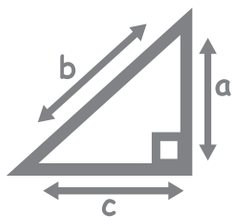
GRADE 3

Mathematics

Teacher Toolkit: CAPS Planner,Tracker and Assessment Resources

2019 TERM 1

CONTENTS



ABOUT THE PLANNER AND TRACKER

The curriculum and assessment planner and tracker is a tool to support teachers in several ways:

- It provides a plan of what should be taught each day of the term based on the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the formal assessment programme.
- It enables you to track your progress through the curriculum during the term. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department and peers on how to ensure that all the work for the term is completed.
- The planner and tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in teaching practice.

It gives support for assessment by providing the following:

- **Guidelines for oral and practical assessment activities**
  Each week in the tracker table (after the daily lesson plan information) there is a statement of an activity that you can use for oral and/or practical assessment in that week. The activity links to one of the CAPS topics being taught in that week and should be carried out during those lessons (and completed during the open lesson at the end of the week if necessary). The activity statement is brief – it indicates what content is being tested. A rubric or checklist is given with criteria to clarify how you can allocate marks for the activity.

  The activity statement and rubric/checklist should be used together as they give the full description of the activity and what has to be done in the activity. Most of the oral and practical assessment activities are formal but some of them are informal (this is indicated in the tracker table).
- **An Assessment Term Plan**
  This gives an overview of the planned assessment for the term. The plan includes the oral and practical (formal and informal) assessment activities and the written assessment items applicable to each week. Formal assessment has been planned to allow time for teachers to establish the routine at the beginning of each term and to enter marks into SA SAMS at the end of the term.
- **A suggested mark record sheet**
  The sheet has columns in which you can record the marks for each of the formal assessments provided. This sheet follows the Assessment Term Plan. You can copy this sheet and add your learners' names in the left hand column. The record sheet should help you when you have to enter marks into SA SAMS. If the 'out of' marks for the assessment activities you have used are not the same as those shown in SA SAMS, you can change those in SA SAMS. SA SAMS will automatically adjust the weightings, and will provide the correct level for each learner.
- **An item bank of questions**
  These can be used for written assessment on each of the CAPS content areas, with marking guidelines. These are referenced in the resources column of the tracker, linked to the lesson to which the assessment applies. These items can be used individually or grouped, at your discretion. You should ensure that you mark written work on each of the topics taught and give learners feedback on their work regularly.

You should file your completed tracker at the end of each term.

It is important to note that:

- The 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 3a (p. 6) Worksheet 3b (p. 8)	
2	Place value	Worksheet 4 (p. 10)	
3	Addition and subtraction	Worksheet 5 (p. 12) Worksheet 8 (pp. 18, 19) Worksheet 6 (pp. 14, 15)	
4	Repeated addition leading to multiplication	Worksheet 1 (p. 2) Worksheet 2 (p. 4)	
5	Shapes and fractions	Worksheet 11 (pp. 24, 25) Worksheet 7 (p. 16)	
6	3-D objects	Worksheet 10 (p. 22)	
7	Measurement	Worksheet 13 (p. 28) Worksheet 14 (p. 30) Worksheet 15 (pp. 32, 33)	
8	Data handling	Worksheet 16 (pp. 34, 35)	
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 0–99: Recognise, identify, read and write numbers symbols 0–99; Recognise, identify, read and write numbers names 0–99	1		100 square (see *Printable Resources*), flashcards with number names (zero to nineteen, twenty to ninety), flard cards 0–99 (see *Printable Resources*), base ten blocks (see *Printable Resources*)	
2	Place value up to 99: Recognise the place value of numbers to 99	2	Worksheet 18 (pp. 38, 39	Flard cards (see *Printable Resources*), base ten blocks (see *Printable Resources*) Written assessment item 1	
3	Compare and order numbers up to 99: Describe, order and compare whole numbers up to 99 using smaller than, greater than, more than, less than and is equal to; Describe and order whole numbers up to 99 from smallest to greatest, and greatest to smallest	3	Worksheet 17 (pp. 36, 37)	Base ten blocks (see *Printable Resources*) (remediation only), blank 100 square (see *Printable Resources*)	
4	Numbers between a 100 to 200: Recognise, identify, read and write number symbols from 100 to 200	4	Worksheet 33 (pp. 76, 77)	101–200 number board, flard cards (see *Printable Resources*) Written assessment items 2 and 3	
5	Complete and consolidate the week's assessment and work	n/a			

Week 2 Assessment Activity: ORAL – INFORMAL CAPS: Number, operations and relationships: Place value **Activity: Place value in numbers up to 99; Observe learners to assess their ability to work with tens and units**	**Mark: /7**

Mark (percentage)	**Criteria – rubric**
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 99
2 (30%–39%)	Can read numbers up to 99 using face value but cannot identify the tens and units
3 (40%–49%)	Can read numbers up to 99 using face value – can correctly identify the units in the number
4 (50%–59%)	Can read numbers up to 99 using face value – can correctly identify the tens and units in the number
5 (60%–69%)	Able to recognise and represent place value of numbers up to 99 in concrete displays, for example, base ten blocks
6 (70%–79%)	Able to recognise place values in numbers and can compare pairs of numbers according to size
7 (80%–100%)	Able to recognise place values in numbers and can order numbers from smallest to greatest 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 3					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
6	Numbers 200 to 300: Recognise, identify, read and write number symbols and names from 200 to 300	5	Worksheet 23 (pp. 52, 53)	Number cards and number name cards 200–300, flard cards (see *Printable Resources*) Written assessment item 4	
7	Number 300 to 400: Recognise, identify, read and write number symbols and names from 300 to 400	6		Number cards and number name cards (200–300), flard cards (see *Printable Resources*)	
8	Numbers 400 to 500: Recognise, identify, read and write number symbols and names from 400 to 500	7		Number cards and number name cards (400–500), flard cards (see *Printable Resources*)	
9	Addition on a number line: Use a number line to add on in tens and ones	8	Worksheet 19 (pp. 40, 41)	Number lines (see *Printable Resources*) Written assessment item 5	
10	Complete and consolidate the week's assessment and work	n/a			
Week 3 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Number, operations and relationships: Addition **Activity: Addition in the number range 0–100; Observe learners doing addition this week**					**Mark: /7**

Mark (percentage)	**Criteria – rubric**
1 (0%–29%)	Unable to add correctly
2 (30%–39%)	Able to add by counting all
3 (40%–49%)	Able to add by counting on from the first number
4 (50%–59%)	Able to add without counting but makes several mistakes and lapses back into counting sometimes
5 (60%–69%)	Able to add without counting but makes a few mistakes
6 (70%–79%)	Able to add in the number range without making any mistakes
7 (80%–100%)	Able to add beyond the number range without making any 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 4					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
11	Subtraction on a number line: Use a number line to subtract numbers	9	Worksheet 20a Worksheet 20b (pp. 42–45)	Number lines (see *Printable Resources*)	
12	Addition and subtraction: Add and subtract from 99 and use appropriate symbols (+, −, =, ☐); Build up and break down numbers	10	Worksheet 21a Worksheet 21b (pp. 46–49)	n/a	
13	Money: Recognise and identify the South African coins and bank notes; Solve money problems involving totals and change in rand or cents	11	Worksheet 26 (pp. 60, 61)	Goods/products for shop, e.g. empty containers (cereal boxes, cool drink cans, tins, washing powder boxes, plastic milk bottles), pictures and cut-outs from supermarket fliers, range of play coins and notes to the value of R50 for each pair Written assessment item 6	
14	Fives (equivalent groups) and repeated addition: Solve repeated addition problems up to 50 using fives; Multiply numbers 1 to 10 by 5 and use appropriate symbols (×, =, ☐)	12	Worksheet 24 (p. 54)	Counters	
15	Complete and consolidate the week's assessment and work	n/a			

Week 4 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Number, operations and relationships: Subtraction

Activity: Subtract in the number range 0–100; Observe learners doing addition this week

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Unable to subtract correctly
2 (30%–39%)	Able to subtract by all and then counting back
3 (40%–49%)	Able to subtract by counting back from the first number
4 (50%–59%)	Able to subtract without counting but makes several mistakes and lapses back into counting sometimes
5 (60%–69%)	Able to subtract without counting but makes a few mistakes
6 (70%–79%)	Able to subtract in the number range without making any mistakes
7 (80%–100%)	Able to subtract beyond the number range without making any 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 5					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
16	Fives arrays: Solve repeated addition problems up to 50 using fives: Multiply numbers 1 to 10 by 5 and use appropriate symbols (×, =, ☐)	13	Worksheet 24 (p. 55)	n/a Written assessment item 7	
17	Fives – sharing and grouping: Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50; Divide numbers up to 50 by 5 and use appropriate symbols (÷, =, ☐)	14		Counters	
18	Twos (equivalent groups) and repeated addition: Solve repeated addition problems up to 50 using twos; Multiply numbers 1 to 10 by 2 and use appropriate symbols (×, =, ☐)	15	Worksheet 25a (pp. 56, 57)	Counters Written assessment item 8	
19	Twos arrays: Solve repeated addition problems up to 50 using threes; Multiply numbers 1 to 10 by 2 and use appropriate symbols (×, =, ☐)	16	Worksheet 25b (pp. 58, 59)	n/a	
20	Complete and consolidate the week's assessment and work	n/a			

Week 5 Assessment Activity: ORAL – FORMAL

CAPS: Patterns and Algebra: Number patterns

Activity: Observe learners counting in fives and twos and using 2s and 5s to multiply and divide

Mark: /7

Mark	Criteria – Checklist: 1 mark for each criterion achieved
1	Able to count in 2s
1	Able to count in 5s
1	Able to count 2s and 5s shown in arrays
1	Able to use 2s in sharing problems
1	Able to use 5s in sharing problems
1	Able to use 2s in grouping problems
1	Able to use 5s in grouping problems

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

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Week 6					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
21	Twos – sharing and grouping: Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50; Divide numbers up to 50 by 2 and use appropriate symbols (÷, =, □)	17		Counters Written assessment item 11	
22	2-D shapes – straight and curved sides: Describe, sort and compare 2-D shapes in terms of shape, straight sides and round sides	18	Worksheet 10 (pp. 22, 23)	Labels and cut-outs of a rectangle, triangle, circle, square; a bag/ pillowcase to put the shapes into	
23	2-D shapes – straight and round sides: Describe, sort and compare 2-D shapes in terms of shape, straight sides and round sides	19	Worksheet 11 (pp. 24, 25)	Scrap paper, 2-D shapes and shape name cards, old magazines/adverts, 3-D shapes (cylinder, cone, pyramid, sphere, prism/box) Written assessment item 13	
24	Data – tally tables: Group to at least 200 objects to estimate and count reliably; Represent data in a table; Represent data in a graph	20		n/a	
25	Complete and consolidate the week's assessment and work	n/a			

Week 6 Assessment Activity: ORAL and PRACTICAL – FORMAL

CAPS: Space and shape

Activity: 2-D shapes – assess learners' ability to recognise, identify and compare shapes

Mark: /7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Able to recognise and name squares and circles
2 (30%–39%)	Able to recognise and name triangles, squares and circles
3 (40%–49%)	Able to recognise and name rectangles, triangles, squares and circles
4 (50%–59%)	Able to recognise and compare rectangles, circles, squares and triangles in familiar orientations
5 (60%–69%)	Able to recognise, sort and compare rectangles, circles, squares and triangles in unfamiliar orientation
6 (70%–79%)	Able to recognise, sort and compare rectangles, circles, squares and triangles in any orientation
7 (80%–100%)	Able to describe, sort and compare rectangles, circles, squares and triangles in any orientation

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	Data – bar graph and tables: Group to at least 200 objects to estimate and count reliably; Represent data in a table with tallies and frequencies; Represent data in a graph	21	Worksheet 22 (pp. 50–51)	n/a	
27	Data – tallies and tables: Collect data about the class to answer a question posed by the teacher; Use tallies to record data in categories provided	22	Worksheet 36 (pp. 84–85)	n/a Written assessment item 16	
28	Threes (equivalent groups) and repeated addition: Solve repeated addition problems up to 30 using threes; Multiply numbers 1 to 10 by 3 and use appropriate symbols (×, =, ☐)	23	Worksheet 27 (p. 62)	Counters	
29	Threes arrays: Solve repeated addition problems up to 50 using threes; Multiply numbers 1 to 10 by 3 and use appropriate symbols (×, =, ☐)	24	Worksheet 27 (p. 63)	n/a	
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

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 answers questions about data in 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	Threes – sharing and grouping: Solve and explain solutions to practical problems that involve equal sharing and grouping up to 30; Divide numbers up to 30 by 3 and use appropriate symbols (÷, =, ☐)	25	Worksheet 30a (pp. 68–69)	Counters	
32	Fours (equivalent groups) and repeated addition: Solve repeated addition problems up to 40 using fours; Multiply numbers 1 to 10 by 4 and use appropriate symbols (×, =, ☐)	26	Worksheet 28 (p. 64)	Counters	
33	Fours arrays: Solve repeated addition problems up to 50 using fours; Multiply numbers 1 to 10 by 4 and use appropriate symbols (×, =, ☐)	27	Worksheet 28 (p. 65)	n/a Written assessment item 12	
34	Fours – sharing and grouping: Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50; Divide numbers up to 50 by 4 and use appropriate symbols (÷, =, ☐)	28	Worksheet 30b (pp. 70–71)	Counters	
35	Complete and consolidate the week's assessment and work	n/a			

Week 8 Assessment Activity: ORAL – FORMAL

CAPS: Number operations and relationships

Activity: Observe learners' ability to count in threes and fours and work with multiples, sharing and grouping

Mark: /7

Mark	Criteria – Checklist: 1 mark for each criterion achieved
1	Able to count in 3s
1	Able to count in 4s
1	Able to count 3s and 4s shown in arrays
1	Able to use 3s in sharing problems
1	Able to use 4s in sharing problems
1	Able to use 3s in grouping problems
1	Able to use 4s in grouping problems

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	Fractions – sharing leading to fractions: Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions, e.g. 1/2, 1/4, 3/4, 2/5, etc.; Use and name fractions in familiar contexts including halves, quarters, eights, thirds, sixths, fifths	29		Cones, sharing circles, hula hoops, counters, printable worksheet (sharing to find fractions)	
37	Fractions – fractions as a parts of a group: Use and name fractions in familiar contexts including halves, quarters, eights, thirds, sixths, fifths	30	Worksheet 31 (pp. 72–73)	n/a Written assessment item 9	
38	Fractions – fraction shapes: Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions, e.g. 1/2, 1/4, 3/4, 2/5 etc.; Begin to recognise equivalent fractions	31		Scrap paper, fraction circles, fraction wall (see *Printable Resources*) Written assessment item 10	
39	Capacity/volume: Estimate measure, compare and order the capacity of containers by using non-standard measures, e.g. spoons and cups; Describe the capacity of the container by counting and stating how many of the informal units it takes to fill the container	32	Worksheet 14 (p. 30)	Spoons, clear/see-through cups (2 cups for each group and an extra set for the teacher for demonstration), various other containers (e.g. jugs, 1-, 2- and 3-litre plastic bottles, margarine containers) Written assessment item 14	
40	Complete and consolidate the week's assessment and work	n/a			

Week 9 Assessment Activity: PRACTICAL – FORMAL

CAPS: Measurement: Capacity

Activity: Observe learners' ability to estimate, measure, compare and order according to capacity

Mark: /7

Mark	Criteria – Checklist: 1 mark for each criterion achieved
1	Can use the vocabulary of capacity, e.g. full, empty
1	Can estimate capacity in non-standard units, e.g. spoons and cups
1	Can estimate capacity in standard units, e.g. using 5 ml teaspoons and 250 ml cups
1	Can measure capacity using non-standard units
1	Can measure capacity using standard units
1	Can compare two containers according to capacity
1	Can order a set of containers according to capacity

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 10					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
41	Capacity/volume: Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres; Know that a standard cup is 250 ml and that a teaspoon is 5 ml	33	Worksheet 14 (p. 31)	Containers and pictures on which you can see the capacity (e.g. 250 ml-cup, teaspoon, an empty 1-litre bottle)	
42	Time – calendars: Read dates on calendar; Place birthdays, religious festivals, public holidays, historical events, school events on a calendar	34	Worksheet 12 (pp. 26–27)	Current calendar (1 per pair)	
43	Time – analogue time: Tell 12-hour time in hours, half-hours, quarters on analogue clocks and digital clocks and other digital instruments	35	Worksheet 32 (pp. 74–75)	Analogue clock (see *Printable Resources*), digital clocks Written assessment item 15	
44	Time – calculate time passed: Calculate length of time and passing of time	36		Analogue clock (see *Printable Resources*), digital clock	
45	Complete and consolidate the week's assessment and work	n/a			

Week 10 Assessment Activity: ORAL – INFORMAL

CAPS: Measurement: Time

Activity: Observe learners' ability to work with calendars

Mark: /7

Mark	**Criteria – Checklist: 1 mark for each criterion achieved**
1	Knows the names of the calendar months (January to December)
1	Able to read the calendar month name
1	Able to read the names of the days of the week (Monday to Sunday)
1	Able to identify weekdays on a calendar
1	Able to identify weekend days on a calendar
1	Able to locate given dates on a calendar
1	Able to calculate number of days passed between two give dates

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 11					
Day	**CAPS content, concepts, skills**	**LP no.**	**DBE workbook**	**Resources**	**Date completed**
46	Geometric patterns: Copy, extend, describe in words simple patterns made with physical objects and with drawings of lines, shapes or objects; Create own geometric patterns with physical objects and drawings of lines, shapes or objects	37	Worksheet 47 (p. 109)	Four sets of 4–5 identical items (e.g. pictures of 4 apples, 4 oranges, 4 pears and 4 bananas) per group	
47	Number patterns in 3: Copy and extend and describe number sequences of 3 between 0 and 200	38	Worksheet 29 Q. 1c (p. 66)	1–200 number board (see *Printable Resources*), counters	
48	Number patterns in 4: Copy and extend and describe number sequences of 4 between 0 and 200	39	Worksheet 29 Q. 1d (p. 66) Worksheet 9 (pp. 20–21)	1–200 number board (see *Printable Resources*), counters	
49	Number patterns in 5: Copy and extend and describe number sequences of 5 between 0 and 300	40	Worksheet 29 Q.1a (p. 66)	1–200 number board (see *Printable Resources*), counters	
50	Complete and consolidate the week's assessment and work	n/a			

Week 11 Assessment Activity: ORAL and PRACTICAL – INFORMAL	
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:**

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: Activity 1** Number, operations and relationships – Place value	**Written: Item bank questions 1, 2 and 3** Number
3	**Oral and Practical: Activity 2** Number, operations and relationships – Addition	**Written: Item bank questions 4 and 5** Number
4		**Oral and Practical: Activity 3** Number, operations and relationships – Subtraction **Written: Item bank question 6** Number
5		**Oral: Activity 4** Patterns and Algebra – Number patterns **Written: Item bank questions 7 and 8** Number
6		**Oral: Activity 5** Space and shape – 2-D shapes **Written: Item bank questions 11 and 13** Patterns and Space and Shape
7		**Practical: Activity 6** Data handling – Collect and represent data **Written: Item bank question 16** Data Handling
8		**Oral: Activity 7** Number operations and relationships – Multiples, sharing and grouping **Written: Item bank question 12** Number patterns
9		**Practical: Activity 8** Measurement – Capacity **Written: Item bank questions 9, 10 and 14** Number and measurement
10	**Oral: Activity 9** Measurement – Time	**Written: Item bank question 15** Measurement
11	**Oral and Practical: Activity 10** Patterns and Algebra – Geometric patterns	

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET GRADE 3 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	8: Oral	Written		5: Oral	Written		6: Oral	Written		9: Practical	Written		7: Practical	Written	
(Out of) marks	7	7	29	43	7	7	14	7	12	19	7	5	12	7	9	16
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 11 and 12 – Marks 3 + 4 = 7

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

   Questions 13 – Marks 12

4. **Written assessment items for Measurement**

   Questions 14 and 15 – Marks 3 + 2 = 5

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

   Question 16 – Marks 9

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	Total
Mark	3	2	2	2	4	6	3	2	5	2	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 *(3)*

Complete the following:
Gqibezela oku kulandelayo:

a) 64 = _____ tens + _____ units

64=amashumi ama-_____ + imivo emi-_____

b) 3 units + 9 tens + _____ = 193

imivo emi- 3 + amashumi ali-9 + _____= 193

Question 2
Umbuzo 2 *(2)*

Write this number in words:
Bhala eli nani ngamagama:

a) 18 _____

b) 154 _____

Question 3
Umbuzo 3 *(2)*

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

160	106	116	166

Question 4
Umbuzo 4 *(2)*

Write the number symbol for the following number:
Bhala eli nani lilandelayo lube luphawu lwenani:

a) Seventy six _____

Amashumi asixhenxe anesixhenxe _____

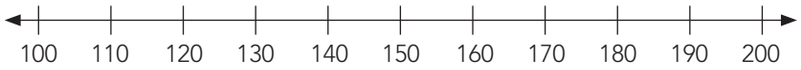
b) Two hundred and nine _____

Amakhulu amabini anesithoba _____

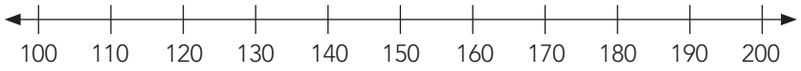
Question 5
Umbuzo 5 *(2)*

Use the number lines to calculate:
Sebenzisa imigca manani ukubala:

a) 125 + 30 = ☐



b) 190 – 45 = ☐



Question 6
Umbuzo 6

Apples cost 90c. Neo has four 50c coin and two 20c coins.
Ama-apile abiza ama-90c. UNeo uneengqekembe zama-50c ezine nezama-20c ezimbini.

a) How much money does Neo have?
Unamalini uNeo xa iyonke? *(2)*

_____

b) How much will two apples cost?
Azakubiza malini ama-apile amabini? *(2)*

_____

c) How much money will he have left?
Uzakushiyekelwa yimalini yena? *(2)*

_____

Question 7
Umbuzo 7 *(3)*

My grandmother tiles her floor. She has 6 rows with 5 tiles in each row. How many tiles does she use?
Draw a number line to show how many tiles she uses altogether. Write the number sentence.

Umakhulu ufaka iithayili phantsi. Unemigca emi-6 yeethayili ezi-5 kumgca ngamnye. Zingaphi iithayile zizonke?
Zoba umgca manani ukubonisa inani leethayili azisebenzisileyo zizonke. Bhala isivakalisi samanani.

Question 8
Umbuzo 8 *(2)*

I have 9 bags. There are 2 sweets in each bag.
How many sweets do I have altogether? _____
Ndineepakethi ezi-9. Kukho iilekese ezi-2 kwipakethi nganye. Zingaphi iilekese endinazo zizonke?

_____

Question 9
Umbuzo 9 *(5)*

There are 9 boys and 6 girls.
Kukho amakhwenkwe a-9 namantombazana a-6.

a) How many children are there altogether? _____
Bangaphi abantwana bebonke? _____

b) How many boys are there? _____
Mangaphi amakhwenkwe?_____

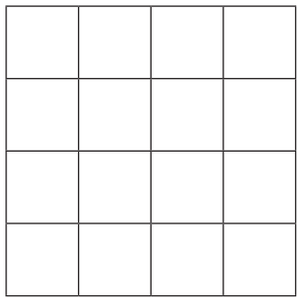
c) What fraction of the children are boys? _____
Amakhwenkwe aliqhezu elingakanani kwaba bantwana? _____

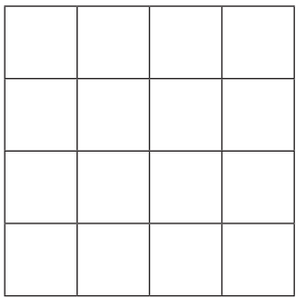
d) How many girls are there? _____
Mangaphi amantombazana? _____

e) What fraction of the children are girls? _____
Amantombazana aliqhezu elingakanani kwaba bantwana? _____

Question 10
Umbuzo 10 *(2)*

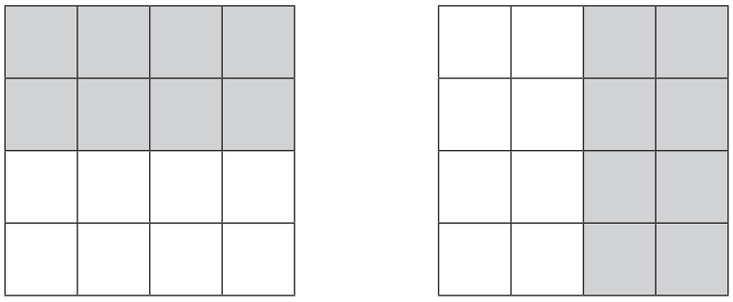
Shade one half of each shape below in a different way:
Faka umbala kwisiqingatha semilo nganye engezantsi, ingafani imibala:





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

1. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 64 = 6 tens + 4 units 64= amashumi ama-6 + imivo emi-4 b) 3 units + 9 tens + 1 hundred = 193 imivo emi-3 + amashumi ali-9 + ikhulu eli-1 = 193	(3)
2. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) eighteen ishumi elinesibhozo b) one hundred and fifty four ikhulu elinamashumi amahlanu anane	(2)
3. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) 160 | ~~106~~ | 116 | (166)	(2)
4. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 76 b) 209	(2)
5. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 155 b) 145	(2) + (2)
6. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 4 × 50c = R2,00 and/kwakunye 2 × 20c = 40c He has/une R2,40 b) 2 × 90c = R1,80 or/okanye 180c c) R2,40 − R1,80 = 60c	(2) + (2) + (2)
7. (1 mark for the correct answer and two marks for the number line) (Inqaku eli-1 ngempendulo echanekileyo namanqaku amabini ngomgca manani) 6 × 5 = 30 0 5 10 15 20 25 30 35 40 45 50	(3)

8. $9 \times 2 = 18$ (1 mark/ Inqaku eli-1) 18 sweets/ iilekese ezili-18 (1 mark/ Inqaku eli-1)	(2)
9. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 15 b) 9 c) three fifths isithathu sesihlanu d) 6 e) two fifths isibini sesihlanu	(5)
10. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)  (answers may vary) (iimpendulo zingahlukahlukana)	(2)

Written assessment items for Pattern

Question 11
Umbuzo 11 *(3)*

Complete the following patterns:
Gqibezela ezi patheni zilandelayo:

a) 138, 140, 142, _____,

b) 76, 74, _____, 70

c) 60, _____, 70, 75

Question 12
Umbuzo 12 *(4)*

a) Underline the numbers that are not multiples of 4?
Krwela imigca ngaphantsi kwamanani angazoziphindwa ze -4?

32, 21, 28, 27, 36, 24

b) Count in 5s:
Bala ngezi-5:

___; ___; 165; 160; 155

Written assessment items for Patterns: solutions and mark allocations

11. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 144 b) 72 c) 65	(3)
12. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 32, 21, 28, 27, 36, 24 b) 175; 170	(4)

Written assessment items for Space and shape

Question 13
Umbuzo 13 *(12)*

Draw and complete this table/Zoba uze ugcwalise le theyibhuli

	Name of shape **Igama lemilo**	**Number of sides** **Inani lamacala**	**Are the sides straight or round?** **Ingaba amacala athe tye okanye angqukuva?**
a) 			
b) 			
c) 			
d) 			

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

13. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) square/isikwere 4 straight/tye b) triangle/unxantathu 3 straight/tye c) rectangle/uxande 4 straight/tye d) circle/isangqa 1 round/ngqukuva	(12)

Written assessment items for Measurement

Question 14
Umbuzo 14 *(3)*

340 ml

1 000 ml

a) What is the capacity of the milk carton? _____
Inomthamo ongakanani ibhokisi yobisi? _____

b) What is the capacity of the Fanta can? _____
Inomthamo ongakanani inkonkxa yeFanta? _____

c) Which container has the greater capacity? _____
Sesiphi isikhongozeli esinomthamo omkhulu?_____

Question 15
Umbuzo 15 *(2)*

a) Write half past 7 in digital time.
Bhala isiqingatha emva kwentsimbi yesi-7 kwiwotshi edanyazayo/ yamanani.

_____

b) Write 05:30 in analogue time.
Bhala 05:30 ngokwewotshi yamasiba.

_____

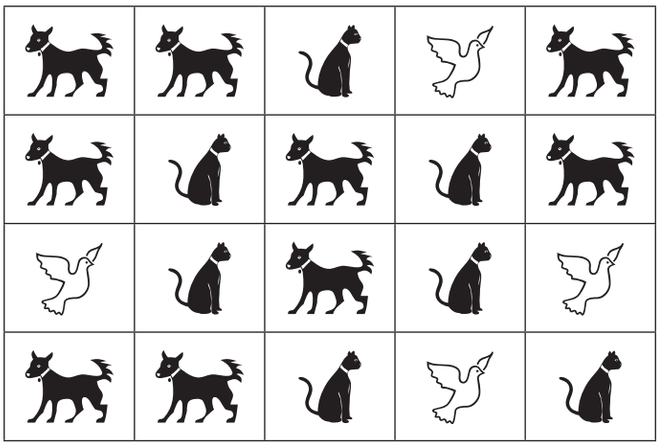
Written assessment items for Measurement: solutions and mark allocations

14. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 1 000 ml b) 340 ml c) The milk carton Ibhokisi yobisi	(3)
15. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 07:30 b) 5.30 am	(2)

Written assessment items for Data handling

Question 16
Umbuzo 16 *(9)*

The children in your class have dogs, cats, fish and birds as pets.
Abantwana eklasini yakho banezinja, iikati, iintlanzi neentaka njengezilo qabane.



a) Use the tally table to sort the data and find the number of each type of pet.
Sebenzisa itheyibhuli yeentonga ukuhlela ingqokelela yezilo qabane ze ufumane inani lesilo qabane ngasinye.

Pet	Tally	Frequency
Isilo qabane	**Iintonga**	**Ukuphindaphindeka**
dogs/izinja		
cats/iikati		
birds/iintaka		

b) What is the most popular pet?
Sesiphi isilwanyana esithandwa kakhulu?

_____

c) What is the least popular pet?
Sesiphi isilwanyana esingathandwa kakhulu?

_____

d) What is the difference between the number of cats and the number of birds as pets?
Yintoni umahluko phakathi kwenani leekati neentaka ezizilo qabane?

_____

Written assessment items for Data handling: solutions and mark allocations

16. (1 mark for each correct answer) (9)

(Inqaku eli-1 ngempendulo nganye echanekileyo)

a)

Pet **Isilo qabane**	Tally **Iintonga**	Frequency **Ukuphindaphindeka**
dogs/izinja	𝍸 ||||	9
cats/iikati	𝍸 ||	7
birds/iintaka	||||	4

b) dog
inja

c) bird
intaka

d) 3

Written Assessment:
English / Sepedi

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1
Potšišo 1 *(3)*

Complete the following:
Feleletša tše di latelago:

a) 64 = _____ tens + _____ units

64 = masome a _____ + metšo e _____

b) 3 units + 9 tens + _____ = 193

metšo e 3 + Masome a 9 + ____ = 193

Question 2
Potšišo 2 *(2)*

Write this number in words:
Ngwala nomoro ka mantšu:

a) 18 _____

b) 154 _____

Question 3
Potšišo 3 *(2)*

Circle the biggest number and make a cross over the smallest number.
Raretša nomoro e kgolo go tšona ka moka gomme o dire sefapano go nomoro ennyane.

160	106	116	166

Question 4
Potšišo 4 *(2)*

Write the number symbol for the following number:
Ngwala sekapalo sa dinomoro tše di latelago:

a) Seventy six _____

Masomešupatshela _____

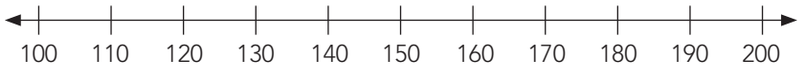
b) Two hundred and nine _____

Masomepedi senyane _____

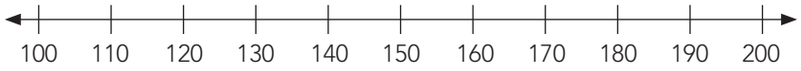
Question 5
Potšišo 5 *(2)*

Use the number lines to calculate:
Šomiša mothalopalo go balela:

a) 125 + 30 = ☐



b) 190 – 45 = ☐



Question 6
Potšišo 6

Apples cost 90c. Neo has four 50c coin and two 20c coins.
Di apola di bitša 90c. Neo o nale dikhoine tša 50c tše nne le tša 20c tše pedi.

a) How much money does Neo have?
Na tšhelete ya Neo ke bokae kamoka? *(2)*

_____

b) How much will two apples cost?
Na diapola tše pedi di bitša bokae? *(2)*

_____

c) How much money will he have left?
Na o tla šala ka bokae? *(2)*

_____

Question 7
Potšišo 7 *(3)*

My grandmother tiles her floor. She has 6 rows with 5 tiles in each row. How many tiles does she use?
Draw a number line to show how many tiles she uses altogether. Write the number sentence.

Koko o lokela dithaele. O nale methaladi e 6 gomme mo mothalading wo mongwe le wo mongwe go nale dithaele tše 5. Na o šomiša dithaele tše kae? Thala mothalopalo go laetša gore o šomiša dithaele tše kae kamoka. Ngwala lefokopalo.

Question 8
Potšišo 8 *(2)*

I have 9 bags. There are 2 sweets in each bag.
How many sweets do I have altogether? _____
Ke nale mekotla e 9. Go nale malekere a 2 ka gare ga mokotla wo mongwe le wo mongwe.
Na ke nale malekere a makae ka moka?

_____

Question 9
Potšišo 9 *(5)*

There are 9 boys and 6 girls.
Go nale bašemane ba 9 le basetsana ba 6.

a) How many children are there altogether? _____
   Na go nale bana ba bakae ka moka? _____

b) How many boys are there? _____
   Bašemane ke ba bakae?_____

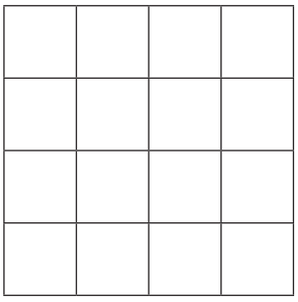
c) What fraction of the children are boys? _____
   Na ke palophatlo efe ya bana yeo elego bašemane? _____

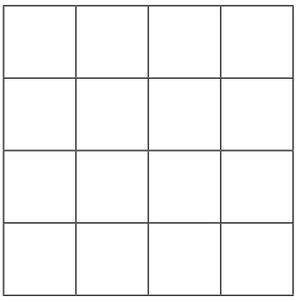
d) How many girls are there? _____
   Na go nale basetsana ba bakae? _____

e) What fraction of the children are girls? _____
   Ke palophatlo efe ya bana yeo e lego basetsana? _____

Question 10
Potšišo 10 *(2)*

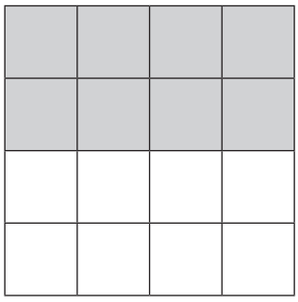
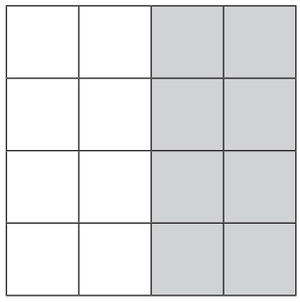
Shade one half of each shape below in a different way:
Balafatša seripagare se tee sa enngwe le enngwe ya dibopego tše ka mokgwa wa go fapana:





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

1. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 64 = 6 tens + 4 units 64 = masome a 6 + metšo e 4 b) 3 units + 9 tens + 1 hundred = 193 metšo e 3 + masome a 9 + lekgolo le 1 = 193	(3)
2. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) eighteen lesome seswai b) one hundred and fifty four lekgolo masomehlano nne	(2)
3. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) 160 | ~~106~~ | 116 | (166)	(2)
4. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 76 b) 209	(2)
5. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 155 b) 145	(2) + (2)
6. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 4 × 50c = R2,00 and/gomme 2 × 20c = 40c He has/o nale R2,40 b) 2 × 90c = R1,80 or/goba 180c c) R2,40 − R1,80 = 60c	(2) + (2) + (2)
7. (1 mark for the correct answer and two marks for the number line) (Moputso o 1 go karabo yeo e nepagetšego le meputso e 2 go mothalopalo) 6 × 5 = 30 0 5 10 15 20 25 30 35 40 45 50	(3)

8. $9 \times 2 = 18$ (1 mark/ Moputso o 1) 18 sweets/ iilekese ezili-18 (1 mark/ Moputso o 1)	(2)
9. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 15 b) 9 c) three fifths tharo hlanong d) 6 e) two fifths pedi hlanong	(5)
10. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)   (answers may vary) (dikarabo di ka fapana)	(2)

Written assessment items for Pattern

Question 11
Potšišo 11 *(3)*

Complete the following patterns:
Feleletša paterone yeo e latelago:

a) 138, 140, 142, _____,

b) 76, 74, _____, 70

c) 60, _____, 70, 75

Question 12
Potšišo 12 *(4)*

a) Underline the numbers that are not multiples of 4?
Thalela dinomoro tšeo di sa balelego ka bo 4?

32, 21, 28, 27, 36, 24

b) Count in 5s:
Bala ka bo 5:

___; ___; 165; 160; 155

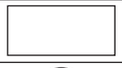
Written assessment items for Patterns: solutions and mark allocations

11. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 144 b) 72 c) 65	(3)
12. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 32, 21, 28, 27, 36, 24 b) 175; 170	(4)

Written assessment items for Space and shape

Question 13
Potšišo 13 *(12)*

Draw and complete this table/Thala o be o feleletše tafola

	Name of shape **Leina la sebopego**	**Number of sides** **Nomoro ya mahlakore**	**Are the sides straight or round?** **Na mahlakore ke a thwii goba ke a nkgokolo?**
a) 			
b) 			
c) 			
d) 			

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

13. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) a) square/sekwere 4 straight/thwii b) triangle/khutlotharo 3 straight/thwii c) rectangle/khutlonnethwii 4 straight/thwii d) circle/sediko 1 round/nkgokolo	(12)

Written assessment items for Measurement

Question 14
Potšišo 14 *(3)*

340 ml

1 000 ml

a) What is the capacity of the milk carton? _____
Lepokisi la maswi le nale mothamo wo mo kaakang? _____

b) What is the capacity of the Fanta can? _____
Kotikoti ya Fanta e nale mothamo wo mo kaakang? _____

c) Which container has the greater capacity? _____
Ke sebjana sefe seo se nago le mothamo wo montši?_____

Question 15
Potšišo 15 *(2)*

a) Write half past 7 in digital time.
Ngwala seripagare go tšwa go iri ya bošupa ka nako ya ditšithale.

_____

b) Write 05:30 in analogue time.
Ngwala 05:30 ka nako ya analoko.

_____

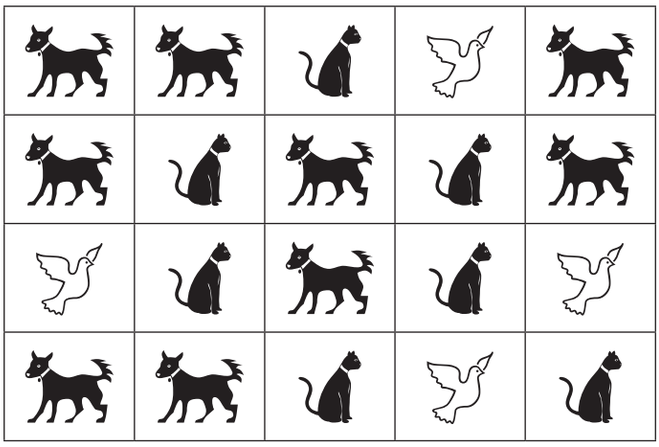
Written assessment items for Measurement: solutions and mark allocations

14. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepatšego) a) 1 000 ml b) 340 ml c) The milk carton Lepokisi la maswi	(3)
15. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego) a) 07:30 b) 5.30 am	(2)

Written assessment items for Data handling

Question 16
Potšišo 16 *(9)*

The children in your class have dogs, cats, fish and birds as pets.
Barutwana ba ka phapošing ya gago ba nale dimpša,dikatse,dihlapi le dinonyane bjale ka diruiwaratwa.



a) Use the tally table to sort the data and find the number of each type of pet.
Šomiša ditafola tša dithali go beakanya difiwa gore o kgone go humana gore go nale nomoro efe ya mohuta wo mongwe le wo mongwe wa diruiwaratwa.

Pet	Tally	Frequency
Diruiwaratwa	**Dithali**	**Poeletšo**
dogs/dimpša		
cats/dikatse		
birds/dinonyane		

b) What is the most popular pet?
Ke seruiwaratwa sefe seo se tšwelelago gantši?

_____

c) What is the least popular pet?
Ke seruiwaratwa sefe seo se sa tšwelelego gantši?

_____

d) What is the difference between the number of cats and the number of birds as pets?
Efa phapano gare ga dinomoro tša dikatse le dinonyane bjalo ka diruiwaratwa?

_____

Written assessment items for Data handling: solutions and mark allocations

16. (1 mark for each correct answer) (9)

(Moputso o 1 go karabo yeo e nepagetšego)

a)

Pet	Tally	Frequency
Diruiwaratwa	**Dithali**	**Poeletšo**
dogs/dimpša	𝍸 ||||	9
cats/dikatse	𝍸 ||	7
birds/dinonyane	||||	4

b) dog
dimpša

c) bird
dinonyane

d) 3

Written Assessment:
English / Setswana

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1
Potso 1 *(3)*

Complete the following:
Feleletsa tse di latelang:

a) 64 = _____ tens + _____ units

64 = _____ masome + _____ metso_____

b) 3 units + 9 tens + _____ = 193

metso e 3 + masome a 9 + _____ = 193

Question 2
Potso 2 *(2)*

Write this number in words:
Kwala palo e, ka mafoko:

a) 18 _____

b) 154 _____

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 thale sefapano mo go e nnye go tsotlhe.

160	106	116	166

Question 4
Potso 4 *(2)*

Write the number symbol for the following number:
Kwala letshwaopalo la palo e e latelang:

a) Seventy six _____

Masome a supa le borataro _____

b) Two hundred and nine _____

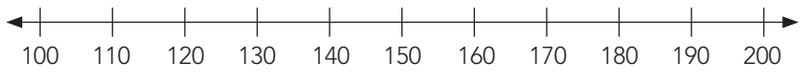
Makgolo a mabedi le borobongwe _____

Question 5

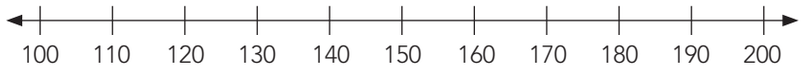
Potso 5 *(2)*

Use the number lines to calculate:
Dirisa melapalo go bala.

a) 125 + 30 = ☐



b) 190 – 45 = ☐



Question 6

Potso 6

Apples cost 90c. Neo has four 50c coin and two 20c coins.
Boleng ba apole ke 90c. Neo o na le papetlana ya 50c le ya 20c.

a) How much money does Neo have?
Neo o na le bokae gotlhe? *(2)*

_____

b) How much will two apples cost?
Boleng ba diapole di le pedi ke bokae? *(2)*

_____

c) How much money will he have left?
O tlile go salelwa ke bokae? *(2)*

_____

Question 7

Potso 7 *(3)*

My grandmother tiles her floor. She has 6 rows with 5 tiles in each row. How many tiles does she use?
Draw a number line to show how many tiles she uses altogether. Write the number sentence.

Nkoko o dira boalo ba ntlo. O na le mela e le 6 mme mola mongwe le mongwe o na le dithaele di le 5. O ya go dirisa dithaele di le kae gotlhe?Thala molapalo go bontsha gore o dirisitse dithaele di le kae gotlhe. Kwala polelopalo.

Question 8

Potso 8 *(2)*

I have 9 bags. There are 2 sweets in each bag.
How many sweets do I have altogether? _____
Ke na le dikgetsana di le 9. Go na le dimonamone di le 2 ka mo kgetsaneng nngwe le nngwe.
Ke na le dimonamone di le kae gotlhe? _____

Question 9
Potso 9 *(5)*

There are 9 boys and 6 girls.
Go na le basimane ba le 9 le basetsana ba le 6.

a) How many children are there altogether? _____
Go na le bana ba le bakae gotlhe? _____

b) How many boys are there? _____
Go na le basimane ba le bakae? _____

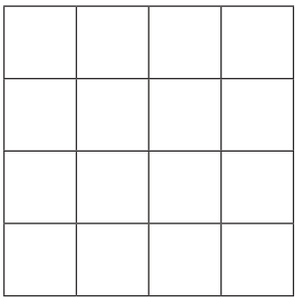
c) What fraction of the children are boys? _____
Basimane ba dira palophatlo efe? _____

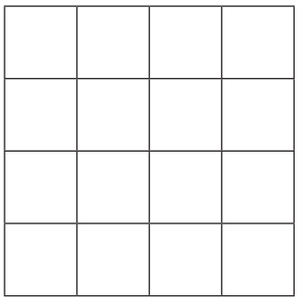
d) How many girls are there? _____
Go na le basetsana ba le bakae? _____

e) What fraction of the children are girls? _____
Basetsana ba dira palophatlo efe? _____

Question 10
Potso 10 *(2)*

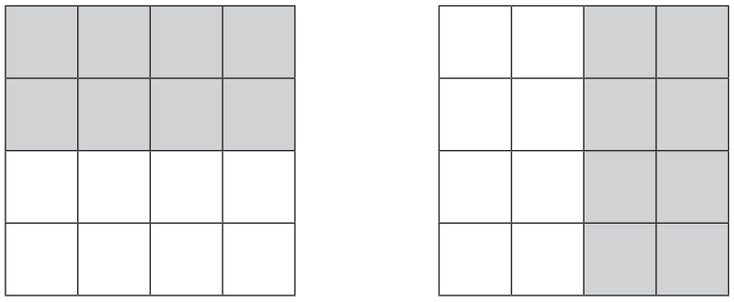
Shade one half of each shape below in a different way:
Tshasa mmala mo dipopegong tse di latelang go bontsha dihalofo tse di farologaneng.





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

1. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 64 = 6 tens + 4 units 64 = masome a 6 + metso e 4 b) 3 units + 9 tens + 1 hundred = 193 metso e 3 + masome a 9 + lekgolo le le 1 = 193	(3)
2. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) eighteen somerobedi b) one hundred and fifty four lekgolo masometlhano le bone	(2)
3. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) 160 | ~~186~~ | 116 | (166)	(2)
4. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 76 b) 209	(2)
5. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 155 b) 145	(2) + (2)
6. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 4 × 50c = R2,00 and/mme 2 × 20c = 40c He has/ o na le R2,40 b) 2 × 90c = R1,80 or/kgotsa 180c c) R2,40 − R1,80 = 60c	(2) + (2) + (2)
7. (1 mark for the correct answer and two marks for the number line) (Leduo le le 1 la karabo e e nepagetseng le madou a le mabedi a molapalo) 6 × 5 = 30 0 5 10 15 20 25 30 35 40 45 50	(3)

8. $9 \times 2 = 18$ (1 mark/leduo le le 1) 18 sweets/ iilekese ezili-18 (1 mark/leduo le le 1)	(2)
9. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 15 b) 9 c) three fifths botlhano ba bararo d) 6 e) two fifths botlhano ba babedi	(5)
10. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)  (answers may vary) (dikarabo di ka farologana)	(2)

Written assessment items for Pattern

Question 11
Potso 11 *(3)*

Complete the following patterns:
Feleletsa dipaterone tse di latelang:

a) 138, 140, 142, _____,

b) 76, 74, _____, 70

c) 60, _____, 70, 75

Question 12
Potso 12 *(4)*

a) Underline the numbers that are not multiples of 4?
Thalela dipalo tse eseng tsa katiso ya 4?

32, 21, 28, 27, 36, 24

b) Count in 5s:
Bala ka 5:

___; ___; 165; 160; 155

Written assessment items for Patterns: solutions and mark allocations

11. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 144 b) 72 c) 65	(3)
12. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 32, 21, 28, 27, 36, 24 b) 175; 170	(4)

Written assessment items for Space and shape

Question 13
Potso 13 *(12)*

Draw and complete this table/Thala o be o feleletše tafola

	Name of shape **Leina la popego**	**Number of sides** **Palo ya matlhakore**	**Are the sides straight or round?** **Aa matlhakore a tlhamaletse kgotsa a kgolokwe?**
a) 			
b) 			
c) 			
d) 			

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

13. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) square/khutlonne 4 straight/tlhamaletse b) triangle/khutlotharo 3 straight/tlhamaletse c) rectangle/khutlonnetsepa 4 straight/tlhamaletse d) circle/kgolokwe 1 round/kgolokwe	(12)

Written assessment items for Measurement

Question 14
Potso 14 *(3)*

340 ml 1 000 ml

a) What is the capacity of the milk carton? _____
Mothamo wa lebokisi la maši ke bokae? _____

b) What is the capacity of the Fanta can? _____
Mothamo wa bolekane ba Fanta ke bokae? _____

c) Which container has the greater capacity? _____
Ke sediriswa sefe se se nang le mothamo o motona? _____

Question 15
Potso 15 *(2)*

a) Write half past 7 in digital time.
Kwala halofo morago ga ura ya bosupa mo tshupanakong ya panya-panya.

_____

b) Write 05:30 in analogue time.
Kwala halofo morago ga ura ya botlhano mo tshupanakong ya manaka.

_____

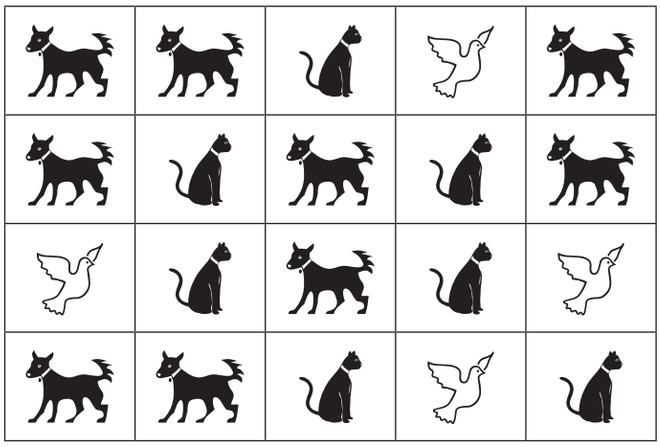
Written assessment items for Measurement: solutions and mark allocations

14. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 1 000 ml b) 340 ml c) The milk carton Lebokisi la maši	(3)
15. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 07:30 b) 5.30 am	(2)

Written assessment items for Data handling

Question 16
Potso 16 *(9)*

The children in your class have dogs, cats, fish and birds as pets.
Bana ka mo phaposiborutelong ya lona ba na le dintšwa, dikatse, ditlhapi le dinonyane.



a) Use the tally table to sort the data and find the number of each type of pet.
Šomiša ditafola tša dithali go beakanya difiwa gore o kgone go humana gore go nale nomoro efe ya mohuta wo mongwe le wo mongwe wa diruiwaratwa.

Pet	Tally	Frequency
Seruiwaratwa	**Tsamaisano**	**Kgafetsa**
dogs/dintšwa		
cats/dikatse		
birds/dinonyane		

b) What is the most popular pet?
Ke seruiwaratwa sefe se se ratwang go gaisa?

_____

c) What is the least popular pet?
Ke sruiwaratwa sefe se se sa ratiweng go gaisa?

_____

d) What is the difference between the number of cats and the number of birds as pets?
Ke pharologano efe ya dipalo magareng ga dikatse le dinonyane jaaka diruiwaratwa?

_____

Written assessment items for Data handling: solutions and mark allocations

16. (1 mark for each correct answer) (9)

(Leduo le le 1 la karabo e e nepagetseng)

a)

Pet **Seruiwaratwa**	Tally **Tsamaisano**	Frequency **Kgafetsa**
dogs/dintšwa	𝍸 ||||	9
cats/dikatse	𝍸 ||	7
birds/dinonyane	||||	4

b) dog
dintšwa

c) bird
dinonyane

d) 3

Written Assessment:
English / Xitsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1
Xivutiso 1 *(3)*

Complete the following:
Hetisa leswi landzelaka:

a) 64 = _____ tens + _____ units

64 = _____ vukhume + _____ vun'we_____

b) 3 units + 9 tens + _____ = 193

3 vun'we + 9 vukhume + _____ = 193

Question 2
Xivutiso 2 *(2)*

Write this number in words:
Tsala nomboro hi marito:

a) 18 _____

b) 154 _____

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.

160	106	116	166

Question 4
Xivutiso 4 *(2)*

Write the number symbol for the following number:
Tsala nomboro ya mavito ya tinomboro leti landzelaka:

a) Seventy six _____

Makumenkombo tsevu _____

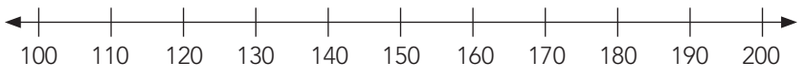
b) Two hundred and nine _____

Madzanamambirhi na nkaye _____

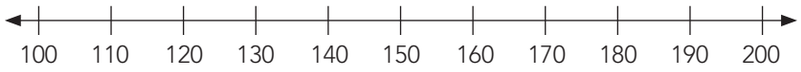
Question 5
Xivutiso 5 *(2)*

Use the number lines to calculate:
Tirhisa ndzhati wa mintsengo ku khakhuleta:

a) 125 + 30 = ☐



b) 190 – 45 = ☐



Question 6
Xivutiso 6

Apples cost 90c. Neo has four 50c coin and two 20c coins.
Maapula ma vitana 90c. Neo u na swingwece swa 50c na 20c wa swingwece.

a) How much money does Neo have?
Xana Neo u na mali muni? *(2)*

_____

b) How much will two apples cost?
Xana maapula mambirhi ma ta vitana mali muni? *(2)*

_____

c) How much money will he have left?
Xana u ta sala na mali muni? *(2)*

_____

Question 7
Xivutiso 7 *(3)*

My grandmother tiles her floor. She has 6 rows with 5 tiles in each row. How many tiles does she use?
Draw a number line to show how many tiles she uses altogether. Write the number sentence.

Kokwana u faka tithayili hansi. U na tinxaxa ta6 ka nxaxa wun'wana na wun'wana. Xana u ta tirhisa tithayili tingani? Dirowa ndzhati wa mintsengo u kombisa leswaku u tirhisile tithayili tingani loko tihlanganile tinkwato. Tsala xivulwa xa nomboro.

Question 8
Xivutiso 8 *(2)*

I have 9 bags. There are 2 sweets in each bag.
How many sweets do I have altogether? _____
Ndzi na 9 wa tibege. Ku na malekere ma2 ka bege.
Xana ndzi na malekere mangani loko mahlanganile hinkwawo?_____

Question 9
Xivutiso 9 *(5)*

There are 9 boys and 6 girls.
Ku na 9 wa vafana na vanhwanyana va 6.

a) How many children are there altogether? _____
Xana ku na vana vangani loko va hlanganile hinkwavo? _____

b) How many boys are there? _____
Xana ku na vafana vangani?_____

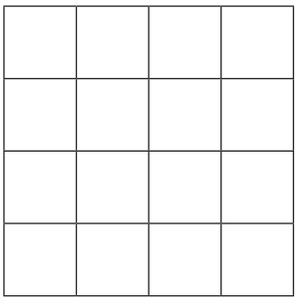
c) What fraction of the children are boys? _____
Xana firakixini ya vafana yi fika kwihi?_____

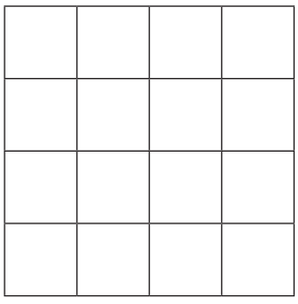
d) How many girls are there? _____
Xana ku na vafana vangani? _____

e) What fraction of the children are girls? _____
Xana firakixini ya vanhwanyana yi fika kwihi?_____

Question 10
Xivutiso 10 *(2)*

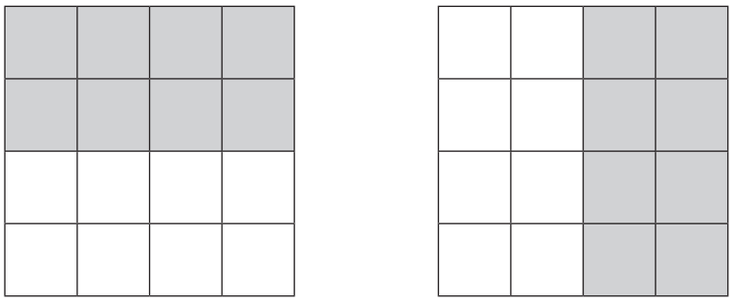
Shade one half of each shape below in a different way:
Chukuchela hafu ya xivumbeko hi ndlela yo hambana:





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

1. (1 mark for the correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) a) 64 = 6 tens + 4 units 64 = 6 vukhume + 4 vun'we b) 3 units + 9 tens + 1 hundred = 193 3 vun'we + 9 vukhume + 1 dzana = 193	(3)
2. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) eighteen makhumenhungu b) one hundred and fifty four madzanan'we makume ntlhanu mune	(2)
3. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) 160 | ~~106~~ | 116 | (166)	(2)
4. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 76 b) 209	(2)
5. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 155 b) 145	(2) + (2)
6. (1 mark for the correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) a) 4 × 50c = R2,00 and/na 2 × 20c = 40c He has/ una R2,40 b) 2 × 90c = R1,80 or/kumbe 180c c) R2,40 – R1,80 = 60c	(2) + (2) + (2)
7. (1 mark for the correct answer and two marks for the number line) (Maraka yi1 ya nhlamulo leyi faneleke na timaraka timbirhi ta ndzhati wa mintsengo) 6 × 5 = 30 0 5 10 15 20 25 30 35 40 45 50	(3)

8. $9 \times 2 = 18$ (1 mark/leduo le le 1) 18 sweets/ malekere-18 (1 mark/maraka yi1)	(2)
9. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 15 b) 9 c) three fifths nharhu vu-ntlhanu d) 6 e) two fifths vumbirhi vu-ntlhanu	(5)
10. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)  (answers may vary) (tinhlamulo to hambanahambana)	(2)

Written assessment items for Pattern

Question 11
Xivutiso 11 *(3)*

Complete the following patterns:
Hetisa tipatironi leti landzelaka:

a) 138, 140, 142, _____,

b) 76, 74, _____, 70

c) 60, _____, 70, 75

Question 12
Xivutiso 12 *(4)*

a) Underline the numbers that are not multiples of 4?
Khwatihata timboro leti nga andzisiwaka ka 4?

32, 21, 28, 27, 36, 24

b) Count in 5s:
Hlayela hi vu-5:

___; ___; 165; 160; 155

Written assessment items for Patterns: solutions and mark allocations

11. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 144 b) 72 c) 65	(3)
12. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 32, 21, 28, 27, 36, 24 b) 175; 170	(4)

Written assessment items for Space and shape

Question 13
Xivutiso 13 *(12)*

Draw and complete this table/Dirowa u hetisa tafula

	Name of shape **Vito ra xivumbeko**	**Number of sides** **Nomboro ya matlhelo**	**Are the sides straight or round?** **Xana matlhelo maololokile kumbe xirhendzevutana?**
a) 			
b) 			
c) 			
d) 			

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

13. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) square/xikwere 4 straight/ololokile b) triangle/yinhlanharhu 3 straight/ololokile c) rectangle/rhekthengele 4 straight/ololokile d) circle/xirhendzevutana 1 round/xirhendzevutana	(12)

Written assessment items for Measurement

Question 14
Xivutiso 14 *(3)*

340 ml

1 000 ml

a) What is the capacity of the milk carton? _____
Xana vundzeni bya xibye xa masi i yini? _____

b) What is the capacity of the Fanta can? _____
Xana vundzeni bya xibye xa Fanta i yini? _____

c) Which container has the greater capacity? _____
Hi xihi xibye lexikulu hi vundzeni? _____

Question 15
Xivutiso 15 *(2)*

a) Write half past 7 in digital time.
Tsala hafu ku bile awara ya 7 hi xijiditali.

_____

b) Write 05:30 in analogue time.
Tsala 05:30 hi analogi.

_____

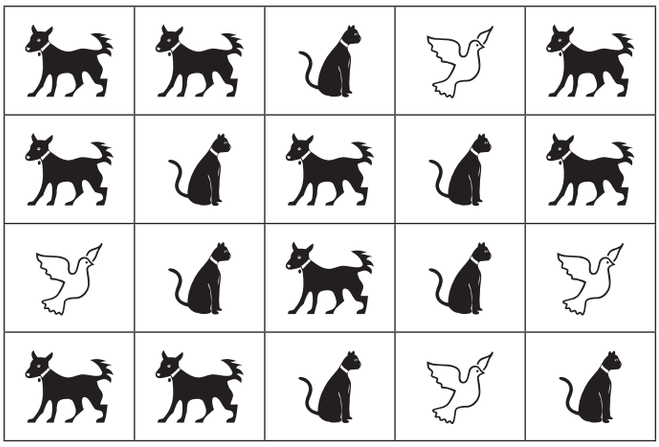
Written assessment items for Measurement: solutions and mark allocations

14. (1 mark for each correct answer) (araka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 1 000 ml b) 340 ml c) The milk carton Thatoni ra masi	(3)
15. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 07:30 b) 5.30 am	(2)

Written assessment items for Data handling

Question 16
Xivutiso 16 *(9)*

The children in your class have dogs, cats, fish and birds as pets.
Vana etlilasini ya wena va na timbyana, swimanga, nhlampfi na swinyenyana.



a) Use the tally table to sort the data and find the number of each type of pet.
Tirhisa thali ya tafula ku nxaxameta datara na ku kuma nomboro ya tinxaka ta swifuwana.

Pet	Tally	Frequency
Swifuwana	**Thali**	**Kuengeteleka**
dogs/timbyana		
cats/swimanga		
birds/swinyenyana		

b) What is the most popular pet?
Xana hi xihi xifuwana lexi tivekaka ngopfu?

_____

c) What is the least popular pet?
Xana hi xihi xifuwana lexi nga tivekiki ngopfu?

_____

d) What is the difference between the number of cats and the number of birds as pets?
Xana hi kwihi ku hambana exikarhi ka nomboro ya swimanga na nomboro ya swinyenyana?

_____

Written assessment items for Data handling: solutions and mark allocations

16. (1 mark for each correct answer) (9)

(Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)

a)

Pet	Tally	Frequency
Swifuwana	**Thali**	**Kuengeteleka**
dogs/timbyana	𝍸 ||||	9
cats/swimanga	𝍸 ||	7
birds/swinyenyana	||||	4

b) dog
timbyana

c) bird
swinyenyana

d) 3

Written Assessment:
English / Tshivenda

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1
Mbudziso 1 *(3)*

Complete the following:
Fhedzisani zwi tevhelaho:

a) 64 = _____ tens + _____ units

64 = _____ mahumi + _____ vhuthihi

b) 3 units + 9 tens + _____ = 193

vhuthihi 3 + maumi a 9 + _____ = 193

Question 2
Mbudziso 2 *(2)*

Write this number in words:
Ṅwalani nomboro iyi nga maipfi:

a) 18 _____

b) 154 _____

Question 3
Mbudziso 3 *(2)*

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

160	106	116	166

Question 4
Mbudziso 4 *(2)*

Write the number symbol for the following number:
Ṅwalani nomboro ya dzina nomboro iyi:

a) Seventy six _____

Fusumbe rathi _____

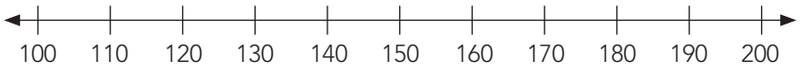
b) Two hundred and nine _____

Maḓana mavhili na ṱahe _____

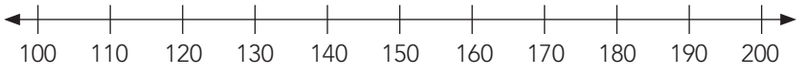
Question 5
Mbudziso 5 *(2)*

Use the number lines to calculate:
Shumisani mutalo mbalo u vhalela.

a) 125 + 30 = ☐



b) 190 – 45 = ☐



Question 6
Mbudziso 6

Apples cost 90c. Neo has four 50c coin and two 20c coins.
Maapula a ḓura 90cNeo o fara 50c nna na 20c mmbili.

a) How much money does Neo have?
Neo o fara vhugai? *(2)*

_____

b) How much will two apples cost?
Maapula mavhili a ḓo ita vhugai? *(2)*

_____

c) How much money will he have left?
U ḓo sala na tshentshi ya vhugai? *(2)*

_____

Question 7
Mbudziso 7 *(3)*

My grandmother tiles her floor. She has 6 rows with 5 tiles in each row. How many tiles does she use?
Draw a number line to show how many tiles she uses altogether. Write the number sentence.

Makhulu u thailesa nnḓu yawe. U na mitalo(ḽaini dza 6 dzine ińwe na ińwe ya vha na thailese dza 5. O shumisa thailese nngana?.Shumisani mutalo mbalo u vhalela thailese dze a dzi shumisa. Ṅwalani dzina mbalo.

Question 8
Mbudziso 8 *(2)*

I have 9 bags. There are 2 sweets in each bag.
How many sweets do I have altogether? _____
Ndi na bege dza 9. Hu na maḽegere a 2 kha bege ińwe na ińwe.
Maḽegere oṱhe o ṱangana ndi mangana? _____

Question 9
Mbudziso 9 *(5)*

There are 9 boys and 6 girls.
Hu na vhatukana vha 9 na vhasidzana vha 6.

a) How many children are there altogether? _____
Hu na vhana vhangana vhoṱhe vho ṱangana? _____

b) How many boys are there? _____
Hu na vhatukana vhangana? _____

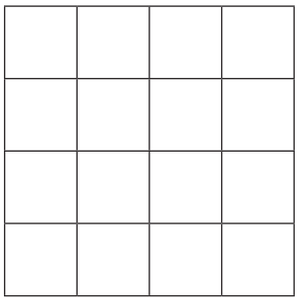
c) What fraction of the children are boys? _____
Vhatukana vha ita furakisheni ifhio ya vhana? _____

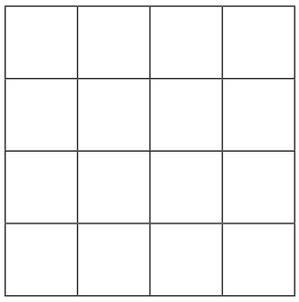
d) How many girls are there? _____
Hu na vhasidzana vhangana? _____

e) What fraction of the children are girls? _____
Vhasidzana vha ita furakisheni ifhio ya vhana? _____

Question 10
Mbudziso 10 *(2)*

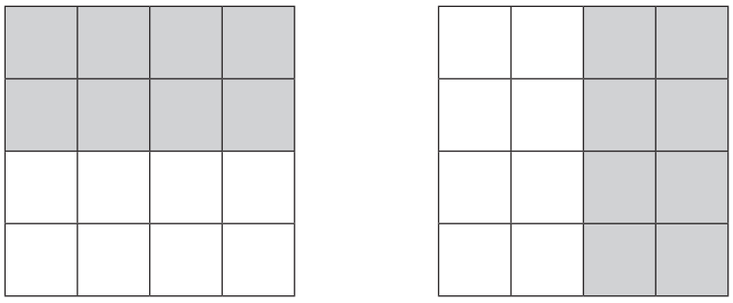
Shade one half of each shape below in a different way:
Olani hafu ya tshivhumbeo tshińwe na tshińwe tshi re afho fhasi nga nḓila yo fhambanaho.





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

1. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone) a) 64 = 6 tens + 4 units 64 = 6 mahumi + 4 vhuthihi b) 3 units + 9 tens + 1 hundred = 193 3 vhuthihi + 9 mahumi + 1 maḓana = 193	(3)
2. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) eighteen fumimalo b) one hundred and fifty four ḓana fuṱhanu ina	(2)
3. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) 160 | ~~196~~ | 116 | (166)	(2)
4. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 76 b) 209	(2)
5. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 155 b) 145	(2) + (2)
6. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone) a) 4 × 50c = R2,00 and/na 2 × 20c = 40c He has/ na R2,40 b) 2 × 90c = R1,80 or/ndi 180c c) R2,40 – R1,80 = 60c	(2) + (2) + (2)
7. (1 mark for the correct answer and two marks for the number line) (Maraga 1 ya phindulo ire yone) 6 × 5 = 30 0 5 10 15 20 25 30 35 40 45 50	(3)

8. $9 \times 2 = 18$ (1 mark/ maraga 1) 18 sweets/ thailese dza -18 (1 mark/ maraga 1)	(2)
9. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 15 b) 9 c) three fifths tshatharu kha ṱhanu d) 6 e) two fifths tshambili kha ṱhanu	(5)
10. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)  (answers may vary) (phindulo dzi nga fhambana)	(2)

Written assessment items for Pattern

Question 11
Mbudziso 11 *(3)*

Complete the following patterns:
Fhedzisani phetheni dzi tevhelaho:

a) 138, 140, 142, _____,

b) 76, 74, _____, 70

c) 60, _____, 70, 75

Question 12
Mbudziso 12 *(4)*

a) Underline the numbers that are not multiples of 4?
Talelani nomboro dzi ne a dzi vhaleli nga 4?

32, 21, 28, 27, 36, 24

b) Count in 5s:
Vhalelani nga -5:

___; ___; 165; 160; 155

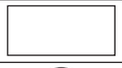
Written assessment items for Patterns: solutions and mark allocations

11. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 144 b) 72 c) 65	(3)
12. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 32, 21, 28, 27, 36, 24 b) 175; 170	(4)

Written assessment items for Space and shape

Question 13
Mbudziso 13 *(12)*

Draw and complete this table/Dirowa u hetisa tafula

	Name of shape **Dzina ḽa tshivhumbeo**	Number of sides **Nomboro ya matungo**	Are the sides straight or round? **Matungo ndi tshwiti kana ndi tshitingeledzi?**
a) 			
b) 			
c) 			
d) 			

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

13. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) square/tshikwea 4 straight/tshwiti b) triangle/thiaryiengele 3 straight/tshwiti c) rectangle/rekithengele 4 straight/tshwiti d) circle/tshitingeledzi 1 round/tshitingeledzi	(12)

Written assessment items for Measurement

Question 14
Mbudziso 14 *(3)*

340 ml

1 000 ml

a) What is the capacity of the milk carton? _____
Vhuḓalo ha mafhi ndi vhungafhani? _____

b) What is the capacity of the Fanta can? _____
Tshikoṱikoṱi tsha Fanta tshi na vhuḓalo vhungafhani?_____

c) Which container has the greater capacity? _____
Ndi tshifhio tsho ḓalesaho? _____

Question 15
Mbudziso 15 *(2)*

a) Write half past 7 in digital time.
Ṅwalani hafu u bva kha awara ya sumbe nga tshifhinga tsha digithala.

_____

b) Write 05:30 in analogue time.
Ṅwalani 05:30 nga tshifhinga tsha analogo.

_____

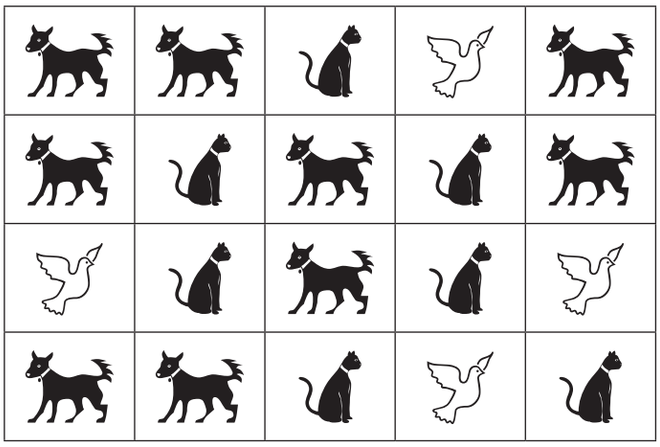
Written assessment items for Measurement: solutions and mark allocations

14. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 1 000 ml b) 340 ml c) The milk carton Bogisi ḽa mafhi	(3)
15. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 07:30 b) 5.30 am	(2)

Written assessment items for Data handling

Question 16
Mbudziso 16 *(9)*

The children in your class have dogs, cats, fish and birds as pets.
Vhagudi vha re kiḽasini vha na dzimmbwa, dzikadzi, khovhe na zwiṋoni sa zwifuwo.



a) Use the tally table to sort the data and find the number of each type of pet.
Shumisani ḓafula ḽa thali u dzudzanya datha na u wana nomboro ya zwifuwo zwo fhambanaho.

Pet	Tally	Frequency
Tshifuwo	**Thali**	**Mutevhe**
dogs/mmbwa		
cats/dzikadzi		
birds/zwiṋoni		

b) What is the most popular pet?
Ndi tshifuwo tshifhio tshi no funeswa?

_____

c) What is the least popular pet?
Ndi tshifuwo tshifhio tshi sa funeswi?

_____

d) What is the difference between the number of cats and the number of birds as pets?
Phambano ya zwimange na zwinoni ndi ifhio?

_____

Written assessment items for Data handling: solutions and mark allocations

16. (1 mark for each correct answer) (9)

(Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)

a)

Pet	Tally	Frequency
Tshifuwo	**Thali**	**Mutevhe**
dogs/mmbwa	𝍸 ||||	9
cats/dzikadzi	𝍸 ||	7
birds/zwiṉoni	||||	4

b) dog
mmbwa

c) bird
zwiṉoni

d) 3