

Name: _____ Date: _____

Complete the grid

Which numbers will come out of the doubling machine if the following numbers go in?							
115		95		128		112	
150		143		137		89	
Which numbers will come out of the halving machine if the following numbers go in?							
124		96		284		235	
101		287		175		300	

	1	2	3	4
LO1AS 10.2 Uses the following techniques: doubling and halving;	Unable to double numbers with answers to 300 and halve numbers to 300.	Uses concrete apparatus e.g. flard cards, number grid or the number line to double numbers with answers to 300 and halve numbers to 300. Relies on support and prompting from the teacher.	Can double numbers with answers to 300 and halve number to 300. Seldom relies on flard cards, the number grid or the number line. Makes a careless mistake, but corrects it.	Can double numbers with answers to 300 and halve number to 300 accurately and with ease.

Complete the patterns

202; ; 206;;;;; 216;;; 222

80;; 120;;;;;;; 260;

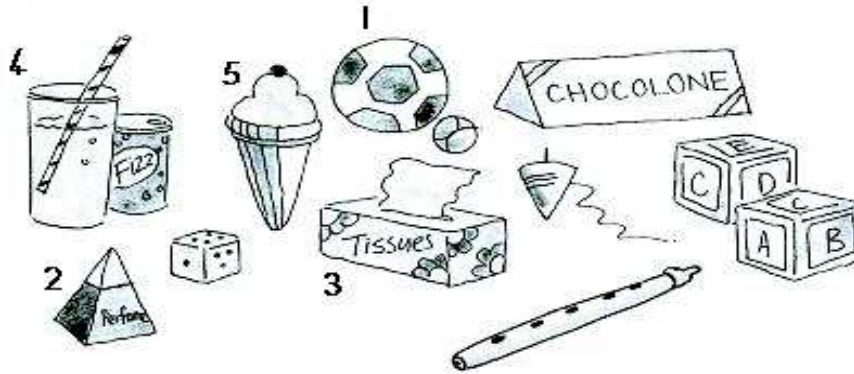
293; 290,;;;; 275;;;

266;;; 236; 226; 216;;;;;

100; 101; 103; 106; 110;;;;;;;

	1	2	3	4
LO2AS 2 Copies and extends simple number sequences to at least 1000.	Unable to copy and complete a number pattern in the number range 0 - 300.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 300.	Can copy, determine and complete the number pattern in the number range 0 - 300. Sometimes make careless mistake, but corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 300.

Name: _____ Date: _____



Look at the picture. Name the 3D-objects numbered from 1 - 5 and count how many of each object you find in the picture. Choose from the following: boxes, balls, cylinders, cones and pyramids.

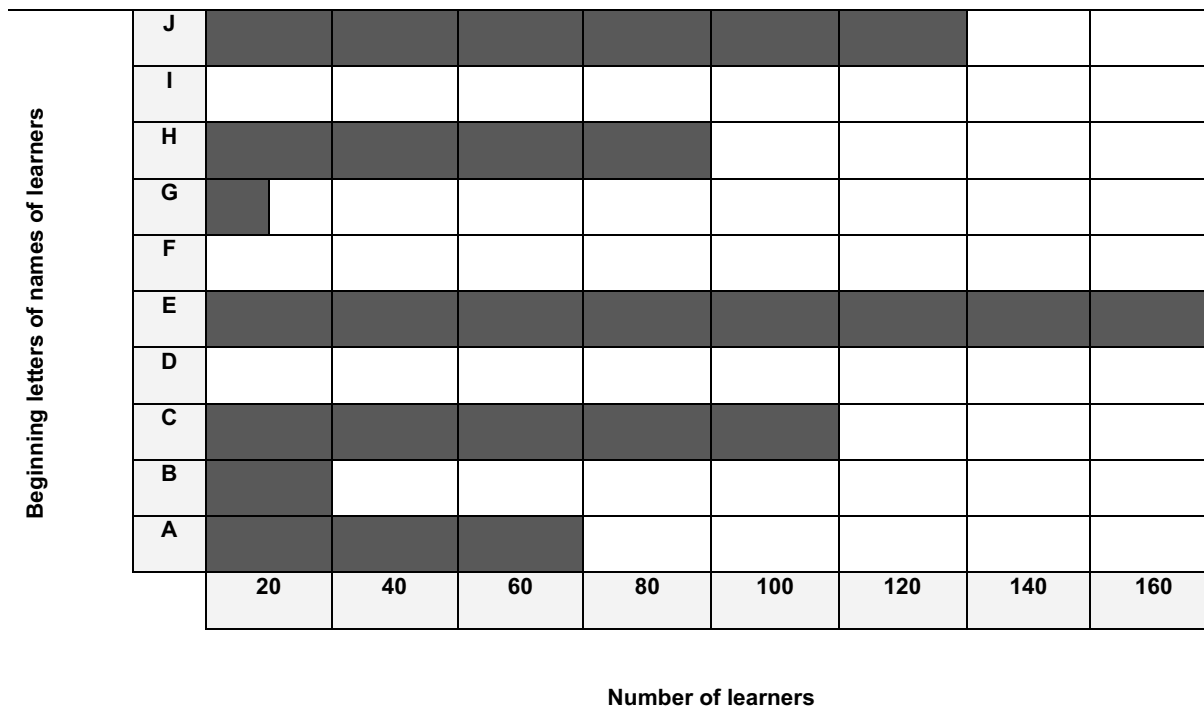
Number	Name of 3D-object	How many 3D-objects in the picture?
1		
2		
3		
4		
5		

	Look at all the patterns. List <u>all</u> the 2D-shapes, e.g. circles.	Count the number of 2D-shapes. Write the number next to the name of the shape, e.g. 7 circles

	1	2	3	4
LO3AS 1: Recognises, identifies and names two-dimensional shapes and three-dimensional objects.	Any 5 or less correct	Any 6 - 11 correct	Any 12 - 17 correct	All 18 correct

Name: _____ Date: _____

Look at the graph to answer the questions.



Look at the graph to answer the questions	
How many names of learners begin with the letter J?	
With which letter do most of the names of the learners begin?	
How many more names begin with an E than with a C?	
How many names of the learners begin with the letter G?	
Write the beginning letters with which no names of learners begin.	
How many names of learners begin with the letters J, E and B?	

	1	2	3	4
LO5AS 5: Reads and interprets data presented in simple tables and lists	Unable to interpret the pictographs to answer the questions.	Able to answer some of the questions correctly. Needs support from the teacher.	Able to answer the questions correctly, Makes a careless mistake.	Able to answer all the questions accurately and with ease.

SECTION 6

Assessment Tools Term 1

Assessment Tools
Grade 3 Term 1
Task 1

Assessment Standard	1	2	3	4
LO 1AS 1.1 Counts forwards and backwards in the intervals specified in Grade 2 with increased number ranges;	Unable to count forwards and backwards in ones, twos, fives and tens from 0 - 300.	Counts forwards and backwards in ones, twos, fives and tens from 0 - 300. Makes errors and relies on prompting from the teacher.	Counts forwards and backwards in ones, twos, fives and tens from 0 to 300. Makes a careless mistake, but corrects it.	Counts forwards and backwards in ones, two, fives and tens from 0 - 300 100 accurately and confidently.
Assessment Standard	1	2	3	4
LO1 AS 3 Knows, reads and writes number symbols and names from 1 to at least 1 000.	Any one correct.	Any 2 correct.	Any 3 - 4 correct.	All 5 correct.
Assessment Standard	1	2	3	4
LO1 AS 4.1 Orders, describes and compares the following numbers whole numbers to at least 3 digit numbers:	Unable to order numbers 0 - 300 from smallest to biggest. Unable to compare numbers using more, less and between.	Need support to order numbers 0 - 300 from smallest to biggest. Need support to compare numbers using more, less and between.	Orders numbers 0 - 300 from smallest to biggest. Makes a careless mistake, but corrects it. Compares numbers using more, less and between correctly. Makes a careless mistake, but corrects it.	Orders numbers 0 - 300 from smallest to biggest accurately. Compares numbers accurately using more, less and between.
Assessment Standard	1	2	3	4
LO1AS5 Recognizes the place value of digits in whole numbers to at least 3-digit numbers.	One correct.	Any 2 - 4 correct.	Any 5 - 7 correct	All 8 correct.
Assessment Standard	1	2	3	4
LO1AS 7 Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary and non-unitary fractions.	Unable to solve and explain the answers to the word problems. Needs support from the teacher.	Able to solve and explain some of the answers to the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to solve and explain the answers to the word problems. Makes a careless mistake, but corrects it.	Solves and explains the answers to the word problems accurately and with ease.

Assessment Tools
Grade 3 Term 1
Task 3

Assessment Standard	1	2	3	4
LO1AS 8.3 Can perform calculations, using appropriate symbols, to solve problems involving division of at least whole 2-digit by 1-digit numbers;	Unable to calculate the answers to the division sums. Unable to calculate the answers to the word problems.	Able to calculate the answers to division sums. Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the division sums. Makes a careless mistake, but corrects it. Able to solve the word problems. Makes a careless mistake, but corrects it.	Calculates the answers to the division sums accurately and with ease. Solves the word problems accurately and with ease.
Assessment Standard	1	2	3	4
LO1AS 9.1 Performs mental calculations involving addition and subtraction for numbers to at least 50 LO1AS 9.2 Performs mental calculations involving multiplication of whole numbers with solutions to at least 50.	Any 1 - 5 correct.	Any 6 - 13 correct.	Any 14 - 19 correct.	All 20 correct
Assessment Standard	1	2	3	4
LO1AS 10.2 Uses the following techniques: doubling and halving;	Unable to double numbers with answers to 300 and halve numbers to 300.	Uses concrete apparatus e.g. flard cards, number grid or the number line to double numbers with answers to 300 and halve numbers to 300. Relies on support and prompting from the teacher.	Can double numbers with answers to 300 and halve number to 300. Seldom relies on flard cards, the number grid or the number line. Makes a careless mistake, but corrects it.	Can double numbers with answers to 300 and halve number to 300 accurately and with ease.
Assessment Standard	1	2	3	4
LO2AS 2 Copies and extends simple number sequences to at least 1000.	Unable to copy and complete a number pattern in the number range 0 - 300.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 300.	Can copy, determine and complete the number pattern in the number range 0 - 300. Sometimes make careless mistake, but corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 300.
Assessment Standard	1	2	3	4
LO2AS 3 Creates own patterns	Unable to create their own patterns.	Relies on prior knowledge to create own number patterns. Do not experiment with different number patterns. Needs semi-concrete apparatus (number line or number grid)	Can create a variety of number patterns. Experiment with new patterns, but makes a careless mistake, but corrects it. Seldom relies on semi-concrete apparatus	Can create a variety of number patterns accurately and with ease. Experiment with new patterns.

Assessment Tools
Grade 3 Term 1
Task 2

Assessment Standard	1	2	3	4
<p>LO1AS 1.1</p> <p>Counts forwards and backwards in the intervals specified in Grade 2 with increased number ranges;</p>	Unable to count forwards and backwards in ones, twos, fives and tens from 0 - 300.	Counts forwards and backwards in ones, twos, fives and tens from 0 - 300. Makes errors and relies on prompting from the teacher.	Counts forwards and backwards in ones, twos, fives and tens from 0 to 300. Makes a careless mistake, but corrects it.	Counts forwards and backwards in ones, twos, fives and tens from 0 - 300 accurately and confidently.
Assessment Standard	1	2	3	4
<p>LO1 AS 4.2</p> <p>Orders, describes and compares the following numbers common fractions including halves, quarters and thirds. (f%o†)</p>	Unable to order fractions from smallest to biggest.	Need support to order fractions smallest to biggest.	Orders the fractions from smallest to biggest. Makes a careless mistake, but corrects it.	Orders fractions from smallest to biggest accurately.
Assessment Standard	1	2	3	4
<p>LO 1AS6</p> <p>Solves money problems involving totals and change in rands and cents, including converting between rands and cents.</p>	<p>Unable to pack out a given amount.</p> <p>Unable to calculate the total amount of money. Confuses addition and subtraction.</p> <p>Unable to write a number sentence and calculate the answers to the money word problems.</p>	<p>Able to pack out some of the given amounts. Relies on assistance from the teacher or peers.</p> <p>Able to do some addition and subtraction calculations with money. Sometimes confuses addition and subtraction.</p> <p>Writes some of the numbers sentences and calculates some of the answers to the money word problems. Relies on concrete apparatus and prompting from the teacher.</p>	<p>Able to pack out the given amounts. Sometimes make a careless mistake, but corrects it.</p> <p>Able to do the addition and subtraction calculations with money. Sometimes make a careless mistake, but corrects it.</p> <p>Writes the numbers sentences and calculates the answers to the money word problems. Relies on concrete apparatus. Sometimes make a careless mistake, but corrects it.</p>	<p>Able to pack out all the given amounts accurately and with ease.</p> <p>Able to do all the addition and subtraction calculations with money. Seldom relies on concrete apparatus.</p> <p>Writes the numbers sentences and calculates the answers to the money word problems accurately and with ease. Seldom relies on concrete apparatus.</p>

Assessment Tools
Grade 3 Term 1
Task 2

Assessment Standard	1	2	3	4
LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 3 digits	Unable to calculate the answers to the addition and subtraction sums. Unable to calculate the answers to the word problems.	Able to calculate the answers to addition and subtraction sums. Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the addition and subtraction sums. Makes a careless mistake, but corrects it. Able to solve the word problems. Makes a careless mistake, but corrects it.	Calculates the answers to the addition and subtraction sums accurately and with ease. Solves the word problems accurately and with ease.
Assessment Standard	1	2	3	4
LO1 AS8.2 Can perform calculations, using appropriate symbols, to solve problems involving multiplication of at least whole 2-digit by 1-digit numbers	Unable to calculate the answers to the multiplication sums. Unable to calculate the answers to the word problems.	Able to calculate the answers to the multiplication sums. Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the multiplication sums. Able to solve the word problems. Makes a careless mistake, but corrects it.	Calculates the answers to the multiplication sums accurately and with ease. Solves the word problems accurately and with ease.
Assessment Standard	1	2	3	4
LO1 AS 10.1 Uses the following techniques: building up and breaking down numbers;	Unable to build up and break down numbers 1 - 300. Unable to write a number sentence.	Can build up and break down numbers to 300 using limited combinations. Needs prompting from the teacher to write the number sentences.	Can build up and break down numbers to 300 using a variety of combinations. Writes the number sentences correctly. Makes a careless mistake, but corrects it.	Able to build up and break down numbers to 300 using a variety of combinations. Writes number sentences confidently and with ease.
Assessment Standard	1	2	3	4
LO1 AS 10.2 Uses the following techniques: doubling and halving;	Unable to double numbers with answers to 300 and halve numbers to 300.	Uses concrete apparatus e.g. flard cards, number grid or the number line to double numbers with answers to 300 and halve numbers to 300. Relies on support and prompting from the teacher.	Can double numbers with answers to 300 and halve number to 300. Seldom relies on flard cards, the number grid or the number line. Makes a careless mistake, but corrects it.	Can double numbers with answers to 300 and halve number to 300 accurately and with ease.

Assessment Tools
Grade 3 Term 1
Task 2

Assessment Standard	1	2	3	4
LO2 AS 2 Copies and extends simple number sequences to at least 1000	Unable to copy and complete a number pattern in the number range 0 - 300.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 300.	Can copy, determine and complete the number pattern in the number range 0 - 300. Sometimes makes a careless mistake, but corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 300.
Assessment Standard	1	2	3	4
LO3AS 2.1 Describes, sorts and compares two-dimensional shapes and three-dimensional objects in pictures and the environment, including: Two-dimensional shapes in or on the faces of three-dimensional objects	The learner cannot describe the 2D-shape on the face of the 3D-object. Learners cannot sort the objects according to the 2D-shape on the face of 3D-objects.	The learner can describe some of the 2D-shapes on the face of 3D-objects. Learners cannot sort the objects according to the 2D-shape on the face of 3D-objects.	The learner can describe the 2D-shape on the face of 3D-objects. Learners can sort the objects according to the 2D-shape on the face of 3D-objects. Makes a careless mistake, but corrects it.	The learner can describe the 2D-shape on the face of 3D-objects with accuracy and with ease. Learners can sort the objects according to the 2D-shape on the face of 3D-objects with accuracy and with ease.
Assessment Standard	1	2	3	4
LO3AS 4 Determines lines of symmetry in two-dimensional shapes using paper folding and reflection	Learners are unable to draw the reflection of the 2D-shape on graph paper.	Learners cannot determine the line of symmetry (not in line with the given shape) and cannot draw the correct reflection of the 2D-shape on graph paper.	Learners can determine the line of symmetry and can draw the reflection, but make a spatial mistake.	Learners can determine the line of symmetry and can draw the reflection accurately and with ease.
Assessment Standard	1	2	3	4
LO4AS 1 Reads and writes analogue and digital clock time in terms of hours, half-hours, quarters of an hour and minutes	Unable to read and write time on a digital and an analogue clock.	Able to read some of the hours and minutes on a digital and an analogue clock. Needs prompting from the teacher.	Able to read the hours and minutes on a digital and an analogue clock. Makes a careless mistake, but corrects it.	Able to read the hours and minutes on a digital and an analogue clock with accuracy and with ease.
Assessment Standard	1	2	3	4
LO4AS 2.2 Solves problems involving calculations with and conversions between hours to days	Unable to solve problems and answer questions involving conversions between hours and days.	Able to solve some of the problems and answer some of the questions involving conversions between hours and days. Needs prompting from the teacher.	Able to solve problems and answer questions involving conversions between hours and days. Makes a careless mistake, but corrects it.	Able to solve problems and answer questions involving conversions between hours and days accurately and with ease.

Assessment Tools
Grade 3 Term 1
Task 2

Assessment Standard	1	2	3	4
LO4AS 2.3 Solves problems involving calculations with and conversions between days to months	Unable to solve problems and answer questions involving conversions between days and months.	Able to solve some of the problems and answer some of the questions involving conversions between days and months. Needs prompting from the teacher.	Able to solve problems and answer questions involving conversions between days and months. Makes a careless mistake, but corrects it.	Able to solve problems and answer questions involving conversions between days and months accurately and with ease.
Assessment Standard	1	2	3	4
LO4AS 5 Estimates, measures, compares and orders three-dimensional objects using non-standard and standard measures: Length (e.g desk lengths, metres)	Unable to estimate measure and compare the length different objects using metres. Unable to answer questions about their findings. Worksheet: Unable to measure the length of the different cylinders and answer questions.	Able to estimate, measure and compare some of the objects. Finds it difficult to measure the length of the different objects in meters. Able to answer some of the questions about their findings. Worksheet: Able to measure the cylinders with a matchstick, but unable to convert the number of matchsticks into metres. Unable to answer some of the questions. Needs prompting from the teacher.	Able to estimate measure and compare the objects. Able to measure the length of the different objects in meters. Able to answer the questions about their findings. Worksheet: Able to measure the cylinders with a matchstick and convert the number of matchsticks into metres. Able to answer the questions. Makes a careless mistake, but corrects it.	Able to estimate measure and compare the objects. Able to measure the length of the different objects in meters accurately and with ease. Able to answer the questions about their findings. Worksheet: Able to measure the cylinders with a matchstick and convert the number of matchsticks into metres. Able to answer the questions. Accurately and with ease.

Assessment Tools
Grade 3 Term 1
Task 3

Assessment Standard	1	2	3	4
LO1AS 1.2 Counts forwards and backwards in: twenties, twenty-fives, fifties and hundreds between 0 and at least 1 000.	Unable to count forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300.	Counts forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300. Makes errors and relies on prompting from the teacher.	Counts forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300. Makes a careless mistake, but corrects it.	Counts forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300 accurately and confidently.
Assessment Standard	1	2	3	4
LO1AS 3: Knows, reads and writes number symbols and names from 1 to at least 1 000.	Any one correct.	Any 2 correct.	Any 3 - 4 correct.	All 5 correct.
Assessment Standard	1	2	3	4
LO1AS 4.1 Orders, describes and compares the following numbers: whole numbers to at least 3 digit numbers:	Unable to order numbers 0 - 300 from smallest to biggest. Unable to compare numbers using more, less and between.	Need support to order numbers 0 - 300 from smallest to biggest. Need support to compare numbers using more, less and between.	Orders numbers 0 - 300 from smallest to biggest. Makes a careless mistake, but corrects it. Compares numbers using more, less and between correctly. Makes a careless mistake, but corrects it.	Orders numbers 0 - 300 from smallest to biggest accurately. Compares numbers accurately using more, less and between.
Assessment Standard	1	2	3	4
LO1AS 7: Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary and non-unitary fractions	Unable to solve and explain the answers to the word problems. Needs support from the teacher.	Able to solve and explain some of the answers to the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to solve and explain the answers to the word problems. Makes a careless mistake, but corrects it.	Solves and explains the answers to the word problems accurately and with ease. Seldom relies on drawings.
Assessment Standard	1	2	3	4
LO1AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 3 digits	Unable to calculate the answers to the addition and subtraction sums. Unable to calculate the answers to the word problems.	Able to calculate the answers to addition and subtraction sums. Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the addition and subtraction sums. Makes a careless mistake, but corrects it. Able to solve the word problems. Makes a careless mistake, but corrects it.	Calculates the answers to the addition and subtraction sums accurately and with ease. Solves the word problems accurately and with ease.

Assessment Tools
Grade 3 Term 1
Task 3

Assessment Standard	1	2	3	4
LO1AS 8.3 Can perform calculations, using appropriate symbols, to solve problems involving division of at least whole 2-digit by 1-digit numbers;	Unable to calculate the answers to the division sums. Unable to calculate the answers to the word problems.	Able to calculate the answers to division sums. Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the division sums. Makes a careless mistake, but corrects it. Able to solve the word problems. Makes a careless mistake, but corrects it.	Calculates the answers to the division sums accurately and with ease. Solves the word problems accurately and with ease.
Assessment Standard	1	2	3	4
LO1AS 9.1 Performs mental calculations involving addition and subtraction for numbers to at least 50 LO1AS 9.2 Performs mental calculations involving multiplication of whole numbers with solutions to at least 50.	Any 1 - 5 correct.	Any 6 - 13 correct.	Any 14 - 19 correct.	All 20 correct
Assessment Standard	1	2	3	4
LO1AS 10.2 Uses the following techniques: doubling and halving;	Unable to double numbers with answers to 300 and halve numbers to 300.	Uses concrete apparatus e.g. flard cards, number grid or the number line to double numbers with answers to 300 and halve numbers to 300. Relies on support and prompting from the teacher.	Can double numbers with answers to 300 and halve number to 300. Seldom relies on flard cards, the number grid or the number line. Makes a careless mistake, but corrects it.	Can double numbers with answers to 300 and halve number to 300 accurately and with ease.
Assessment Standard	1	2	3	4
LO2AS 2 Copies and extends simple number sequences to at least 1000.	Unable to copy and complete a number pattern in the number range 0 - 300.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 300.	Can copy, determine and complete the number pattern in the number range 0 - 300. Sometimes make careless mistake, but corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 300.
Assessment Standard	1	2	3	4
LO2AS 3 Creates own patterns	Unable to create their own patterns.	Relies on prior knowledge to create own number patterns. Do not experiment with different number patterns. Needs semi-concrete apparatus (number line or number grid)	Can create a variety of number patterns. Experiment with new patterns, but makes a careless mistake, but corrects it. Seldom relies on semi-concrete apparatus	Can create a variety of number patterns accurately and with ease. Experiment with new patterns.

Assessment Tools
Grade 3 Term 1
Task 3

Assessment Standard	1	2	3	4
LO1AS 10.2 Uses the following techniques: doubling and halving;	Unable to double numbers with answers to 300 and halve numbers to 300.	Uses concrete apparatus e.g. flard cards, number grid or the number line to double numbers with answers to 300 and halve numbers to 300. Relies on support and prompting from the teacher.	Can double numbers with answers to 300 and halve number to 300. Seldom relies on flard cards, the number grid or the number line. Makes a careless mistake, but corrects it.	Can double numbers with answers to 300 and halve number to 300 accurately and with ease.
Assessment Standard	1	2	3	4
LO2AS 2 Copies and extends simple number sequences to at least 1000.	Unable to copy and complete a number pattern in the number range 0 - 300.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 300.	Can copy, determine and complete the number pattern in the number range 0 - 300. Sometimes make careless mistake, but corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 300.
Assessment Standard	1	2	3	4
LO2AS 3 Creates own patterns	Unable to create their own patterns.	Relies on prior knowledge to create own number patterns. Do not experiment with different number patterns. Needs semi-concrete apparatus (number line or number grid)	Can create a variety of number patterns. Experiment with new patterns, but makes a careless mistake, but corrects it. Seldom relies on semi-concrete apparatus	Can create a variety of number patterns accurately and with ease. Experiment with new patterns.
Assessment Standard	1	2	3	4
LO2AS 4 Describes observed patterns	Unable to describe a given number patterns.	Needs support and prompting from the teacher to describe a given number patterns.	Able to describe the given number patterns. Makes a careless mistake, but corrects it.	Able to describe all of the given number patterns confidently and with ease.
Assessment Standard	1	2	3	4
LO3AS 1 Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures including: <ul style="list-style-type: none"> • Boxes (prisms), balls (spheres) and cylinders • Triangles, squares and rectangles • Circles Cones and pyramids	Any 5 or less correct	Any 6 - 11 correct	Any 12 - 17 correct	All 18 correct

Assessment Tools
Grade 3 Term 1
Task 3

Assessment Standard	1	2	3	4
<p>LO5AS 1: Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and class (e.g 'How many learners walk to school?)</p> <p>LO5AS 2: Sorts, orders and organises own and supplied data by one or more attributes for a particular reason</p>	Unable to collect and sort information. Needs support from the teacher.	Collects information but needs support from the teacher to sort the information according to letters of the alphabet.	Collects and sorts information according to the letters of the alphabet. Makes a careless mistakes, but corrects it.	Collects and sorts information according to the letters of the alphabet accurately and with ease.
LO5AS 3: Draws pictures and constructs pictographs and bar graphs that have a 1-1 correspondence between own data and representation	Unable to construct a pictograph to show the beginning letters of the names of the learners.	Needs support from the teacher to construct a pictograph to show the beginning letters of the names of the learners.	Able to construct a pictograph to show the beginning letters of the names of the learners. Makes a careless mistake.	Able to construct a pictograph to show the beginning letters of the names of the learners accurately.
LO5AS 4: Reads, interprets and reports on information in own and peer's representations of data	Unable to read, interpret and report on own or peer's representations.	Able to read, interpret and report on some of own or peer's representations. Use limited explanations. Needs prompting from the teacher.	Able to read, interpret and report on own or peer's representations.	Able to read, interpret and report on own or peer's representations. Can make conclusions and predictions.
LO5AS 5: Reads and interprets data presented in simple tables and lists	Unable to interpret the pictographs to answer the questions.	Able to answer some of the questions correctly. Needs support from the teacher.	Able to answer the questions correctly, Makes a careless mistake.	Able to answer all the questions accurately and with ease.

SECTION 7

Programme of Assessment Term 1 - 4

PROGRAMME OF ASSESSMENT

EDUCATOR:	LEARNING PROGRAMME: NUMERACY	GRADE 3	YEAR:
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		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK ONE	FOCUS	Count forwards and backwards Number symbols and names Order numbers Position of numbers Place value Sharing and grouping Multiplication Mental calculations (+; -; x) Break down and build up numbers Number sequences (patterns)	Count forwards and backwards Number symbols and names Order numbers Position of numbers Place value Sharing and grouping Multiplication Mental calculations (+; -; x) Break down and build up numbers Number sequences (patterns)	Count forwards and backwards Number symbols and names Order numbers Position of numbers Place value Sharing and grouping Multiplication Mental calculations (+; -; x) Break down and build up numbers Number sequences (patterns)	Count forwards and backwards Number symbols and names Order numbers Position of numbers Place value Sharing and grouping Multiplication Mental calculations (+; -; x) Break down and build up numbers Rounding off Number sequences (patterns)
	LO; AS	LO 1: AS 1.1; 3; 4; 5; 7; 8.2; 9.1; 9.2; 10.1 LO 2: AS 2	LO 1: AS 1.1; 1.2; 3; 4; 5; 7; 8.2; 9.1; 9.2; 10.1 LO 2: AS 2	LO 1: AS 1.1; 1.2; 3; 4; 5; 7; 8.2; 9.1; 9.2; 10.1 LO 2: AS 2	LO 1: AS 1.1; 1.2; 3; 4; 5; 7; 8.2; 9.1; 9.2; 10.1; 10.4 LO 2: AS 2

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK ONE	ACTIVITIES	<p>Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 300.</p> <p>Number symbols and number names to 300.</p> <p>Order, describe and compare numbers to 300.</p> <p>Place value of digits in numbers to 300.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 300.</p> <p>Multiplication of 2-digit by 1-digit numbers (0-300).</p> <p>Mental calculations (+ and -) to 20.</p> <p>Mental calculations (x) to 20.</p> <p>Building up and breaking down numbers to 300.</p> <p>Copy and extend number sequences to 300.</p>	<p>Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 500.</p> <p>Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 500.</p> <p>Number symbols and number names to 500.</p> <p>Order, describe and compare numbers to 500.</p> <p>Place value of digits in numbers to 500.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 500.</p> <p>Multiplication of 2-digit by 1-digit numbers (0-500).</p> <p>Mental calculations (+ and -) to 30.</p> <p>Mental calculations (x) to 30.</p> <p>Building up and breaking down numbers to 500.</p> <p>Copy and extend number sequences to 500.</p>	<p>Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 700.</p> <p>Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 700.</p> <p>Number symbols and number names to 700.</p> <p>Order, describe and compare numbers to 700.</p> <p>Place value of digits in numbers to 700.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 700.</p> <p>Multiplication of 2-digit by 1-digit numbers (0-700).</p> <p>Mental calculations (+ and -) to 40.</p> <p>Mental calculations (x) to 40.</p> <p>Building up and breaking down numbers to 700.</p> <p>Copy and extend number sequences to 700.</p>	<p>Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 1 000.</p> <p>Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 1 000.</p> <p>Number symbols and number names to 1 000.</p> <p>Order, describe and compare numbers to 1 000.</p> <p>Place value of digits in numbers to 1 000.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 1 000.</p> <p>Multiplication of 2-digit by 1-digit numbers (0-1 000).</p> <p>Mental calculations (+ and -) to 50.</p> <p>Mental calculations (x) to 50.</p> <p>Building up and breaking down numbers to 1 000.</p> <p>Rounding off in tens to 1 000.</p> <p>Copy and extend number sequences to 1 000.</p>

		TERM 1	TERM TWO	TERM THREE	TERM FOUR
TASK TWO	FOCUS	Count forwards and backwards Order, describe and compare common fractions (halves and quarters). Money Addition and subtraction Multiplication Building up and breaking down numbers Doubling and halving Number sequences (patterns) Symmetry Time Hours ↔ days Days ↔ months Length	Count forwards and backwards Order, describe and compare common fractions (halve, thirds and quarters). Money Addition and subtraction Multiplication Mental calculations (+; -; x) Building up and breaking down numbers Doubling and halving Number sequences (patterns) 2-D shapes and 3-D objects Symmetry Time Days ↔ months Mass	Count forwards and backwards Order, describe and compare common fractions (halves, thirds and quarters). Money Addition and subtraction Multiplication Mental calculations (+; -; x) Building up and breaking down numbers Doubling and halving Number sequences (patterns) 2-D shapes and 3-D objects Time Minutes ↔ hours Capacity Area	Count forwards and backwards Order, describe and compare common fractions (halves, thirds and quarters). Money Addition and subtraction Multiplication Mental calculations (+; -; x) Building up and breaking down numbers Doubling and halving Number sequences (patterns) Informal maps Time Minutes ↔ hours Hours ↔ days Length, mass and capacity
	LO; AS	LO 1: AS1.1; 4.2; 6; 8.1; 8.2; 10.1; 10.2 LO 2: AS 2; LO 3: AS 4 LO 4: AS 1; 2.2; 2.3; 5	LO 1: AS1.1; 1.2; 4.2; 6; 8.1; 8.2; 9.1; 9.2; 10.1; 10.2 LO 2: AS 2 LO 3: AS 2.1; 4 LO 4: AS 1; 2.3; 5	LO 1: AS1.1; 1.2; 4.2; 6; 8.1; 8.2; 9.1; 9.2; 10.1; 10.2 LO 2: AS 2 LO 3: AS 2.1; 2.2 LO 4: AS 1; 2.1; 5; 6.2	LO 1: AS1.1; 1.2; 4.2; 6; 8.1; 8.2; 9.1; 9.2; 10.1; 10.2 LO 2: AS 2 LO 3: AS 6 LO 4: AS 1; 2.1; 2.2; 5
	ACTIVITIES	Count forwards and backwards in 1s, 2s, 5s and 10s to 300. Order, describe and compare common fractions (halves and quarters). Money problems and converting to 300. Addition and subtraction to 300 Multiplication of 2-digits by 1-digit to 300. Building up and breaking down numbers to 300. Doubling and halving to 300. Copies and extends number sequences to 300. Determine lines of symmetry. Read and write hours and minutes on analogue and digital clocks. Calculations with and conversions between hours ↔days.	Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 500. Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 500. Order, describe and compare common fractions (halves, thirds and quarters). Money problems and converting to 500. Addition and subtraction to 500 Multiplication of 2-digits by 1-digit to 500. Mental calculations (+ and -) to 30. Mental calculations (x) to 30. Building up and breaking down numbers to 500.	Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 700. Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 700. Order, describe and compare common fractions (halves, thirds and quarters). Money problems and converting to 700. Addition and subtraction to 700 Multiplication of 2-digits by 1-digit to 700. Mental calculations (+ and -) to 40. Mental calculations (x) to 40. Building up and breaking down numbers to 700.	Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 1 000. Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 1 000. Order, describe and compare common fractions (halves, thirds and quarters). Money problems and converting to 1 000. Addition and subtraction to 1 000 Multiplication of 2-digits by 1-digit to 999. Mental calculations (+ and -) to 50. Mental calculations (x) to 50. Building up and breaking down numbers to 1 000.

		TERM 1	TERM TWO	TERM THREE	TERM FOUR
TASK TWO		<p>Calculations with and conversions between days↔months. Estimate and measure the different lengths of objects using meters. Compare and order objects according to lengths.</p>	<p>Doubling and halving to 500. Copies and extends number sequences to 500. Describe and compare 2-D shapes on the faces of 3-D objects. Determine lines of symmetry. Read and write hours, half hours and minutes on analogue and digital clocks. Calculations with and conversions between days↔months. Estimate and measure the different mass of objects using kilograms. Compare and order objects according to mass.</p>	<p>Doubling and halving to 700. Copies and extends number sequences to 700. Describe and compare 2-D shapes on the faces of 3-D objects. Describe, sort and compare 3-D objects according to flat and curved surfaces. Describe, sort and compare 2- D shapes according to straight and round edges. Read and write hours, half hours, quarter hours and minutes on analogue and digital clocks. Calculations with and conversions between hours ↔minutes. Estimate and measure the different capacities of objects using liters. Compare and order objects according to capacity. Estimate the number of tiles, matchboxes that will cover an area.</p>	<p>Doubling and halving to 1 000. Copies and extends number sequences to 1 000. Read and write hours, half hours, quarter hours and minutes on analogue and digital clocks. Calculations with and conversions between hours ↔minutes. Calculations with and conversions between hours ↔days. Estimate and measure the different lengths, mass and capacities of objects. Compare and order objects according to lengths, mass and capacity.</p>
TASK THREE	FOCUS	<p>Count forwards and backwards Number symbols and names Sharing and grouping Addition and subtraction Division Mental calculations (+; -; x) Doubling and halving Number patterns 2-D shapes and 3-D objects Data Pictographs</p>	<p>Count forwards and backwards Number symbols and names Sharing and grouping Addition and subtraction Division Mental calculations (+; -; x) Doubling and halving Number patterns 2-D shapes and 3-D objects Data Pictographs</p>	<p>Count forwards and backwards Number symbols and names Sharing and grouping Addition and subtraction Division Mental calculations (+; -; x) Doubling and halving Number patterns 2-D shapes and 3-D objects Data Pictographs</p>	<p>Count forwards and backwards Number symbols and names Sharing and grouping Addition and subtraction Division Mental calculations (+; -; x) Doubling and halving Number patterns 2-D shapes and 3-D objects Data Pictographs</p>
	LO; AS	<p>LO 1: AS 1.2; 3; 4.1; 7; 8.1; 8.3; 9.1; 9.2; 10.2 LO 2: AS 2; 3; 4 LO 3: AS 1 LO 5: AS 1; 2 3; 4; 5</p>	<p>LO 1: AS 1.1; 1.2; 3; 4.1; 7; 8.1; 8.3; 9.1; 9.2; 10.2 LO 2: AS 2; 3; 4 LO 3: AS 1 LO 5: AS 1; 2 3; 4; 5</p>	<p>LO 1: AS 1.1; 1.2; 3; 4.1; 7; 8.1; 8.3; 9.1; 9.2; 10.2 LO 2: AS 2; 3; 4 LO 3: AS 1 LO 5: AS 1; 2 3; 4; 5</p>	<p>LO 1: AS 1.1; 1.2; 3; 4.1; 7; 8.1; 8.3; 9.1; 9.2; 10.2 LO 2: AS 2; 3; 4 LO 3: AS 1 LO 5: AS 1; 2 3; 4; 5</p>

		TERM 1	TERM TWO	TERM THREE	TERM FOUR
TASK THREE	ACTIVITIES	<p>Number symbols and number names to 300.</p> <p>Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 300.</p> <p>Order, describe and compare numbers to 300.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 300.</p> <p>Addition and subtraction to 300</p> <p>Divide a 2-digit number by a 1-digit number (0-99).</p> <p>Doubling and halving to 300.</p> <p>Copies and extends number sequences to 300.</p> <p>Create and describe patterns.</p> <p>Recognise, identify and name 2-D shapes and 3-D objects.</p> <p>Collect, sort, order and organize data.</p> <p>Draw pictographs.</p> <p>Read, interpret and report on information of data representations.</p> <p>Answer questions about graphs</p>	<p>Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 500.</p> <p>Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 500.</p> <p>Number symbols and number names to 500.</p> <p>Order, describe and compare numbers to 500.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 500.</p> <p>Addition and subtraction to 500.</p> <p>Divide a 2-digit number by a 1-digit number (0-99).</p> <p>Mental calculations (+ and -) to 30.</p> <p>Mental calculations (x) to 30.</p> <p>Doubling and halving to 500.</p> <p>Copies and extends number sequences to 500.</p> <p>Create and describe patterns.</p> <p>Recognise, identify and name 2-D shapes and 3-D objects.</p> <p>Collect, sort, order and organize data.</p> <p>Draw pictographs.</p> <p>Read, interpret and report on information of data representations.</p> <p>Answer questions about graphs</p>	<p>Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 700.</p> <p>Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 700.</p> <p>Number symbols and number names to 700.</p> <p>Order, describe and compare numbers to 700.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 700.</p> <p>Addition and subtraction to 700.</p> <p>Divide a 2-digit number by a 1-digit number (0-99).</p> <p>Mental calculations (+ and -) to 40.</p> <p>Mental calculations (x) to 40.</p> <p>Doubling and halving to 700.</p> <p>Copies and extends number sequences to 700.</p> <p>Create and describe patterns.</p> <p>Recognise, identify and name 2-D shapes and 3-D objects.</p> <p>Collect, sort, order and organize data.</p> <p>Draw pictographs.</p> <p>Read, interpret and report on information of data representations.</p> <p>Answer questions about graphs.</p>	<p>Count forwards and backwards in multiples of 1s, 2s, 5s and 10s to 1 000.</p> <p>Count forwards and backwards in multiples of 20s, 25s, 50s and 100s to 1 000.</p> <p>Number symbols and number names to 1 000.</p> <p>Order, describe and compare numbers to 1 000.</p> <p>Problems involving equal sharing and grouping with solutions that also include fractions to 1 000.</p> <p>Addition and subtraction to 1 000.</p> <p>Divide a 2-digit number by a 1-digit number (0-99).</p> <p>Mental calculations (+ and -) to 50.</p> <p>Mental calculations (x) to 50.</p> <p>Doubling and halving to 1 000.</p> <p>Copies and extends number sequences to 1 000.</p> <p>Create and describe patterns.</p> <p>Recognise, identify and name 2-D shapes and 3-D objects.</p> <p>Collect, sort, order and organize data.</p> <p>Draw pictographs.</p> <p>Read, interpret and report on information of data representations.</p> <p>Answer questions about graphs</p>

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