

**Foundation Phase Life Skills School Based Assessment (SBA)
SMT Monitoring Checklist: Grade 3 - Option 2**

School		Principal		Educator	
Grade		Date			
Contact No.		Circuit		SMT Monitor	

1. PLANNING FOR ASSESSMENT		DESCRIPTORS			
		Tick (✓) on the relevant item			
1.1	PROGRAMME OF ASSESSMENT Is it aligned with the CAPS Prescripts?	Does not align with CAPS Prescripts		Does align with CAPS Prescripts	
		Does not reflect the required Study Areas, concepts and skills with the relevant activities.		Does reflect the required Study Areas, concepts and skills with the relevant activities.	
		Does not reflect the prescribed number of Tasks		Does reflect the prescribed number of Tasks	
1.2	PLANNING	Tick (✓) on the relevant item			
1.2.1	Are Lesson Plans informed by:	<input type="checkbox"/> CAPS		<input type="checkbox"/> DBE Rainbow Learner Work Books	
1.2.2	Is the Term plan organised into Weekly Planner	<input type="checkbox"/> Weekly planner is not evident		<input type="checkbox"/> Weekly planner is evident	

Overall Performance Profile according to SBA Monitoring and Moderation			
Tick (✓) on the relevant item			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervention needed. Does not comply with policy requirements. Planning, assessment task and recording of learner performance incomplete and does not align with CAPS Policy requirements. Progression of learners cannot be validated.	Support needed. Seldom complies with policy requirements. Planning, assessment task and recording of learner performance incomplete and not fully aligned with CAPS Policy requirements. Progression of learners is questionable.	Refinement needed. Most of the time complies with policy requirements. Planning, assessment task and recording of learner performance nearly complete and generally aligns with CAPS Policy requirements .Progression of learners is validated.	Commendable. Fully complies with policy requirements. Planning, assessment task and recording of learner performance fully complete and aligns with CAPS Policy requirements. Progression of learners is validated.

2. ASSESSMENT TASKS AND LEARNER EVIDENCE

2.1 LEARNER'S EVIDENCE:

TERM 1

FORMAL ASSESSMENT TASK		
BEGINNING KNOWLEDGE AND PERSONAL AND SOCIAL WELL-BEING (List the topic / Concepts and skills targeted e.g. Observing and communicating Comparing and Classifying)	✓ evident evident	× not evident
	Oral/ Practical	Written
REMARKS		

CREATIVE ARTS	✓ evident evident	× not evident
	Oral/ Practical	Written
<i>Performing Arts</i>		
Dance		
<i>Drama</i>		
Music		
<i>Visual Arts</i>		
2- D Painting/ drawing/ collage		
3-D model		
REMARKS		

PHYSICAL EDUCATION	✓ evident evident	× not evident
	Oral/ Practical	Written
<ul style="list-style-type: none"> • Movement (Locomotor/ non-locomotor) 		
<ul style="list-style-type: none"> • Balance 		
<ul style="list-style-type: none"> • Co-ordination 		
<ul style="list-style-type: none"> • Rhythm 		
<ul style="list-style-type: none"> • Laterality 		
<ul style="list-style-type: none"> • Direction 		
<ul style="list-style-type: none"> • Games 		
REMARKS		

2.2 ASSESSMENT TASK REQUIREMENTS:

FORMAL ASSESSMENT TASKS		Tick (✓) on the relevant item			
2.1	Is the balance between the oral/practical Study Area and the written Study Area appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		The balance between the oral/practical and written Study Areas is not evident .	A balance between oral/practical and written Study Areas is sometimes evident .	A balance between oral/practical and written Study Areas is often evident .	A good balance between oral/practical and written Study Areas is evident .
2.2	Does the complexity of each task align with the content areas and topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Activities are not complex and not aligned with the Study Areas, concepts and skills required.	Some activities are complex and aligned with the Study Areas, concepts and skills required	Most activities are complex and aligned with the Study Areas, concepts and skills required.	All activities are complex and aligned with the Study Areas, concepts and skills required.
2.3	Are the tools relevant to the assessment activities and the Study Areas, concepts and skills targeted? - 7 point scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Assessment tools used to assess learner performance are not appropriate and/or available .	Assessment tools used to assess learner performance are seldom appropriate and/or available	Assessment tools used to assess learner performance are mostly appropriate and/or available	Assessment tools used to assess learner performance are always appropriate and/or available .

2.3 EVIDENCE OF LEARNER WORK IN WORK BOOKS:

LEARNER WORK BOOKS	✓ evident × not evident
Does learner work reflect opportunities for learners to practice the content and skills learnt?	
Is the learner work marked?	
Is the marking dated?	
Is the learner work dated?	
Does the teacher provide feedback or comments on the learner work ?	
REMARKS	

3. RECORDING:	Tick (✓) on the relevant item			
3.1 INFORMAL RECORDING Evidence of informal recording.	No informal recording evident. <input type="checkbox"/>		Informal recording is evident. <input type="checkbox"/>	
3.2 FORMAL RECORDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.1 Does the recording sheet reflect learner performance against the concepts and skills in each assessment task?	Recording sheets do not reflect learner performance against concept and skills	Recording sheets seldom reflect learner performance against concepts and skills	Recording sheets often reflect learner performance against concepts and skills	Recording sheets always reflect learner performance against concepts and skills
3.2.2 Does it reflect an overall performance in each Study Area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recording sheets do not reflect an overall performance against each Study Area.	Recording sheets seldom reflect an overall performance against each Study Area.	Recording sheets often reflect an overall performance against each Study Area.	Recording sheets always reflect an overall performance against each Study Area.
3.2.3 Does the level of the learner achievement recorded correlate with the learner performance reflected in the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learner achievement does not correlate with the learner performance reflected in the task.	Learner achievement seldom correlates with the learner performance reflected in the task.	Learner achievement often correlates with the learner performance reflected in the task.	Learner achievement always correlates with the learner performance reflected in the task.
3.2.4 Do the records indicate intervention and support strategies used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No intervention records or improvement plans are evident.	Intervention records or improvement plans are seldom evident.	Intervention records or improvement plans are often evident.	Intervention records or improvement plans are always evident.
3.3 ANALYSIS OF LIFE SKILLS RESULTS Evidence of analysis of Life Skills results.	<input type="checkbox"/> No analysis of Life Skills results is evident.		<input type="checkbox"/> Analysis of Life Skills results is evident.	
3.4 EVIDENCE OF LIFE SKILLS IMPROVEMENT PLAN	<input type="checkbox"/> No evidence of Life Skills improvement plan <input type="checkbox"/> Does not reflect practical teaching hints		<input type="checkbox"/> Life Skills improvement plan is evident <input type="checkbox"/> Does reflect practical teaching hints	

4. AREAS FOR IMPROVEMENT: Refer also to the remarks in point 2.

RESPONSE FROM EDUCATOR

OVERALL REMARKS

SIGNATURE: EDUCATOR **Date**

SIGNATURE: SMT MONITOR **Date**

School Stamp