiri dzi no ita R30.

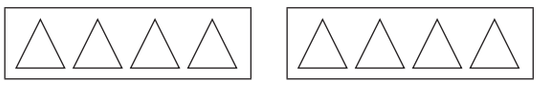
Question 13
Potso 13 *(1)*

Share the following triangles into 2 equal groups.
Kovhekanyani dzithirayiengele dzi bve zwigwada zwivhili.



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

1. (1 mark for the tens and 1 for the units in each answer) (1 maraga nthihi ya mahumi, nthihi ya vhuthihi kha phindulo ińwe na ińwe) a) 15 O O O O O O O O O O O O O O O b) 23 O O O O O O O O O O O O O O O O O O O O O O O	(4)
2. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) a) twelve fumimbili b) twenty one fumbili	(2)
3. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) 16 | 14 | ~~11~~ | 18 | 17 | (19) | 13	(2)
4. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) 21, 19, 11, 10	(1)
5. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) 12, 16, 20, 21	(1)
6. (1 mark for the correct answer) (Maraga nthihi ya phindulo ire yone) Any two of these numbers: 22, 23, 24 Nthihi ya idzi mbalo: 22, 23, 24	(2)

7. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) a) 3 + 7 = 10 b) 9 + 4 = 13 c) 16 + 3 = 19 d) 5 + 4 = 9 e) 8 + 9 = 17	(5)
8. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) a) 9 – 5 = 4 b) 18 – 7 = 11 c) 11 – 4 = 7 d) 16 – 4 = 12 e) 17 – 9 = 8	(5)
9. (2 marks for the correct answer) (Maraga mmbili ya phindulo ire yone) 6 + 9 = 15 Mbali has 15 sweets Mbali u na maḽ egere a 15	(2)
10. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) a) 8 b) 18	(2)
11. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) a) O O O O O O O O O O 5 + 5 = 10	(2)
12. (marks as below) (maraga dzi tevhelaho) a) Circle Tingeledza 20c, 10c, 10c, 10c (maraga 1) b) Write R10 on each note Ṅwalani R10 kha tshelede iṅwe na iṅwe ya bammbiri (maraga 1)	(2)
13. (1 mark for the correct answer) (maraga nthihi ya phindulo iṅwe na iṅwe ire yone)  (two groups of 4 in each must be drawn/circled) (ho tea u tingeledza zwigwada zwa thirayiengele dza 4)	(1)

Written assessment items for Patterns

Question 14
Mbudziso 14 *(1)*

Fill in the missing number:
Ṅwalani nomboro I khou ṭahelaho:

10, 15, _____, 25, 30

Question 15
Mbudziso 15 *(5)*

Complete the following patterns:
Fhedzisani phetheni i tevhelaho:

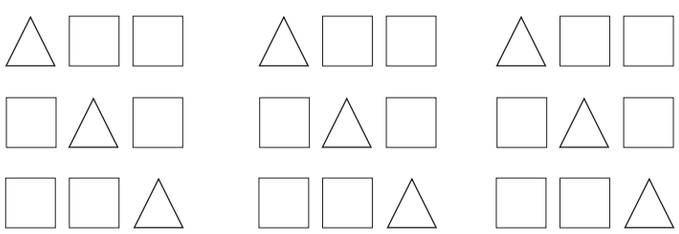
a) 10, _____, _____, 40, 50, 60, _____

b) 2, 4, _____, 8, 10, _____

Question 16
Potšišo 16 *(4)*

Draw a pattern using one triangle and two squares. Copy and extend the pattern.
Olani phetheni ni shumise thirayiengele na zwikwere zwivhili. Kopani ni engedze phetheni.

Written assessment items Patterns: solutions and mark allocations

14. (1 mark for each correct answer) (Maraga nthihi ya phindulo ińwe na ińwe ire yone) 20	(1)
15. (1 mark for each correct answer) (Maraga nthihi ya phindulo ińwe na ińwe ire yone) a) 20, 30, …, 70 b) 6, …, 12	(5)
16. Answers will vary. Check that the pattern satisfies what the question asks. Draw the three shapes (2) and at least two repeats of the pattern (2). For example: Phindulo dzi a fhambana. Kha vha vhone uri phetheni I na phindulo ya mbudziso ye vha i vhudzisa. Olani zwivhumbeo zwiraru na u dovholola kavhili ha phetheni. Tsumbo: 	(4)

Written assessment items for Space and shape

Question 17
Mbudziso 17 *(4)*

Say if the following will roll or slide:
Zwitevhelaho zwi a kunguluwa kana u suvha:

a) a ball
bola

b) a box
bogisi

c) a can of cool drink
tshikoṱikoṱi tsha nyamunaithi/ khoḓiringi

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

17. (1 mark for each correct answer) (Maraga nthihi ya phindulo ire yone) a) roll/ kunguluwa (1) b) slide/ suvha (1) c) roll and slide/ kunguluwa na u suvha (2)	(4)

Written assessment items for Measurement

Question 18
Mbudziso 18 *(1)*

Circle the line that is shortest:
Tingeledzani mutalo ure mupfufhisa:

Question 19
Mbudziso 19 *(1)*

The height of your classroom door is closest to: (Circle the correct answer)
Vhulapfu ha kiḽasi vhu tsini na : (Tingeledzani phindulo ire yone)

a) 1 m

b) 2 m

c) 3 m

d) 4 m

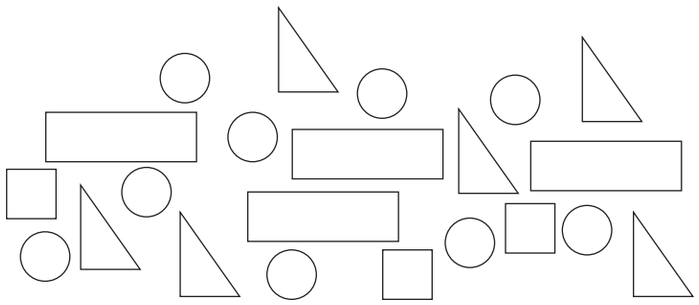
Written assessment items for Measurement: solutions and mark allocations

18. (1 mark for the correct answer) (Maraga nthihi ya phindulo ire yone) 	(1)
19. (1 mark for the correct answer) (Maraga nthihi ya phindulo ire yone) b) 2 m	(1)

Written assessment items for Data handling

Question 20
Mbudziso 20

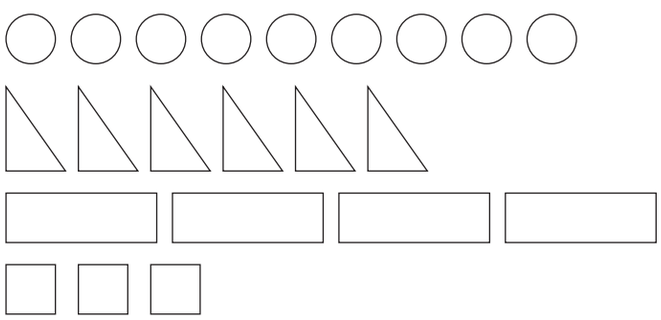
Sort the shapes.
Dzudzanyani zwivhumbeo.



a) Make a drawing of your sorted shapes. *(4)*
Olani tshifanyiso nga zwivhumbeo zwanu.

b) How many shapes of each type did you draw? *(4)*
No ola zwivhumbeo zwingana zwo fhambanaho?

Written assessment items for Data handling: solutions and mark allocations

20. (1 mark for each correct answer) (maraga nthihi ya phindulo ire yone) a)  b) Circles/ Zwitingeledzi = 9; triangles/ thiraiengele = 6; rectangles/ rekhithengele = 4; squares/ zwikwea = 3  = 9  = 6  = 4  = 3	(4) + (4)